



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

“Running Start for the Trades”

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

December 31, 2007

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Executive Summary

Governor Gregoire's "Running Start for the Trades" legislation (SSHB 2789 – Chapter 161, Laws of 2006, Section 2, and now RCW 49.04.190) established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and The Office of the Superintendent of Public Instruction (OSPI). This legislation had four core requirements:

1. Incentive grants
2. Pilot grants
3. Pre-Apprenticeship Program Guidelines
4. Reports to the Legislature

During the first year the 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. Additionally, four pilot grants were awarded to promote the establishment of formal pre-apprenticeship programs for secondary students. The 2006 pilots were funded at \$25,000 each. Results from both pilot and incentive grant activities are detailed in this report.

The legislation also intended to provide grant recipients/school districts with the structural and programmatic tools necessary to succeed, thus the requirement to develop pre-apprenticeship program guidelines. These guidelines are essentially a best practice guide for schools aiming to prepare secondary students to directly enter construction apprenticeship programs upon graduation. The guidelines were created through a collaborative stakeholder process, and then distributed to all Running Start for the Trades grant recipients and other interested parties. To disseminate these guidelines in a meaningful manner and promote further success among the grant recipients and other school partners, in May 2007, L&I and OSPI co-sponsored a "Running Start for the Trades" Symposium to highlight best practices regarding pre-

apprenticeship program design. Over 60 teachers, administrators, and apprenticeship program representatives attended to learn how to better provide school to apprenticeship connections for students. From this event, and as schools have developed their program, these guidelines have continue to evolve. As different templates for success are developed around the state, and schools learn important lessons about creating and sustaining successful pre-apprenticeship programs, these guidelines will be updated and the best practices will continue to be shared across the system.

The need for pre-apprenticeship programs is more important than ever, largely because the demand for registered apprentices in the State of Washington has risen sharply in recent years. 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, 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, initially approved in 2006 and funded in 2007, established and promoted opportunities for secondary pre-apprenticeship and close collaboration benefiting students, school districts and apprenticeship programs. This legislation mandated teamwork and coordination between key entities toward the goal of a seamless approach connecting secondary students to high wage, high skill apprenticeship training opportunities in the building and construction trades. The goal of the Running Start for the Trades initiative was to establish clear, articulated pathways for high school students to access registered apprenticeships upon graduation. This important effort was intended to expand the pipeline of workers needed to fulfill the high demand for skilled construction workers in Washington State in the next decade.

In 2006, the first round of grants to schools was awarded through a competitive process. The incentive grants were awarded by the Pre-Apprenticeship Subcommittee of the WSATC, the pilot grants were awarded by a diverse grant selection committee who met to consider the merits of each application.

In the first year of the grants (2006), the \$7,500 Incentive Grant Recipients were:

- Clark County Skills Center, Vancouver
- Seattle Public Schools, Seattle (x2)
- 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

In the first year of the grants (2006), the \$25,000 Pilot Grant Recipients were:

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

Successes

Running Start for the Trades initiative has become a term that describes the comprehensive effort statewide that has highlighted the many positive things happening to provide high school youth with pre-apprenticeship and trade exploration activities within the K-12 structure. Most of the schools reported establishing definite ties to apprenticeship programs, and the results to date reflect a multitude of efforts

creating pre-apprenticeship programs, marked by the development of informal and formal agreements ranging from “Direct Entry” to “Preferred Consideration”, which move a student from secondary school to a registered apprenticeship program. Apprenticeship programs have generally been responding very positively to schools, when approached, and schools that have committed to the effort have gone to extraordinary lengths to make these programs successful.

Challenges

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 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 for granting points on applications for graduates, offering guaranteed interviews or conveying a status of “preferred consideration.” Additionally, while they are a worthy endeavor in regards to wage outcomes for students, pre-apprenticeship or hands-on trades programs are very expensive for school districts to deliver. This cost per student served could help explain why so many of vocational types of programs have disappeared from schools over the last several decades. Additionally, as teachers, counselors and other school district representatives scramble to find learning pathways for kids they continually run into competing academic priorities tied to the Washington Assessment of Student Learning (WASL) and high school graduation requirements. There was general agreement among the grant recipients that competing priorities will continue and possibly compound with the implementation of the new Science testing

and graduation requirements. Additionally, some rural schools reported difficulty engaging apprenticeship program partners who were located in distant cities.

2007 – 2008 Reauthorization of Running Start for the Trades Grants

In 2007, the Legislature re-authorized funding for more grants to school districts, and in November 2007, Governor Gregoire announced a new round of recipients of the Running Start for the Trades initiative grants. In years two and three of the effort (2007 & 2008), 14 Washington school districts 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 Governor Gregoire's 2006 legislative proposal to expand and strengthen apprenticeship opportunities for high school students.

Schools receiving the \$40,000 two-year Apprenticeship Pilot Grants are:

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

Schools receiving the \$19,000, two-year Apprenticeship Incentive grants are:

- Evergreen School District, Vancouver
- Kelso School District
- Lynden School District
- Marysville School District
- Mount Adams School District, White Swan
- Omak School District
- SeaTac Occupational Skills Center
- Seattle Public Schools
- Selkirk School District, Metaline Falls
- Trout Lake School District

Conclusion

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 body of this report lists the relationships created or strengthened due to the Governor's Running Start for the Trades initiative. When listed together, these relationships illustrate the breadth of activity taking place throughout the state to benefit Washington's graduating seniors.

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.

Reason for and Structure of this Report

The Running Start to the Trades legislation required each grantee school to provide specific information to the WSATC by December 1, 2007, so that the WSATC could create an annual report and provide it to the governor and the education and commerce and labor committees of the legislature. The annual report is to address the following topics:

- The number of students participating in programs developed under this section,
- The number of qualified graduating secondary students entering into apprenticeship programs each year,
- The results of negotiations between school districts receiving grants and local apprenticeship programs;
- The apprenticeship programs into which the students entered, and;
- Lessons learned by the grant recipients that might lead to improvements in the development and implementation of additional preapprenticeship programs.

This report fulfills that purpose. In addition to the items listed above, this report will provide background on registered apprenticeship, data about why registered apprenticeship is a desirable outcome for students, and specific background on Running Start for the Trades secondary pre-apprenticeship activities.

Background

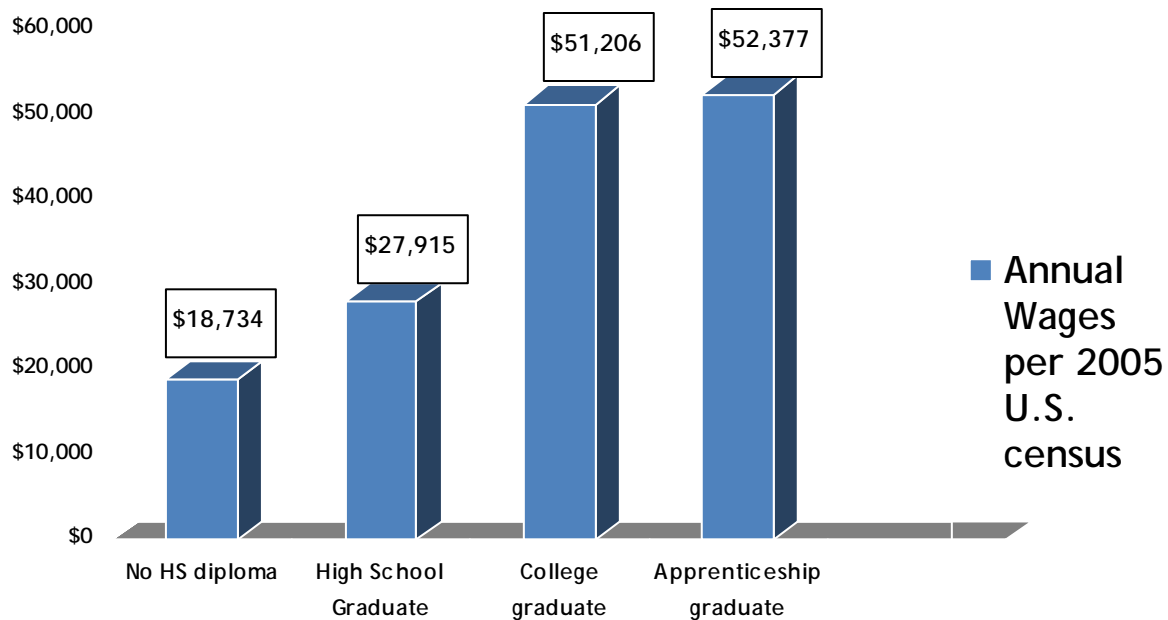
Registered apprenticeship in Washington is governed by the Washington State Apprenticeship and Training Council (WSATC) and administered by the Department of Labor and Industries (L&I), Apprenticeship Section. Apprenticeship programs provide specific training for a occupation by combining classroom learning (Related Supplemental Instruction or RSI) and extensive on-the-job training (OJT). Apprentices

receive wages, which increase in established steps as they progress through their apprenticeship training. Additionally, many apprentices also receive medical and retirement benefits as they learn their trade. Apprenticeship programs in Washington range in length from one to five years and are predominately construction related. However, the use of the apprenticeship training model has in recent years expanded to new and emerging fields like health care, firefighting, child care and the culinary arts.

The Importance of Apprenticeship to Economic Vitality in Washington State

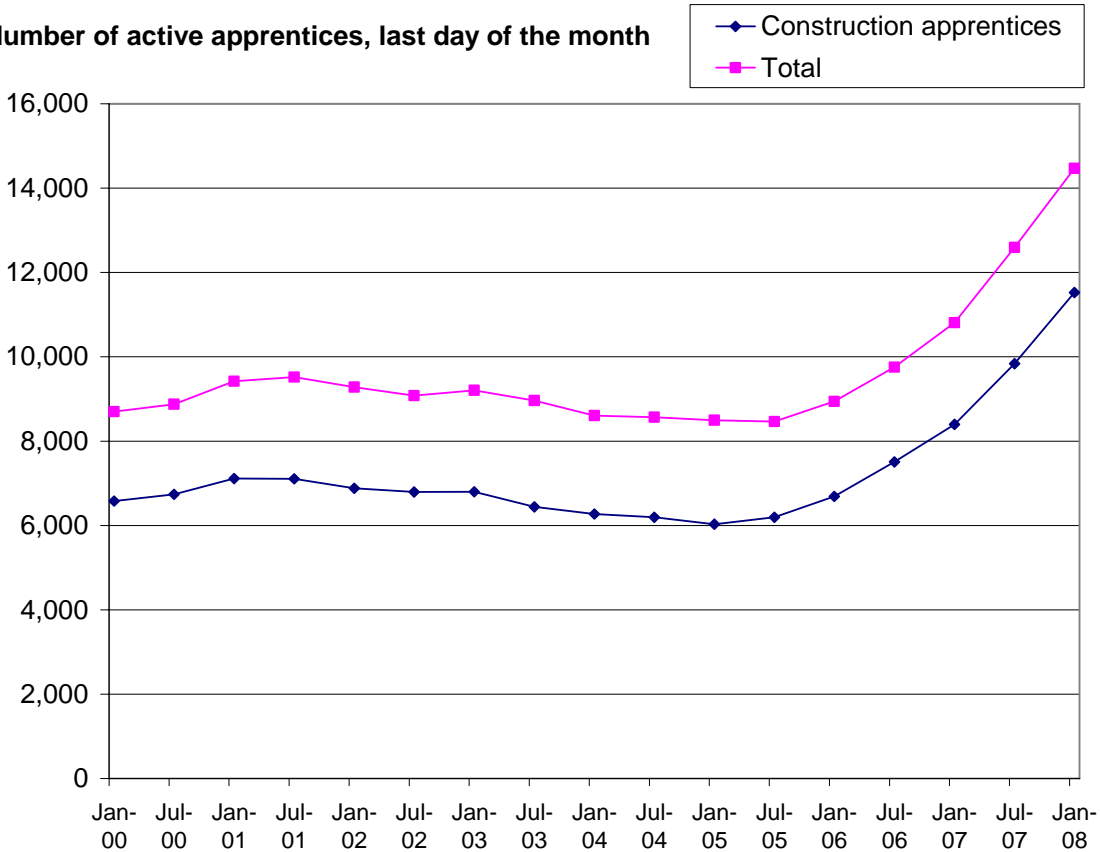
Additionally, registered apprenticeship is a key contributor to the development of Washington's labor market. In fact, if the registered apprenticeship system in the State of Washington were a college, it would be the fourth largest behind University of Washington, Washington State University, and Western Washington University. According to the Workforce Board's biennial review of workforce training programs, labor market outcomes are higher for apprenticeship than any other program reviewed. In the most recent report, *Workforce Results 2006*, apprenticeship graduates annualized post-training earnings are \$52,377, which is higher than for those trained by any other workforce development program in the state. In fact, apprenticeship increases wage outcomes whether the participant completes the program or not. For non-completers, the average annual wage is around \$33,000. Overall comparisons across educational systems show the average salary earned by registered apprentices in the state is slightly higher than the average earnings of a four-year college graduate in the United States (see the chart below).

Source: US census wage data and WA State Workforce Board report "Workforce Training Results 2006"



The demand for registered apprentices in the State of Washington has risen sharply in recent years, mostly driven by increases in the number of apprentices in the construction workforce. In order to document this demand, the Workforce Training and Education Coordinating Board, in cooperation with the State Board for Community and Technical Colleges, recently completed a Construction/Apprentice Demand & Supply Study. Results from this study on the demand suggest employment in building and construction trades occupations will continue to grow steadily over the next several years. The report sites several high demand building and construction trades occupations including carpenters; construction laborers; painters; electricians; plumbers, pipe fitters and steamfitters; operating engineers; construction equipment operators; roofers; drywall and ceiling tile installers; sheet metal workers; tapers; cement masons and concrete finishers; insulation workers; glaziers; brick and block masons; and ironworkers. These same occupations have fueled the dramatic rise in the number of active registered apprentices in Washington over the last couple years.

Number of active apprentices, last day of the month



The growth in the number of active registered apprentices has been fueled primarily by the growth of apprentices in apprentices in Construction-related occupations.

The Workforce Board report cites factors affecting the demand for building and construction trade workers. One that is well documented for many industries is the aging of the workforce. Approximately 1/4 of the skilled construction workers in Washington State are nearing retirement age. Given that it takes 2 – 5 years to train an entry level journey worker, many apprenticeship programs are adding training capacity and registering apprentices at an exceptional rate.

In addition to the “graying” of the construction workforce, Apprentice Utilization Requirements (AURs) are a relatively new development affecting the demand for registered apprentices. AURs require that a set percent of labor hours worked on public

or private projects be performed by registered apprentices. AURs are most often established in the bid documents for a project. In recent years, statewide legislation has been adopted creating mandatory AURs on many public works, transportation, and school construction projects. Other private and public entities, including many counties, cities and ports, have also voluntarily embraced this concept throughout the state in an effort to help support and build the future skilled workforce in the construction industry.

The Need for Pre-Apprenticeship Training in Secondary Schools

Given the high demand for skilled construction workers, the excellent wage and employment outcomes related to apprenticeship programs and increasing demand being placed on apprenticeship programs to produce, many apprenticeship sponsors have prioritized the effort to strengthen “pipeline” connections between K-12 schools, community & technical colleges and workforce development system partners. The Governor’s Running Start for the Trades initiative has become one of the most visible efforts to promote opportunities for closer collaboration and a more coordinated approach to connecting secondary students to high wage, high skill apprenticeship training opportunities in the building and construction trades. Establishing clear, articulated pathways for high school students to access registered apprenticeships upon graduation is necessary in order to fully address the demand for skilled construction workers in Washington State. It is also necessary in order to successfully deliver students to an opportunity to enter a career in the trades at the conclusion of their K-12 education. Thus the establishment of pre-apprenticeship training programs in the K-12 system.

Pre-apprenticeship programs in secondary schools are educational programs that instruct and prepare students so that, upon graduation, those students will be able to apply and be accepted into a local apprenticeship program. These collaborative educational partnerships between schools and apprenticeship programs benefit the students, the apprenticeship programs, and the schools. Students are taught definitive skills that lead to employment after graduation in an apprenticeship program, where

they will both earn wages and continue to apprentice in their selected career path. The apprenticeship programs benefit from having a supply of focused young workers who are appropriately prepared for the unique jobs and skills in their area of work. The schools involved have an avenue to train students for immediate entry into well-paying jobs that are simultaneously delivering ongoing career-sustaining skills training.

Pre-apprenticeship programs in secondary schools are often difficult to establish because they require intensive and time-consuming communication and relationship-building between a school and the apprenticeship program. In a successful pre-apprenticeship program, the school understands the employment skills the students will need to be successful in their chosen apprenticeship program, and then creates a classroom learning situation, instruction methods and curriculum to ensure that the students, upon graduating, have the requisite knowledge, skills and abilities to successfully move directly into the apprenticeship program. In turn, the apprenticeship program, having worked closely with the school in the development of the pre-apprenticeship program, understands the level of training that the students have achieved and is excited to receive such well prepared students when they graduate.

Through the Running Start for the Trades initiative, Labor & Industries, Apprenticeship section and Office of Superintendent of Public Instruction led an effort to create pre-apprenticeship program guidelines. These guidelines were created through a collaborative stakeholder process and continue to evolve as schools learn important lessons about creating and sustaining successful pre-apprenticeship programs. These guidelines are meant to serve as a “best practice guide” for preparing secondary students to enter construction apprenticeship programs (See the Guidelines in Appendix A).

Running Start for the Trades Legislation

During the first year (2006) of Governor Gregoire’s Running Start for the Trades initiative, nine schools from across the state applied for and received incentive grant

funding. Each grant of \$7,500 funded, for the period of one year, the process of negotiating and implementing agreements with local school districts. Four pilot programs were also funded in year one at \$25,000 each to establish formal pre-apprenticeship programs. Data from these initial efforts is accumulating and detailed in this report.

During year two (2007), the grants totaling \$350,000 in all, originated as part of Governor Gregoire's 2006 legislative proposal to expand and strengthen apprenticeship opportunities for high school students. With this continued infusion of resources the stakeholders felt that investing more money in fewer schools would provide the best chance for pre-apprenticeship program initiatives to build toward sustainability. Thus, ten incentive proposals at \$19,000 and 4 pilots at \$40,000 were funded over the next two years. Recipients will receive two installments; half of the total this year and the remaining balance after a mid-term report on related activities is submitted on or before June 30, 2008.

The "Running Start for the Trades" initiative spawned activities continue to help high school students better connect with apprenticeship training opportunities. All stakeholders involved are committed to provide young people with a viable, meaningful alternative to college preparatory programs.

1.

Pre-Apprenticeship Program Guidelines Established by the WSATC:

The Pre-Apprenticeship Program guidelines (See Appendix A) were developed with input from apprenticeship coordinators, Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges, the Work Force Training and Education Coordinating Board, and other interested stakeholders for

pre-apprenticeship programs. On July 20, 2006 the WSATC held a pre-apprenticeship work session designed to capture the “best practices” knowledge of the apprenticeship community regarding the pre-apprenticeship/direct entry relationship. The guidelines were created from the input collected during this session and still stand today as best practices for linking secondary students to apprenticeship opportunities.

Running Start for the Trades Symposium

To disseminate these guidelines in a meaningful manner and promote success among the grant recipients and other school partners, L & I, Apprenticeship Section and OSPI co-sponsored a “Running Start for the Trades” Symposium to highlight best practices regarding pre-apprenticeship program design. Held at New Market Vocational Skills Center on May 9, 2007, the event was produced through a cooperative effort between Labor & Industries, the Office of Superintendent of Public Instruction and the Construction Center of Excellence at Renton Technical College. Each grantee school or school district was invited to attend with a team including teachers, administrators, apprenticeship program representatives, and others. Participants attended workshops detailing best practices, resources for educators, in-depth information about apprenticeship selection rules and ways to benchmark student successes. (See “Appendix B” for Symposium agenda and attendee list)

To provide technical assistance to school districts throughout the year, regional L&I apprenticeship consultants were assigned to make contact with grantee schools in their geographic region to offer assistance and information as needed. In many cases, the L&I apprenticeship staff in an area acts as an advisor for the schools as they work to create relationships with apprenticeship programs. The following section of this report lists the schools and shows the geographic diversity of the Running Start for the Trades Incentive and Pilot initiatives.

2.

The Names of School Districts Receiving Incentive & Pilot Grants:

Year One (2006) \$7,500 Incentive Grant Recipients:

- Clark County Skills Center, Vancouver
- Seattle Public Schools, Seattle (x2)
- 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

Year One (2006) \$25,000 Pilot Grant Recipients:

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

Under the reauthorization funding for fiscal years 2007 & 2008, stakeholders decided to award fewer grants with a more substantial amount of money attached over the two year period. Those selected for Incentive and Pilot grants will receive \$19,000 and \$40,000 respectively in two installments over the two year period.

Years Two & Three (2007-08) \$19,000 Incentive Grant Recipients:

- Marysville School District
- Omak School District
- Trout Lake School District
- Kelso School District
- Mount Adams School District, White Swan
- Lynden School District
- Selkirk School District, Metaline Falls
- Evergreen School District, Vancouver
- SeaTac Occupational Skills Center
- Seattle Public Schools

Of the many topics addressed during this conference call, issues and concerns around funding shortfalls and pressures from competing graduation requirements emerged as themes. Pre-apprenticeship or “hands-on” learning programs are expensive for a school district to deliver. As such, many of these types of programs have disappeared from schools over the last several decades, and it is a challenge to convince schools to take on the elevated expenses that come with this type of program.

All conference call participants agreed that while demand exists among the student population for career & technical education options in general and pre-apprenticeship programs in particular, preparatory courses relevant to graduation requirements take priority when students are selecting classes. Unless career & technical education can be synchronized with or “fold in” the elements of graduation requirement classes, this can create competing demands for students.

Many Ways to Connect High School Students to Registered Apprenticeships

Within this complex environment, many positive things are happening to provide high school kids with trade exploration activities and concrete connections to registered apprenticeships. The results to date reflect a multitude of agreements ranging from “Direct Entry” to “Preferred Consideration”. Many 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 representatives are hesitant to reserve slots each year for a particular preparatory program given the “boom and bust” nature of construction and the program standards under which they operate. Apprenticeship program standards, among other things, specify minimum qualification and selection procedures for a particular program. While not impossible, the process for changing standards to allow for direct entry can be cumbersome and potentially contrary to the “open and fair” access required by the state and federal government apprenticeship program guidelines.

In light of these challenges, many schools and apprenticeship program partners expanded their collective vision for program access. This expanded vision included strong program advisory participation and “Preferred Consideration” language with regard to graduating students accessing apprenticeship programs. A common element to all successful pre-apprenticeship programs is an active, engaged advisory committee, complete with active business, labor, and apprenticeship representatives looking to recruit well qualified applicants. Built into these “Preferred Consideration” agreements are tangible, hands-on activities that directly link pre-apprenticeship program participants to apprenticeship program representatives, state of the art training facilities, job-shadowing and career opportunities within a given trade or profession.

For some of the rural districts involved, however, even developing even these “preferred consideration” agreements proved difficult. When trying to make local connections, the school districts sited lack of local contacts or apprenticeship program activity. Many apprenticeship programs have statewide jurisdiction, but without the personal, local connection, it was difficult to cultivate the close relationships needed to foster either formal or informal articulations. This was anticipated by some given that most of the construction apprentice training activity is within the major metropolitan areas in the state. Rural school district representatives did indicate that the knowledge and experiences gained doing outreach to apprenticeship program sponsors was valuable. While falling short of actual agreements in some cases, the apprenticeship opportunities information gathered during their outreach was disseminated and helpful to students in career exploration activities.

Spotlight on Incentive Grant Successes -

One Incentive grant recipient serving several rural areas showed great strides toward making the apprenticeship connection. Whatcom Tech Prep Consortium established a pre-apprenticeship program, achieved signed articulation/partnership agreements and leveraged local resources to pull it all off. Whatcom’s program, the Construction Careers Academy (CCA) is an interdistrict program serving 12 high schools in the

Whatcom County area. The CCA program was developed by and is coordinated through the Whatcom Tech Prep Consortium.

During 2006-07, the planning committee (mostly local contractors and industry association members) met with counselors, superintendents & principals seeking approval to develop a construction academy program. The incentive grant was used to facilitate development of "preferred consideration" training agreements between the Construction Careers Academy and the regional apprenticeship training providers. The Construction Careers Academy currently has 25 members serving on the advisory committee. To date, 2 of the 5 apprenticeship programs have donated \$5,000 each to the CCA program to help purchase building materials, supplies and equipment. Two others are considering making a similar donation.

Linda Cowan, Coordinator for the Whatcom Tech Prep Association, addressed another key issue for schools to consider when developing apprenticeship preparation courses: "Another consideration for high schools is being able to "fill" a class to make it financially viable to run so an instructor can be hired. In order to run our academy program, we need 24 students (about 10 FTE) per year to cover the cost (salary/benefits) of a half-time instructor. Currently we have 16 students enrolled. We are fortunate to have local contractors and trade associations who have donated money to the program so we can fund the difference in student FTE – ensuring the class would run even if enrollment was low. They wanted to make sure the program had a good start its first year of operation!"

The Whatcom Tech Prep efforts are reflective of the potential that exists even in rural areas of the state. The advisory committee members for this program recognized the importance of the apprenticeship connection for kids and worked in concert with local school representatives to implement the Construction Careers Academy. The companion articulation agreements formalized the apprenticeship connection for this program. Whatcom Tech Prep overcame barriers facing many rural areas including

transportation, distance from apprenticeship training centers and program costs to deliver a comprehensive, well connected (through the advisory committee) pre-apprenticeship program for secondary students.

Without the barriers facing the rural schools, grant activities in areas with greater population density and registered apprentice activity built on already established programs and/or relationships. The results to date from these schools reflect a variety of pre-apprenticeship programs and formal agreements ranging from “Direct Entry” to “Preferred Consideration”. 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 slots each year for a particular preparatory program given the boom and bust nature of construction and the apprenticeship program standards (Federal & State rules & policies) under which they operate. Apprenticeship program sponsors are instead opting to formalize agreements for guaranteed interviews or preferred consideration. To illustrate the range of agreements coming on line through these efforts, **Appendix C** contains a “Direct Entry” and a “Preferred Consideration” agreement for review.

Spotlight on Pilot Grant Successes - Leveraging Local Resources

Two pre-apprenticeship initiatives emerged as rather unique in their approach. Spokane and Seattle public schools have leveraged their resources to secure coveted direct entry slots in their local area apprenticeship programs. These school districts tie direct entry slots for their students to construction projects. Students who enroll in the Pre-Apprenticeship Program and successfully complete may qualify for an apprenticeship direct entry opportunity. In Spokane, a district receives one Direct Entry slot for a specific amount of money spent on construction. Seattle public schools maintain a direct hire list that contractors can use to fill apprentice slots in a given trade or occupation on school district construction projects.

Both of these pre-apprenticeship programs contain options for their students pertaining to “enhanced entry” or “guaranteed interviews”. If more than one student is available for Direct Entry from a school district but there is only one Direct Entry slot, only one student is chosen for the apprenticeship. The other student may still apply through the “enhanced entry” or “guaranteed interviews” method. It is the responsibility of the school district to choose the student for the direct entry in Spokane and to maintain the ranked “direct hire” list in Seattle.

Bringing the Tech Prep Model to Apprenticeship Preparation – The Ideal Scenario

Grant funds enabled Edmonds School District through their Lynnwood High School Carpentry/Construction Trades program to work in concert with Edmonds Community College and the King County Brightwater Project to develop a Tech-Prep articulated, direct entry pathway to apprenticeship. The Edmonds School District Carpentry/Construction trades program is part of a 23-credit Construction Industry Training Certificate program of study partnership with Edmonds Community College (EdCC). The high school element of this program provides 19 of the 23 credits through Tech Prep articulation with the college, with the remaining 4 credits of coursework required for the certificate completed through Running Start at EdCC.

Students who complete the 23 credit program of study and obtain the Construction Industry Training Certificate are eligible for direct-entry into apprenticeship through an agreement with North Puget Sound Carpenters JATC and apprenticeship training programs provided through the Brightwater Wastewater Treatment Plant project in King and Snohomish Counties. A student graduates with an open path to an apprenticeship, community college credits, and industry work experience. This seamless example is an ideal in pre-apprenticeship program delivery, a best practice to be disseminated to other schools creating such initiatives.

Pilot grant funds expand reach of pre-apprenticeship programs

The Seattle Vocational Institute has an established Pre-Apprenticeship Construction Training program referred to as PACT. PACT focuses on training low-income minorities and women for high-wage careers in the construction industry. Pilot grant money was used to expand program capacity to 45 students from the previous level of 30 students. SVI-PACT has developed a unique training model. The focus is on removing barriers which prevent students from entering trade apprenticeships and being successful in the workplace. It emphasizes a classroom environment of trust & respect, teamwork, and models the expectations of construction jobsites.

Through the Seattle Vocational Institute Bright Futures program high school seniors who are at risk of not graduating complete the PACT program concurrently with completing their high school diploma. The individual impact of this program is tremendous and reflected in the example provided from SVI-PACT below:

Success Story



John Collins

Journeyman Laborer

Before the Program – Summer 2004

Type of work: unemployed

Wages: \$0

Overview: Finishing high school and on probation after spending two years in Juvenile detention, but heading “back to the same old stuff.”

NOW – October 2007

Current Trade: Journeyman Laborer, Local 242

Current Wage: \$26.00/hr., union benefits

Overview: Has worked for Lease Crutcher Lewis since his graduation from PACT in early 2005. He is working on the re-build of Garfield High School.

This is just one example of the many positive initiatives developing around the state. The next section of this report details the pre-apprenticeship relationships created or strengthened due to the Governor’s Running Start for the Trades initiative.

4.

List of Programs That Have Agreed, Pursuant To Negotiated Agreements, To Accept Qualified Graduating Secondary Students:

(This includes a range of “acceptance” from guaranteed interviews to preferred consideration to direct hire or entry):

Whatcom Tech Prep Consortium, Bellingham:

- North Puget Sound Carpenters Training Center, UBC/JATC Sub-Committee
- Northwest WA Pipe Trades Apprenticeship Committee
- Northwest WA Electrical Industry Joint Apprenticeship Training Committee
- Northwest Laborers Apprenticeship Committee
- Construction Industry Training Council – Carpentry

Clark County Skills Center, Vancouver:

- NECA/IBEW Electrical JATC
- Oregon, SW Washington Carpenters JATC
- Portland Sheet Metal Workers JATC
- SW WA Asbestos Workers, Heat & Frost Insulators Apprenticeship Committee

New Market Vocational Skills Center, Tumwater:

- South Puget Sound Carpenters Training Center, UBC/JATC Sub-Committee
- Northwest Laborers Apprenticeship Committee
- Lathing, Acoustical & Drywall Systems (LADS) Sub-Committee, UBC/JATC Sub-Committee

Seattle Vocational Institute - PACT, Seattle

- Northwest Laborers Apprenticeship Committee
- King County Carpenters Training Center, UBC/JATC Sub-Committee
- Pacific Northwest Ironworker & Employer JATC
- Western WA Cement Masons Apprenticeship Committee
- Seattle Area Pipe Trades JATC
- Lathing, Acoustical & Drywall Systems (LADS) Sub-Committee, UBC/JATC Sub-Committee
- Western WA Painting, Decorating and Drywall Apprenticeship Committee

Central, East & West Valley School Districts, Spokane

- Inland NW Chapter Associated General Contractors Carpenters Apprenticeship Committee
- Inland Northwest Masonry Apprenticeship Committee
- Eastern WA and Northern ID Cement Masons Apprenticeship Committee
- Inland Empire Electrical Training Trust
- Avista Corporation – Maintenance Lineman
- Eastern WA Northern ID Carpenters Training Center – UBC/JATC Sub-Committee

- Construction Industry Training Council
- Independent Electrical Contractors of WA Apprenticeship and Training Committee
- Pacific Northwest Ironworkers & Employers Apprenticeship and Training Committee Local #14
- Western WA Painting, Decorating and Drywall Apprenticeship Committee
- Inland Empire Roofers and Employers Apprenticeship Committee
- Spokane Home Builders Association Apprenticeship Committee
- Northwest Laborers Apprenticeship Committee
- Inland Empire Plumbing and Pipefitting Industry Apprenticeship Training Committee
- Northeastern Washington-Northern Idaho Sheet Metal Apprenticeship Committee
- Operating Engineers Local 370 JATC

Seattle Public Schools, Seattle

Guaranteed interview agreements:

- Western States Boilermakers Apprenticeship Committee
- Seattle and Vicinity Sprinkler Fitters Apprenticeship Committee
- Seattle Area Roofers Apprenticeship Committee
- Western Washington Painting, Decorating and Drywall Apprenticeship
- Western Washington Masonry Trades Apprenticeship Committee

Direct Hire agreements through Seattle Public School construction projects:

- Construction Industry Training Council (CITC)
- Lathing, Acoustical & Drywall Systems (LADS) Sub-Committee, UBC/JATC Sub-Committee
- King County Carpenters Training Center, UBC/JATC Sub-Committee
- Northwest Laborers Apprenticeship Committee
- Western WA Painting, Decorating and Drywall Apprenticeship Committee

South Seattle Community College, Seattle

- Western WA Cement Masons Apprenticeship Committee
- Western WA Painting, Decorating and Drywall Apprenticeship Committee
- Seattle and Vicinity Sprinkler Fitters Apprenticeship Committee
- Western Washington Masonry Trades Apprenticeship Committee
- Western States Boilermakers Apprenticeship Committee
- Puget Sound Electrical Joint Apprenticeship Training Committee

Toppenish School District, Yakima

- Northwest Laborers Apprenticeship Committee
- Central Washington Carpenter Training Center, UBC/JATC Sub-Committee
- LU 112 - NECA Electrical Apprenticeship Committee
- Eastern Washington - Northeast Oregon Pipe Trades Apprenticeship Committee

5.

The Number of Qualified Graduating Secondary Students Entering Into Apprenticeship Programs Each Year through Direct-Entry Programs:

Considering that this is a fairly new effort for many schools, the results thus far are very encouraging. Between the larger, urban schools and smaller, rural schools, at least 325 students have participated in secondary pre-apprenticeship programs funded by this effort. From those pre-apprenticeship programs, schools reported that approximately 80 students have entered registered apprenticeship programs. This data, however, is self-reported by school districts, and may not be completely accurate. Specifically regarding the numbers of secondary school students accessing apprenticeship opportunities, no systemic reporting mechanism is currently in place to accurately track the number of students accessing this career pathway after graduation. Labor & Industries Office of Apprenticeship staff is exploring the creation and use of a reporting and tracking mechanism. Such a system would be relatively easy to implement, schools

would just need to provide names of all students participating in pre-apprenticeship programs to Labor & Industries, and from, a cross-check of that data with the Apprenticeship Registration and Tracking System (ARTS) database could determine how many program participants ultimately became program entrants. This practice will be implemented for collection of future grant results numbers. The specific Pilot and Incentive grant reports provided by each grantee school are presented in Appendices F & G, and provide detailed reporting numbers to date.

6.

Key Findings: Lessons learned by the grant recipients that might lead to improvements in the development and implementation of additional preapprenticeship programs:

When taken together, the pre-apprenticeship activities throughout the state are impressive. Impressive, not only in the geographic diversity but also in the intensity with which local stakeholders are building relationships. The incentive and pilot grants were awarded to both small and large school districts, in both rural and urban settings, in almost all areas of the state. The intensity is manifest in a desire among all stakeholders to build significant, lasting, articulated pathways for graduating secondary students to access registered apprenticeship opportunities. Whether they are “direct entry” or “preferred consideration” agreements, these working relationships will prove to be the guiding force as apprenticeship preparation activities and programs are fully integrated within secondary education.

This is not to say that all schools will have the same access to individuals who participate actively in pre-apprenticeship program advisory committees. A few rural schools involved in the Running Start for the Trades initiative reported difficulty connecting with apprenticeship programs largely due to their proximity to larger metropolitan areas. The logistics to physically connect students in remote areas to

apprenticeship programs or program sponsors may in the end prove too costly or time consuming. However, in this digital age, career exploration and other on-line avenues exist to virtually connect the students to post-secondary apprenticeship opportunities. One rural school district reported “greatly increased awareness of the opportunities in apprenticeship” and now includes apprenticeship information in their student handbook of career opportunities and Navigation 101 activities.

Rural schools are not the only ones experiencing challenges under this legislative initiative. All grantees acknowledge that “direct entry” agreements are hard to reach. However “preferred consideration” and “guaranteed interview” or other types of articulations are easier to formalize. Many excellent examples are emerging that connect secondary students to apprenticeship opportunities while not necessarily guaranteeing direct program entry. Involving Tech Prep consortium coordinators as facilitators for these relationships will prove essential in incorporating college credits with apprenticeship preparation and sustaining these efforts over time. Additionally, school districts have shown success leveraging school construction dollars to secure apprenticeship program direct entry slots for some students.

Labor & Industries apprenticeship consultants, the staff working with apprenticeship programs in regions across the state, will be in contact with all grantee schools. L&I Staff will continue to assist in ongoing efforts to provide apprenticeship career exploration information and pre-apprenticeship program opportunities to secondary students throughout the state.

As Lawmakers continue to address concerns in Washington State’s educational delivery system, it is vital that career & technical education efforts such as the Running Start for the Trades pre-apprenticeship initiatives be synchronized with graduation and WASL requirements. Some schools have discovered ways to create career & technical education classes that successfully satisfy graduation requirements and deliver adequate preparation for the WASL exams, while still building career & technical skills.

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, will truly provide graduating secondary students with the education and access that they need to successfully enter registered apprenticeship programs.

APPENDIX – A

Pre-Apprenticeship Program Guidelines

Registered apprenticeships are a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are regulated and approved, or registered, by the WSATC in the state of Washington.

Pre-apprenticeship programs are school-based programs that focus on training students to enter apprenticeship programs upon graduation.

Direct-entry pre-apprenticeship programs are programs that have agreements with local apprenticeship programs that state that the student, upon successfully completing the pre-apprenticeship program, will be accepted into the apprenticeship.

Articulation Agreements are the agreements that spell out the commitment between schools and local apprenticeship programs toward providing a pathway to registered apprenticeship.

The Importance of a Communication Plan

School-based pre-apprenticeship programs that successfully prepare students to enter apprenticeships are those that have a close working relationship with apprenticeship programs. The schools work directly with the apprenticeship program in the development of curriculum, class activities, evaluation methods, and techniques.

The schools know exactly the needs and expectations of the apprenticeship program. Conversely, the apprenticeship program knows what the students are being taught and

how they are being prepared. This level of communication fosters a comfortable environment for direct entry, where the apprenticeship program is agreeing to take in any student that successfully completes the program.

How to foster good communication

- Hold regular communication meetings between school staff and apprenticeship program coordinators to discuss curriculum and teaching methods.
- Involve the local apprenticeship programs in the formation and ongoing operation of the pre-apprenticeship program.
- Communicate with school district decision makers about your pre-apprenticeship program and get their “buy in” on your relationship with local apprenticeship programs.

Have a plan to regularly review your instruction and technology

Students who complete pre-apprenticeship programs and move into a registered apprenticeship will likely be entering work situations where they will be expected to know how to use state-of-the-art tools and the latest techniques in their trade. This is why it is important to do the following:

- Involve professionals from the trades in the development of the curriculum.
- Bring journey-level workers into the classroom to talk to students and, where possible, demonstrate activities.

Know and incorporate safety training

Students who learn safety as they are taught their trade will incorporate those practices in their work. Safety training on all aspects of the job – from tool use, to hazard recognition, fall protection and personal protective equipment – is critical both in the pre-apprenticeship program and on a jobsite. Most students will need to learn more specific skills once they enter an apprenticeship, but they should be taught the basics.

Focus on employability

Apprenticeship programs often state that the primary focus with entering apprentices is on basic workplace skills. Many young people, in all types of jobs, learn these skills in their first work experiences. These are skills such as coming to work on time, wearing the right clothes, bringing a lunch, working on a team and being responsive to a supervisor. Communicate with the apprenticeship program about what the expectations and practices will be on a job site or within that trade, and incorporate these practices into the pre-apprenticeship program.

Get physical

Many trades-related jobs involve a good deal of physical strength and stamina. Students who expect and are adequately prepared for the rigors of a construction job will do best in making the transition into a job. Incorporate into your pre-apprenticeship the physical work that will be done in the apprenticeships, so that the students will be physically prepared for their apprenticeships. Also include stretching, strength, flexibility and cardiovascular conditioning to the extent necessary for the trade or occupation that the student is pursuing.

Do the math

Most building trades' jobs now involve a significant amount of math skills. The skills needed vary by trade and range from reading a tape measure to geometry. It is critical to communicate with the apprenticeship program to be clear about what level of math the student will need to be successful, as well as to identify common scenarios involving math for that trade to use in the classroom. Talk to the apprenticeship program to be clear about what math the students will be expected to do once they are in the apprenticeship program, so that you can adequately prepare students with all necessary prerequisites.

Have a detailed agreement with the Apprenticeship Program

The agreement between the school district and the local apprenticeship committee is usually called the articulation agreement. This agreement is the contract that details what the student will be taught and the terms of how the student will move from the school program into the apprenticeship. Some school districts are able to guarantee that students that have completed a pre-apprenticeship program in a secondary school will receive a job with an apprenticeship program. This is called "direct entry." More common in pre-apprenticeship is the situation where the school and the apprenticeship program are partners in developing the instruction, and though placement the apprenticeship program is not guaranteed, the student receives extra points in the selection process to enter the program.

This agreement should be as detailed as possible, spelling out all possible terms, contingencies, and situations that could arise in the acceptance of the student into the apprenticeship. Everyone involved, most especially the student-apprentice, should be aware of the process and considerations that go into entering an apprenticeship

Does your school district have work for your apprentice?

Unlike schools, which can take on and train as many students as allowed by space and funding, apprenticeships can generally only take on new apprentices if there will be jobs for them. Some school districts that have successful school-to-apprenticeship connections in their communities have also instituted agreements where they require that apprentices be used in construction projects over a certain size. They create a demand for new apprentices as they are feeding their students into the apprenticeship system – a naturally symbiotic balance between demand and supply.

In 2006, the Legislature passed HB 1898, which required the total labor hours for school construction projects be 15% registered apprentices. This law presents a fantastic opportunity for schools with secondary pre-apprenticeship programs. School districts that have successfully parlayed apprentice utilization requirements have

created agreements that say that the school district will provide the apprentices that need to be used on that school district's projects. One agreement between a school district and an apprenticeship program even ties the direct entry of students into apprenticeship to the dollar amount of construction projects with apprenticeship utilization requirements. For every \$1 million spent by the school district on construction, the apprenticeship program will accept one apprentice directly into their program. Another school district creates and maintains a "Direct Hire List." Students who successfully complete the school district's secondary pre-apprenticeship program are placed on the Direct hire list, and when contractors are finding apprentices to meet the apprentices utilization requirements, they bring in apprentices from the Direct Hire list.

Be mindful of minor work rules

There are specific rules about what workers under 18 may or may not do. Contact the Employment Standards Program at Department of Labor and Industries, (360) 902-6041 to learn how to incorporate these considerations into your program so that you do not put minors at risk.

Talk to the experts

Putting together and continuing on a successful pre-apprenticeship program is not easy. It takes commitment, communication, and hard work. Those that have done it successfully in the state, and those that are dedicated to making the school-to-apprenticeship connection work, are eager to help your effort succeed.

Take advantage of these key resources

- **Model Curriculum Guide for Apprenticeship Preparation Programs, January 2005**

The guide, created by the Port of Seattle Port Jobs initiative in collaboration with apprenticeship programs, schools and employers, identifies the core competencies that applicants need to be competitive for building and construction trade's

apprenticeships. It is designed for pre-apprenticeship providers – both those already providing training and those starting new programs. Download it at http://portjobs.org/resources/manuals/model_curriculum_guide.pdf

- **Office of the Superintendent of Public Instruction, Office of Career and Technical Education**

Staff at the OSPI CTE office can provide answers and support on questions about curriculum, standards, etc. Career and Technical Education programs must meet the academic and career preparation needs of secondary students, including the state's Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs) and Certificate of Academic Achievement, online at www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx .

CTE programs are also aligned with the U.S. Department of Education's Career Clusters, online at www.careerclusters.org.

- **Moe Broom, Program Supervisor, Technology and Industry Pathways, Career and Technical Education Office, OSPI**. Contact by e-mail at mbroom@ospi.wednet.edu, or by phone at 360-725-6245 or fax to 360-586-9321.

APPENDIX – B

Running Start for the Trades

Symposium for Incentive and Demonstration Grant Partners

Wednesday, May 9, 2007 9:00am to 4:30pm

New Market Vocational Skills Center, Tumwater

8:15 – 8:45am **Check In**

Life Sciences Building

Lobby

9:00am

Life Sciences Building,
Lecture Hall

Welcome & Logistics

Running Starts and Next Steps – Open discussion of projects, progress, and challenges

John Aultman, New Market Vocational Skills Center Director

Liz Smith, Heather Winfrey - facilitators

1am – 10:15am

Morning Break

10:15am – 12:00pm

Life Sciences Building,
Lecture Hall

Apprenticeship 101 – Making construction trades a clear pathway to success for young people

Liz Smith, Apprenticeship Division, Washington State Department of Labor and Industries

Jonathan Villanueva, New Market Construction Technologies Student

12:00pm – 1:00pm

Building A, Room 1

Lunch

Student-led table discussions and campus tours

1:00pm – 3:00pm

Life Sciences Building –
classrooms

Afternoon Discussion Groups

Blue Group: Designing Programs That Lead to Direct Entry

Options – construction math, trades curricula and processes that are working

Green Group: Hazards Awareness Train-the Trainer – common sense, whole site safety for K-12 students

Red Group: Navigating Career Guidance, Resources and Outreach– understanding and accessing effective tools, marketing tips and local and state partners

3:00pm – 3:15pm

Afternoon Break

3:15pm – 4:15pm

Life Sciences Building,
Lecture Hall

Project Updates and Team Planning Exercise

Ideas to take resources home and make them your own; review of morning open discussion

4:15pm – 4:30pm

Life Sciences Building

Recognition of Students and Adjourn

Co-Hosted by:

The Construction Center of Excellence

New Market Vocational Skills Center

The Office of the Superintendent of Public Instruction, Career Technical Education

Washington State Department of Labor and Industries, Apprenticeship Division

Symposium for Incentive and Demonstration Grant Partners – Attendee List			
First Name	Last Name	School District/ Organization	Position/ Title
George	Aszklar	Bethel School District	
Ron	Beard	South Bend High School	Teacher
Audrey	Borders	Borders & Son Quality Roofing (Whatcom Tech Prep Cons-Partner)	Owner
Michael	Christianson	Bethel School District	CTE
Linda	Cowan	Whatcom Tech Prep Consortium	Director
Pinky	Dale	Duwamish Training Center	Dean of Instruction
Annmarie	Diggs	Duwamish Training Center	Outreach Coordinator
Steve	Eliason	Tumwater High School	Construction Trades Instructor
Liz	Evans	AGC-WA (Whatcom Tech Prep Consortium Partner)	Northern District Manager
Denise	Garoutte-Bell	Raymond High School	CTE Director
Jo	Jacobson	Pierce County Careers Connection	Director
Nan	Johnson	Seattle School District	ACE Program
Dennis	Kampe	Clark County Skills Center	Director
Vicky	Lamoreaux	North Thurston Public Schools	CTE Director
Bob	Markholt	Seattle Vocational Institute	Teacher
Dan	McCracken	North Thurston High School	Construction Trades Instructor
Linda	Metzger	Tumwater School District	CTE Supervisor
Teri	Pablo	North Thurston Public Schools	CTE Director
Cal	Pygott	Bothell High School	Teacher
Jesse	Ratcliff	North Thurston High School	Welding Instructor
James	Norris	WA State L & I (Whatcom Tech Prep Consortium member)	Coordinator - Region 1
Mo	Broom	OSPI	T&T Pathway Supervisor
Roger	McCausland	Shelton School District	Teacher
Cecil	Miles	King County Youth Build	Direct Hire Team
LaVerne	Jones	King County Relicensing Program	
Robert	Austin	Seattle School District	CTE Specialist
Mark	Madison	Edmonds School District	CTE Supervisor
Scott	Hammond	Lynnwood High School	
Sue	Hart	Edmonds Community College	
Heather	Winfrey	Construction Center of Excellence	Director
Matt	Gordon	New Market Skill Center	Teacher
Leanne	Liddicoat	AGC of Washington Education Foundation	
Derek	Sparks	AGC of Washington Education Foundation	
Chuck	Bailey	Ironworkers Local 86	Safety Consultant/ Instructor
Rod	Duckworth	OSPI	Director
Liz	Smith	L&I	Program Manager

**Running Start for the Trades
Articulation Agreements**

New Market Vocational Skills Center
"Construction Trades Program"
&
South Puget Sound Carpenters
Joint Apprenticeship Training Committee
(*Direct Entry*)

Whatcom Tech Prep Consortium
"Construction Careers Academy"
&
Northwest Washington Electrical Industry
Joint Apprenticeship Training Committee
(*Preferred Consideration*)

South Puget Sound Carpenters J.A.T.C.
2201 South 78th St. Bldg B-512
Tacoma, WA 98409
253-472-2629

SCHOOL -TO- WORK
APPRENTICESHIP PREPARATION ARTICULATION AGREEMENT

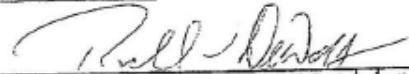
This School -To- Work Apprenticeship Preparation Articulation (APA) agreement is based on the mutual concern for the need of students pursuing additional training after high school in order to access High-Skilled/High Wage jobs and occupations. This School -To- Work agreement will also enable counselors at the high school level to assist the student with appropriate course selection.

The purpose of this School -To- Work agreement is to provide the student with an articulated pathway of preparation to the Carpenters Apprenticeship program. (NOTE: The Carpenters Apprenticeship is a paid scholarship arrangement in which the student is "earning while learning on the job" and related classroom instruction is fully funded by Industry participants.)

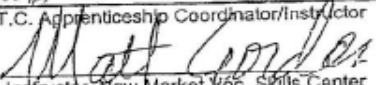
The following stipulations are hereby agreed to:

- 1) All applicants to the Carpenter Apprenticeship Program must meet the minimum qualifications as set forth in the Washington State Standards of Apprenticeship.
- 2) Each partner to this School -To- Work articulation agrees to initiate one Co-curricular activity each school year. (Co-curricular being broadly defined as any cooperative learning experience which benefits the students enrolled in the carpentry program at New Market Vocational Skills Center.)
- 3) The student enrolled in the New Market Vocational Skills Center who has completed the MAIP pre-apprenticeship curriculum with a score of 3.0 or better may be admitted directly into the program.
- 4) Advisory group representatives will meet at least one time each year to review all aspects of the Apprenticeship Preparation Articulation agreement. Revisions made upon unanimous consent of all parties to the agreement.

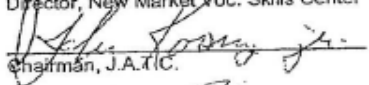
Dated: 9-22-04




 South Puget Sound Carpenters J.A.T.C. Apprenticeship Coordinator/Instructor



 Instructor, New Market Voc. Skills Center



 Chairman, J.A.T.C.



 Chairman, New Market Voc. Skills Center
 Construction Trades Advisory Board

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 driver’s 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: _____

APPENDIX – D

Second Substitute House Bill 2789

2006 Regular Session

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 2789

Chapter 161, Laws of 2006

59th Legislature
2006 Regular Session

APPRENTICESHIPS--SECONDARY SCHOOL STUDENTS

EFFECTIVE DATE: 4/1/06

Passed by the House March 4, 2006
Yeas 89 Nays 6

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate February 28, 2006
Yeas 42 Nays 2

BRAD OWEN

President of the Senate

Approved March 21, 2006.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is SECOND SUBSTITUTE HOUSE BILL 2789 as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

March 21, 2006 - 2:16 p.m.

Secretary of State
State of Washington

SECOND SUBSTITUTE HOUSE BILL 2789

AS AMENDED BY THE SENATE

Passed Legislature - 2006 Regular Session

State of Washington 59th Legislature 2006 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Quall, Conway, Wood, Hasegawa, Haigh, Ormsby, Murray, Chase, Kessler, Morrell, Green, Roberts, McCoy, Moeller, Simpson, Sells, Lantz, McDermott, Ericks, Hankins, Kagi and Hudgins; by request of Governor Gregoire)

READ FIRST TIME 2/7/06.

1 AN ACT Relating to expanding opportunities for graduating secondary
2 school students to enter apprenticeships; amending RCW 28B.15.067;
3 adding new sections to chapter 49.04 RCW; adding a new section to
4 chapter 28C.04 RCW; providing an effective date; providing an
5 expiration date; and declaring an emergency.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. Sec. 1. A new section is added to chapter 49.04 RCW
8 to read as follows:

9 (1) The legislature finds that it is in the public interest of the
10 state to encourage and facilitate the formation of cooperative
11 relationships between business and labor and educational institutions
12 that provide for the development and expansion of programs of
13 educational skills training consistent with employment needs.

14 (2) Further, the legislature finds that it is in the state's
15 interest to make students aware of the educational training programs
16 and career employment opportunities.

17 (3) Therefore, the following shall be implemented to expand
18 opportunities for secondary school students to prepare for technical
19 careers and related apprenticeships:

1 (a) Centers of excellence and other colleges with a high density of
2 apprenticeship programs shall act as brokers of relevant information
3 and resources as provided for in section 2 of this act;

4 (b) An educational outreach program coordinated by the Washington
5 state apprenticeship and training council as provided for in section 3
6 of this act; and

7 (c) The development of direct-entry programs for graduating
8 secondary students, approved and overseen by the Washington state
9 apprenticeship and training council as provided for in section 4 of
10 this act.

11 NEW SECTION. Sec. 2. A new section is added to chapter 49.04 RCW
12 to read as follows:

13 (1) Centers of excellence, as designated by the state board for
14 community and technical colleges, and other colleges identified by the
15 state board for community and technical colleges in consultation with
16 the Washington state apprenticeship and training council as having a
17 high density of apprenticeship programs, shall act as a broker of
18 relevant information and resources on available grants, scholarship
19 opportunities, job openings, and industries of growth.

20 (2) The Washington state apprenticeship and training council, in
21 conjunction with the office of the superintendent of public
22 instruction, shall aid all local school districts in meeting the goals
23 of this act.

24 NEW SECTION. Sec. 3. A new section is added to chapter 49.04 RCW
25 to read as follows:

26 (1) Within existing resources, the Washington state apprenticeship
27 and training council, in conjunction with individual state-approved
28 apprenticeship training programs and the office of the superintendent
29 of public instruction, shall lead and coordinate an educational
30 outreach program for middle and secondary school students, parents, and
31 educators about apprenticeship and career opportunities and communicate
32 work force projections to the office of the superintendent of public
33 instruction for distribution to all local school districts.

34 (2) Appropriate activities of the Washington state apprenticeship
35 and training council under this section include assistance with

1 curriculum development, the establishment of practical learning
2 opportunities for students, and seeking the advice and participation of
3 industry and labor interests.

4 NEW SECTION. **Sec. 4.** A new section is added to chapter 49.04 RCW
5 to read as follows:

6 (1) Within existing resources, the Washington state apprenticeship
7 and training council shall approve and oversee direct-entry programs
8 for graduating secondary students into building and construction-
9 related apprenticeships by:

10 (a) Assisting individual school districts in using and leveraging
11 existing resources; and

12 (b) Developing guidelines, including guidelines that ensure that
13 graduating secondary school students will receive appropriate education
14 and training and will have the opportunity to transition to local
15 apprenticeship programs. The guidelines must be developed with input
16 from apprenticeship coordinators, the office of the superintendent of
17 public instruction, the state board for community and technical
18 colleges, the work force training and education coordinating board, and
19 other interested stakeholders for direct-entry programs.

20 (2) The Washington state apprenticeship and training council shall
21 award up to ten incentive grants for the 2006-07 school year, based on
22 guidelines established under subsection (1)(b) of this section, to
23 school districts statewide solely for personnel to negotiate and
24 implement agreements with local apprenticeship programs based upon
25 state apprenticeship use requirements, as described in RCW 39.04.320,
26 to accept graduating secondary school students with appropriate
27 training into apprenticeship programs. The council shall make every
28 effort to award the grants evenly across the state.

29 (3) Beginning December 1, 2006, the Washington state apprenticeship
30 and training council shall provide an annual report to the governor and
31 the education and commerce and labor committees of the legislature.
32 The report shall include:

33 (a) The guidelines established under subsection (1)(b) of this
34 section;

35 (b) The names of the school districts receiving incentive grants
36 under subsection (2) of this section;

1 (c) The results of negotiations between school districts receiving
2 incentive grants and local apprenticeship programs;

3 (d) A list of apprenticeship programs that have agreed, pursuant to
4 negotiated agreements, to accept qualified graduating secondary
5 students; and

6 (e) The number of qualified graduating secondary students entering
7 into apprenticeship programs each year through direct-entry programs.

8 NEW SECTION. Sec. 5. A new section is added to chapter 28C.04 RCW
9 to read as follows:

10 (1) Subject to funding provided for the purposes of this section,
11 the superintendent of public instruction and the state board for
12 community and technical colleges, in consultation with the Washington
13 state apprenticeship and training council, shall allocate grants on a
14 competitive basis to up to four pilot projects to expand enrollment of
15 secondary school students in career and technical programs that enable
16 them to enter apprenticeships, particularly building and construction
17 apprenticeships, upon graduation. The purpose of the pilot projects is
18 to develop new collaborations among K-12 education and work force
19 education providers and try new approaches to delivering instruction
20 and career and technical education to secondary school students.

21 (a) Two of the pilot projects shall involve skill centers or high
22 schools working collaboratively with local or regional apprenticeship
23 programs and the Washington state apprenticeship and training council
24 to design and offer the programs.

25 (b) Two of the pilot projects shall involve community or technical
26 colleges working collaboratively with local high schools, local or
27 regional apprenticeship programs, and the Washington state
28 apprenticeship and training council to design and offer the programs.

29 (c) At least one of the pilot projects is encouraged to involve
30 small or rural high schools.

31 (d) In reviewing the grant applications, the superintendent of
32 public instruction and the Washington state apprenticeship and training
33 council shall convene a review committee representing the state board
34 for community and technical colleges, the work force training and
35 education coordinating board, business and labor interests with ties to
36 apprenticeship fields, apprenticeship program coordinators, and career

1 and technical educators in the public schools. Grant award recipients
2 must be notified by June 1, 2006.

3 (e) Pilot projects must be ready to enroll students for the 2006-07
4 school year.

5 (f) The pilot projects shall operate for a three-year period.

6 (2) In addition to enrolling students in career and technical
7 programs that enable them to enter apprenticeships upon graduation, the
8 pilot projects under this section may engage in but are not limited to
9 the following activities:

10 (a) Developing or modifying curriculum to align with apprenticeship
11 entry requirements and skill expectations or to adjust curriculum to
12 the secondary level;

13 (b) Negotiating agreements for nonmonetary consideration or for no
14 consideration to use local or regional apprenticeship program training
15 facilities to offer programs;

16 (c) Negotiating agreements with local or regional apprenticeship
17 programs, community or technical colleges, or other contractors to
18 provide specialized instruction within the program;

19 (d) Based on guidelines and assistance from the Washington state
20 apprenticeship and training council, negotiating direct-entry
21 agreements with local or regional apprenticeship programs to accept
22 pilot project graduates into the programs;

23 (e) In conjunction with educational outreach efforts by the
24 Washington state apprenticeship and training council and local or
25 regional apprenticeship programs, conducting marketing, advertising,
26 and communication about the pilot project to area teachers, counselors,
27 students, and parents;

28 (f) Providing tutoring and other academic support services to
29 ensure students have the necessary academic skills for the program and
30 for high school graduation; and

31 (g) Offering other support services such as counseling, community
32 service referral, and assistance for low-income students such as tools,
33 supplies, books, or transportation to nonschool facilities.

34 (3) To the maximum extent possible, students enrolled in a pilot
35 project shall receive both high school and college credit for their
36 courses through tech-prep agreements or the high school program created
37 in RCW 28A.600.300 through 28A.600.400 (running start).

1 (4) Beginning December 1, 2007, recipients of grants under this
2 section shall report annually to the Washington state apprenticeship
3 and training council: The number of students participating in programs
4 developed under this section, the number of qualified graduating
5 secondary students entering into apprenticeship programs each year, the
6 apprenticeship programs into which the students entered, and lessons
7 learned by the grant recipients that might lead to improvements in the
8 development and implementation of additional preapprenticeship
9 programs. The Washington state apprenticeship and training council
10 shall provide an annual summary of the reports to the governor and the
11 education and commerce and labor committees of the legislature.

12 (5) Funding for a student enrolled in a community or technical
13 college pilot project under this section shall be provided under RCW
14 28A.320.015 and 28A.320.035 and rules adopted for the provision of
15 instruction under contract.

16 (6) Using existing resources the superintendent of public
17 instruction shall convene a work group to identify barriers and
18 opportunities for further expansion of secondary career and technical
19 programs that enable graduates to enter apprenticeships, including
20 building and construction-related apprenticeships, beyond the pilot
21 project stage. The work group shall include representatives from the
22 Washington state apprenticeship and training council, local or regional
23 apprenticeship programs, the work force training and education
24 coordinating board, community and technical colleges, high schools, and
25 skill centers. The superintendent shall submit a report with
26 recommendations to the governor and the education and commerce and
27 labor committees of the legislature by December 1, 2006. Issues to be
28 considered by the work group may include:

29 (a) Expanding participation and opportunities in running start for
30 career and technical students, particularly in apprenticeship
31 preparation programs, including the role of using parent involvement in
32 guidance and counseling for students to expand participation;

33 (b) Addressing highly qualified teacher requirements under the
34 federal no child left behind act;

35 (c) Cross-crediting of career and technical and core academic
36 courses;

37 (d) The funding model for skill centers;

1 (e) Creating benchmarks to measure outcomes from the pilot projects
2 and from possible expansion of the projects; and

3 (f) The impact of current student assessment and achievement
4 requirements on student participation in apprenticeship preparation
5 programs and opportunities for developing alternative assessment and
6 achievement requirements.

7 (7) This section expires August 31, 2009.

8 **Sec. 6.** RCW 28B.15.067 and 2003 c 232 s 4 are each amended to read
9 as follows:

10 (1) Tuition fees shall be established under the provisions of this
11 chapter.

12 (2) Beginning with the 2003-04 academic year and ending with the
13 2008-09 academic year, reductions or increases in full-time tuition
14 fees for resident undergraduates shall be as provided in the omnibus
15 appropriations act.

16 (3) Beginning with the 2003-04 academic year and ending with the
17 2008-09 academic year, the governing boards of the state universities,
18 the regional universities, The Evergreen State College, and the state
19 board for community and technical colleges may reduce or increase full-
20 time tuition fees for all students other than resident undergraduates,
21 including summer school students and students in other self-supporting
22 degree programs. Percentage increases in full-time tuition fees may
23 exceed the fiscal growth factor. Reductions or increases may be made
24 for all or portions of an institution's programs, campuses, courses, or
25 students.

26 (4) Academic year tuition for full-time students at the state's
27 institutions of higher education beginning with 2009-10, other than
28 summer term, shall be as charged during the 2008-09 academic year
29 unless different rates are adopted by the legislature.

30 (5) The tuition fees established under this chapter shall not apply
31 to high school students enrolling in participating institutions of
32 higher education under RCW 28A.600.300 through 28A.600.400.

33 (6) The tuition fees established under this chapter shall not apply
34 to eligible students enrolling in a community or technical college
35 under section 5 of this act.

36 (7) For the academic years 2003-04 through 2008-09, the University
37 of Washington shall use an amount equivalent to ten percent of all

1 revenues received as a result of law school tuition increases beginning
2 in academic year 2000-01 through academic year 2008-09 to assist needy
3 low and middle income resident law students.

4 ~~((7))~~ (8) For the academic years 2003-04 through 2008-09,
5 institutions of higher education shall use an amount equivalent to ten
6 percent of all revenues received as a result of graduate academic
7 school tuition increases beginning in academic year 2003-04 through
8 academic year 2008-09 to assist needy low and middle-income resident
9 graduate academic students.

10 NEW SECTION. Sec. 7. This act is necessary for the immediate
11 preservation of the public peace, health, or safety, or support of the
12 state government and its existing public institutions, and takes effect
13 April 1, 2006.

Passed by the House March 4, 2006.

Passed by the Senate February 28, 2006.

Approved by the Governor March 21, 2006.

Filed in Office of Secretary of State March 21, 2006.

APPENDIX – E

2007 Pilot Grant Review Team	
Organization	Representative
Washington State Apprenticeship & Training Council – Public Member	Susan Crane
Washington State Apprenticeship & Training Council – Labor, Chair	Pete Crow
Washington State Building & Construction Trades Council, AFL-CIO	Dave Johnson
Associated General Contractors	Dave D'Hondt
Construction Industry Training Council	Halene Sigmond
Western Washington Apprenticeship Coordinators Association	Peter Lehman
Eastern Washington Apprenticeship Coordinators Association	Andy Phillipson
Workforce Training Education Coordinating Board – Board Member	Beth Thew
State Board for Community and Technical Colleges	Pat Ward
Washington State Office of Superintendent of Public Instruction	Moe Broom
L&I Apprenticeship – Program Manager	Liz Smith
L&I Apprenticeship – Technical Specialist	Jody Robbins

APPENDIX – F

<p>Incentive Grant Recipient/ Response Matrix</p>	<p>Clark County Skills Center, Evergreen School District Dennis Kampe dkampe@egreen.wednet.edu 360-604-1060</p>
<p>1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?</p>	<p>The Clark County Skills Center and Clark Community College partnered on this grant. Clark College hired an apprenticeship coordinator to connect and establish apprenticeship agreements for the benefit of Clark County Skills Center students. The Skills Center Director and the Clark College apprenticeship coordinator attended monthly apprenticeship meeting and meet with apprenticeship committees to either (1) formalize existing agreements or, (2) to create new agreements</p>
<p>2. What have been the results of any discussions or negotiations between your school district and local apprenticeship programs?</p>	<p>First we have been able to establish close working relationships with the apprenticeship committees and we have been able to formalize agreements to qualified students to enter the apprenticeship program(s).</p>
<p>3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?</p>	<p>NECA/IBEW Willamette Carpenters Training Center HVAC & Metals Institute, SMACNA/SMWIA Heat & Frost Insulators and Allied Crafts, Local 36</p>
<p>4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?</p>	<p>We have approximately 60 qualified graduates each school year. At this time we are not aware of the exact number of graduates accepted into an apprenticeship. We will be conducting a survey over the next two months</p>
<p>5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?</p>	<p>The need for common definitions, i.e., Direct entry vs. Preferred entry</p>

Incentive Grant Recipient/ Response Matrix	Raymond School District Denise Garoutte-Bell dbell@raymond.k12.wa.us 360 942-2474
1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?	I contacted several of the apprenticeship groups and none had apprenticeships in our County. I contracted the major trades employers and none of them had formal apprenticeships. A couple hired current employees into in-house internships but there was no way for the school to train our students to step into this positions without first working at the trade for a number of years.
2. What have been the results of any discussions or negotiations between your school district and local apprenticeship programs?	None, as above. However, we have formed a manufacturing trades group that is looking at ways of offering students internships and training as a potential career path. None of these manufactures have actual apprenticeships but they have continued to meet at least monthly for the past year in order to figure out a way to offer these opportunities to our students.
3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?	We have an articulation agreement with Grays Harbor College for our construction students. Because of this our students can go into the carpentry and construction apprenticeship program out of Grays Harbor. We have had students go into the trade but none to our knowledge has taken an apprenticeship.
4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?	We have had one student each year go into the JATC electrical apprenticeship.
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?	It was very difficult for us because of the small community and no actual apprenticeships in the area. However, we found the experience very worthwhile because it greatly increased awareness of the opportunities in apprenticeships and we shared that information with our students. We have included apprenticeship information in our student handbook of career opportunities for students with resources for more information and we have integrated it into Navigation 101. The meeting held at New Market Center was extremely informative and helpful and the assistance provided by Elizabeth Smith and Alice Curtis was invaluable. We feel that this was a very worthwhile project even though we were disappointed with the opportunities available locally.

<p>Incentive Grant Recipient/ Response Matrix</p>	<p>Seattle Public Schools (x2) Nan Johnson ncjohnson@seattleschools.org 206 605-7043</p>
<p>1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?</p>	<p>The Seattle School District has two apprenticeship preparation programs that prepare students for the work force. The Apprenticeship and Construction Exploration Program serves students at Franklin and Chief Sealth High Schools and CWEST is a city wide program. This year we have opened ACE to students in alternative schools on a space available basis.</p> <p>Through our apprenticeship preparation programs our students are exposed to the trades. Depending on the program they are involved in they spend time at the apprenticeship training centers with trades instructors or job shadow tradesmen and women with the Port of Seattle, King County, and City Facilities departments. All students are given instruction in trades related math, first aid/CPR, job site safety, tool use and safety, blue print reading. We focus on drug awareness training. Students are encouraged to get their driver's licenses.</p> <p>We also do outreach to all students in the District through our career center specialists at the high schools. Our Direct Hire Program serves students as they approach graduation and recent graduates from the Seattle Public Schools. We have booths at the High School and Beyond Fairs each fall and spring.</p> <p>Due to the Project Labor Agreements with the School District, Unions, and Contractors on District Projects we are able to do direct hire placements.</p> <p>The Direct Hire Program maintains a list of graduates who are ready to go into the trades. We provide support services to graduates. All graduates are encouraged to take the COMPASS or ASSET. All graduates are drug tested. We have a physical assessment that graduates must complete. If a graduate needs support services in math tutoring, driver's license retrieval or obtaining their initial driver's licenses we can provide assistance. At this time we are serving up to 60 students per semester in our apprenticeship preparation programs. We have 120 graduates on our direct hire list. Not all of our students choose to go into apprenticeships however we have students entering four year universities in architecture and construction management. Many students go into construction related jobs. If a graduate chooses to apply for an apprenticeship we offer support services. We help them work through the application process and track them after they start their apprenticeships.</p>
<p>2. What have been the results of any discussions or negotiations between your school district and local apprenticeship programs?</p>	<p>Due to the PLA we can offer direct hire. A contractor can write a letter to sponsor and employ an individual. The individual must meet all of the entry requirements for the trade they are going into.</p> <p>We also have agreements for our graduates to have guaranteed interviews in several trades.</p> <p>The District is still formalizing written agreements with several trades.</p>
<p>3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?</p>	<p>Construction Industry Training Council (CITC) has agreed to take the graduates of the Apprenticeship and Construction Exploration Program for Direct Hire into their apprenticeship programs.</p> <p>We have guaranteed interviews with the following trades:</p> <ul style="list-style-type: none"> • Boiler Makers

	<ul style="list-style-type: none"> • Sprinkler Fitters • Roofers • Painters • Brick Masons <p>Seattle Public Schools Projects with a letter of sponsor and employ the following trades are accepting our graduates on District construction projects.</p> <ul style="list-style-type: none"> • LADS • Carpenters • Laborers • Painters
<p>4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?</p>	<p>Due to the project labor agreement we have 43 apprentices on Seattle Public Schools projects. Many of these graduates are from our Direct Hire list. Our graduates have also qualified and been accepted into several apprenticeships. We have graduates in the following trades with union and non union companies:</p> <p>Carpenters 8 LADS 1 Sprinkler Fitters 1 Brick Masons 1 Electricians 3 Plumbers 1 Electricians Inside Wiremen 3 Electricians Sound and Communication 2</p> <p>At this time 5 graduates are in the process of qualifying for the PSEJATC apprenticeship program. Eight students are on the waiting list for interviews for the union carpenters program. Three graduates are waiting for their orientations with CITC in the Carpentry Program</p>
<p>5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?</p>	<p>There is not enough money available on the District level to run these programs. Due to the constraints of FTEs these programs do not receive the staffing that is required to run the programs. Using the apprenticeship model we need to keep these classes smaller than traditional vocational classes or have additional staffing to provide for a safe working environment with power tools. We need to encourage the Districts to fund these programs adequately to buy the equipment, tools and supplies necessary for these programs.</p>
<p>Incentive Grant Recipient/ Response Matrix</p>	<p>West Valley SD, Spokane Patrick Knowles, CTE Director pat.knowles@wvsd.com (509) 370-0027</p>
<p>1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?</p>	<p>We used our grant money to hire the services of a coordinator to work on behalf of the entire consortium. The coordinator had two major tasks that of retooling the website that students could use for the worksite experiences and to create a process for these activities to take place. I am very pleased with the progress that has been made and our consortium is now moving forward with hiring a permanent coordinator. This new coordinator will be in place by January 15, 2008.</p>
<p>2. What have been the results of any</p>	<p>Our district has a partnership agreement with all of the local apprenticeships that has been accepted by our school</p>

discussions or negotiations between your school district and local apprenticeship programs?	board. We continue to have dialogue with them and to use them in our classrooms as well as for worksite learning experiences.
3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?	The following is a list of regional apprenticeships that we are partnering with: Associated general contractors – Bricklayer/Tile Setters – Cement Mason/Plasters – Electrical Workers – Avista Linemen – Carpenters/Pile Drivers – Construction Industry Training Council – Independent Electrical Contractors of Washington – Ironworkers – Painters/Allied Trades – Roofers – Spokane Homebuilders Residential – Laborers – Plumbers/Steamfitters – Sheet Metal Workers – Western States Operating Engineers. We have a few direct entry students but most of them will be looking at some type of preferred consideration. At this time the exact procedure has not yet been established.
4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?	In 2005-06 we had two seniors who were given direct entry, in 2006-07 we had four seniors who graduated and were eligible for apprenticeship training (not involved at this time) and in 2007-08 we will have ten students available. The program really has only been formally organized for the last two years, so we are just starting to see the results.
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?	We have found that operating under a consortium has been extremely beneficial. With the consortium we now have the financial means to have a permanent position in place to continue to coordinate all the activities necessary to operate under our present plan. The consortium also provides for collaboration of the pre apprentice teachers in each of our high schools.
Incentive Grant Recipient/ Response Matrix	Whatcom County Tech Prep Consortium Linda Cowan, Director lcowan@btc.ctc.edu 360-752-8458
1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?	<p>The incentive grant was used to facilitate development of “direct entry” training agreements between the Construction Careers Academy and our regional apprenticeship training providers. Funds were used to cover time spent in meetings with various apprenticeship training coordinators, and development of the specific training agreements for each program area. Funds were also used to reimburse for travel expenditures related to the meetings and agreement development. See question 3 below for the results of the meetings.</p> <p>The Construction Careers Academy is a unique <i>interdistrict</i> program serving 12 high schools in the Whatcom County area. The CCA program was developed by and is coordinated through the Whatcom Tech Prep Consortium. During 2006-07, the planning committee (mostly local contractors and industry association members) met with counselors, superintendents & principals seeking approval to develop a construction academy program. The team also toured local school facilities and visited construction “best practice” programs identified in the state. Based on the committee’s research, Meridian High School was selected to serve as the “host” high school for the new CCA; based on OSPI recommendation the NCCER Construction Technology program was selected as the curriculum foundation; the program marketing materials were developed and student recruitment/application process began March, 2007. By June 1, 21 high school juniors and seniors were selected to participate in the program. Due to transportation and schedule issues, 5 students dropped – 16 have remained in the class (5 girls and 11 boys). The first day of class for the new academy program was September 4, 2007.</p>
2. What have been the results of any	See number 3 below. In the development of the Construction Careers Academy program, we made the

<p>discussions or negotiations between your school district and local apprenticeship programs?</p>	<p>commitment to develop a program advisory committee that represented union, non-union, trade associations (AGC, BIA), apprenticeship programs and employers. All entities were invited to the table to be part of the program planning process. It hasn't always been easy, but we committed to work together in the best interest of our students learning needs – helping students understand all opportunities available without judgment and let them make the final decision related to their career and education goals. If an organization chooses not to be involved, then their voice is missing from our conversation and planning efforts. Currently we have 25 members serving on the program advisory committee.</p>
<p>3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?</p>	<p>We have signed training agreements with the following 5 apprenticeship programs: WA State United Brotherhood of Carpenters JATC (North Puget Sound) Northwest Washington Pipe Trades JATC Northwest Washington Electrical Industry JATC Northwest Laborers-Employers Training Trust - JATC Construction Industry Training Council of Washington (Carpentry)</p> <p>All of the agreements entitle qualified CCA student graduates to “preferred consideration” for entry into the training program and guarantee students an interview with the Training Committee. All of the apprenticeship programs have assigned their training coordinator to serve on the CCA program advisory committee (meets every 2-3 months). Four of the apprenticeship programs agreed to work with their employer partners to identify appropriate paid internship opportunities for students (internships begin in March). To date, 2 of the 5 apprenticeship programs have donated \$5,000 each to the CCA program to help purchase building materials, supplies and equipment. Two others are still considering making a similar donation.</p>
<p>4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?</p>	<p>As noted in question one, the Construction Academy just opened its doors to the first group of students in September. At this point, we have no “graduates” to report. Over the next 3 months, students will be touring work sites, visiting all of our regional apprenticeship training sites (located in Mt. Vernon area and Kingston), and generally preparing for their paid internship experiences. Each student will complete a 12 week paid internship – some of the internships will be organized by our apprenticeship partners.</p> <p>As we approach June, we anticipate being able to report “transition data” for each of our students (continuing education, entry to apprenticeship program or direct entry to work).</p>
<p>5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?</p>	<p>After working with our regional apprenticeship training partners, I've come to realize that establishing “direct entry” agreements won't be a reality for most programs. Students must meet the specific apprenticeship minimum qualifications and there has to be openings available in the training program in order to accept any “new” apprentices. Openings are dependent on the workplace – and willingness of employers to accept apprentices and provide mentorship through the years of training (it's an expensive process). There has to be a work assignment associated with the apprenticeship. In high employment areas, this won't be a problem. In smaller, rural areas employment in trade related occupations may not be as plentiful.</p> <p>Another consideration for high schools is being able to “fill” a class to make it financially viable to run so an instructor can be hired. In order to run our academy program, we need 24 students (about 10 FTE) per year to cover the cost (salary/benefits) of a half-time instructor. Currently we have 16 students enrolled. We are fortunate to have local contractors and trade associations who have donated money to the program so we can fund the difference in student FTE – ensuring the class would run even if enrollment was low. They wanted to make</p>

	<p>sure the program had a good start its first year of operation!</p> <p>Pre-apprenticeship programs appeal to a certain group of students. The high school has to be large enough to attract a group of students willing to commit 1-2 years (360-720 hours) to the curricular program. Large comprehensive high schools, Skill Centers or programs such as ours (interdistrict model) are more likely to attract enough students to enable a school to financially afford to run the program.</p> <p>Even though we have the best of intentions – encouraging students to consider work in trades related occupations and providing “preferred” status to qualified students interested in entering apprenticeship training programs – many high school students just aren’t ready for the commitment needed to “endure” themselves to a trade. I hope state officials will be realistic when they review the student “transition” data...the numbers may be low in the beginning.</p> <p>Our CCA program goal is to prepare students for the realities of construction-related employment. To help open their eyes to career possibilities, to understand the various types of training opportunities (college, apprenticeship, workplace, etc.), to establish a strong foundation of trade-related skill, to earn basic industry certifications and to practice workplace “employability” skills that will make the student a successful employee on the worksite.</p> <p>If we can be successful in providing students with the above experiences, then any apprenticeship training program would be lucky to “employ” one of our students in their program. We have to keep reminding ourselves, these students are only 17 and 18 years old – some are more than ready for the construction-related workplace and others need more time to mature and practice their skills before finding their way back to an apprenticeship. As a result of the high school programs we develop, I do believe that we will see more students choosing to enter construction related training program at a younger age – most likely the 18-21 range.</p>
<p>Incentive Grant Recipient/ Response Matrix</p>	<p>East Valley School District John Savage Savagej@evsd.org 509-927-3200</p>
<p>1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?</p>	<p>We used our grant money to hire the services of a coordinator to work on behalf of the entire consortium. The coordinator had two major tasks that of retooling the website that students could use for the worksite experiences and to create a process for these activities to take place. I am very pleased with the progress that has been made and our consortium is now moving forward with hiring a permanent coordinator. This new coordinator will be in place by January 15, 2008.</p>
<p>2. What have been the results of any discussions or negotiations between your school district and local apprenticeship programs?</p>	<p>Our district has a partnership agreement with all of the local apprenticeships. We continue to have dialogue with them and to use them in our classrooms as well as for worksite learning experiences.</p>
<p>3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary</p>	<p>Associated general contractors – Bricklayer/Tile Setters – Cement Mason/Plasters – Electrical Workers – Avista Linemen – Carpenters/Pile Drivers – Construction Industry Training Council – Independent Electrical Contractors of Washington – Ironworkers – Painters/Allied Trades – Roofers – Spokane Homebuilders Residential – Laborers – Plumbers/Steamfitters – Sheet Metal Workers – Western States Operating Engineers.</p>

students?	
4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?	The program really has only been formally organized for the last two years, so we are just starting to see the results. We hope to have many in the future, but had one last year take advantage of the lineman program with Avista.
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?	We have found that operating under a consortium has been extremely beneficial. With the consortium we now have the financial means to have a permanent position in place to continue to coordinate all the activities necessary to operate under our present plan. The consortium also provides for collaboration of the pre apprentice teachers in each of our high schools.
Incentive Grant Recipient/ Response Matrix	Toppenish School District Ron Livingston, CTE Director rliving@toppenish.wednet.edu 509-86-8037
1. Tell us about your activities related to your Running Start for the Trades pre-apprenticeship grant. What did you do? How did it turn out?	Made contacts and established relationships with several local JTAC's. JTAC's will bring guest speakers, including "apprentices" into the high school to speak about entry requirements, job duties, career advancement, working conditions, benefits, etc. Inclusive of Carpenters, Electricians, Steam and Pipefitters, Laborers, who have all given student presentations. Toppenish High School is undergoing a major construction project and students are able to speak with construction workers involved in the various apprenticeship programs. Established an Apprenticeship Advocate to encourage students to explore these career opportunities. Advocate visits all student advisory groups and gives presentations on specific opportunities. Also sets up job shadows on construction site.
2. What have been the results of any discussions or negotiations between your school district and local apprenticeship programs?	Some JTAC's have indicated a willingness to give preferred consideration for Toppenish School District applicants.
3. Please provide a list of which apprenticeship programs have agreed, pursuant to negotiated agreements, to accept qualified graduating secondary students?	Steam and Pipefitters – Electricians- Carpenters- Laborers
4. Number of qualified graduating secondary students entering into apprenticeship programs each year through direct-entry programs? Preferred consideration? Extra credit?	No activity to report
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs at high schools or skills centers?	Having students be able to see workers in there everyday activities has been largely instrumental in developing an interest in choosing these career options.

APPENDIX – G

<p>Pilot Grant Recipient/ Response Matrix</p>	<p>Edmonds School District, Lynnwood High School Mark Madison, CTE Director MadisonM@edmonds.wednet.edu 425-431-7124</p>
<p>1. Tell us about your Running Start for the Trades pre-apprenticeship program</p>	<p>The Edmonds School District Carpentry/Construction trades program is part of a 23-credit Construction Industry Training Certificate program of study with Edmonds Community College (EdCC). The high school element of this program provides 19 of the 23 credits through Tech Prep articulation with the college, with the remaining 4 credits of coursework required for the certificate completed through Running Start at EdCC.</p> <p>Students who complete the 23 credit program of study and obtain the Construction Industry Training Certificate are eligible for direct-entry into apprenticeship training as per our agreements with North Puget Sound Carpenters JATC and apprenticeship training programs provided through the Brightwater Wastewater Treatment Plant project in King and Snohomish Counties.</p>
<p>2. The number of students participating in programs</p>	<p>We currently have 45 students enrolled in the program of study, with 10 seniors currently pursuing attainment of the Construction Industry Certificate and consideration for direct-entry into apprenticeship training.</p>
<p>3. The number of qualified graduating secondary students entering into apprenticeship programs each year</p>	<p>This will be our first year of placing students through our direct-entry agreements. We have three students who will be interviewed within the next month, and 10 students who will be looking for apprenticeship entry in June.</p>
<p>4. The apprenticeship programs into which the students entered</p>	<p>We currently have agreements with North Puget Sound Carpenters JATC and apprenticeship training programs affiliated with the Brightwater Wastewater Treatment Plant project in King and Snohomish Counties.</p>
<p>5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs</p>	<p>As we build and develop this program of study into apprenticeship, we are finding the following as issues and areas of focus as we continue to move forward:</p> <p><u>A Lack of Student and Parent Understanding of Apprenticeship.</u> We have found that the majority of students have little to no understanding of apprenticeship and opportunities within the trades. Consequently, the need for intensive career awareness activities related to the trades and explanation of apprenticeship as a post-high school option remains a significant focus if we are to be successful long-term.</p> <p><u>Difficulty for Students in Navigating the College System.</u> The complexity of partnering with a college program cannot be overstated. We are spending quite a bit of time working with students and families on how to utilize Running Start to complete credits not articulated with the high school element of our program of study. Students are required to complete a 7-step process for application and enrollment in Running Start courses for the trades as part of the college process. We are working to find ways to simplify this for students who have no experience in navigating the college system.</p> <p><u>Marketing, Marketing, and more Marketing.</u> The need to reach out to students and families cannot be overstated. It goes</p>

	<p>without saying that these programs are enrollment dependent, and getting the word out about the program and its related opportunities is a significant focus. It is our goal to inform all eligible students and their families through direct mailings and information nights to increase enrollment and selection of students who express commitment early on to apprenticeship entry.</p> <p><u>The Impact of Increased Graduation and WASL requirements.</u> 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 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.</p>
Pilot Grant Recipient/ Response Matrix	<p>New Market Skills Center Matt Gordon, Instructor mgordon@nmvsc.com 360-570-4457</p>
1. Tell us about your Running Start for the Trades pre-apprenticeship program	New Market students attend from 25 high schools within ten school districts in five counties. Students who are interested in creating a career in the construction industry can acquire the skills necessary to enter pre-apprenticeship programs
2. The number of students participating in programs	The construction trades program will enroll an estimated 44 to 50 students throughout the year.
3. The number of qualified graduating secondary students entering into apprenticeship programs each year	Students graduating from the construction trades program is estimated to be 8 to 10 students. These students will have earned direct entry into apprenticeship programs.
4. The apprenticeship programs into which the students entered	We have articulation agreements with the Carpenters, Laborers, Lather, Acoustical, and Drywall Systems. Articulations are being continually updated through other trade organizations.
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs	Strong communication through contacts, and events, build strong relationships providing winning outcomes for all involved.
Pilot Grant Recipient/ Response Matrix	<p>Duwamish Apprenticeship & Education Center Annmarie Diggs adiggs@sccd.ctc.edu 206 764-5375</p>
1. Tell us about your Running	ACE program-This is a program run by Seattle Public Schools which give High School kids the

Start for the Trades pre-apprenticeship program	opportunity to obtain direct entry into the construction trades working on Seattle school jobsites. In addition to their regular class schedule participants have the opportunity to work in a hands on construction class on campus. This program allows direct entry into liveable wage jobs.
2. The number of students participating in programs	80-100 students per year
3. The number of qualified graduating secondary students entering into apprenticeship programs each year	15-20 students per year
4. The apprenticeship programs into which the students entered	Cement Masons, Painters, SprinklerFitters, Bricklayers, Tilesetters, Boilermakers, Electricians and Floorcovering.
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs	By directly going into the schools and talking to kids it gives them a visual,hands on opportunity to learn about Apprenticeship.We have really stirred up interest in the schools for kids who may not be going down the 2/4 year college path,but would like to earn great wages and have a "career".This is vital information to the teachers and counselors as well,so they are better able to serve the needs of all their students.
Pilot Grant Recipient/ Response Matrix	Seattle Vocational Institute – Pre-apprenticeship Construction Training Program (SVI - PACT) Bob Markholt, Instructor bmarkholt@sccd.ctc.edu 206-587-4974
1. Tell us about your Running Start for the Trades pre-apprenticeship program	SVI PACT focuses on training low-income minorities and women for high-wage careers in the construction industry. Last year we expanded the program capacity to 45 students from the previous level of 30 students. PACT has developed a unique training model. The focus is on removing the barriers which prevent our students from entering trade apprenticeships and being successful in the workplace. It emphasizes a classroom environment of trust & respect, teamwork, and models the expectations of construction jobsites. The program includes key student support services along with basic construction related curriculum. Implementation of this model has required that PACT raise funds beyond what is allocated through Seattle Community College District VI. In fact, with last year's 50% expansion of the program, outside funds now pay for 75% of program costs. The Pilot program grant was a key piece of funding for this expansion.
2. The number of students participating in programs	In the 2006-2007 school year we had 35 students enroll in PACT. 31 of the students graduated. Two students were high school age and were participating in the SVI Bright Futures program in which high school seniors who are at risk of not graduating complete an SVI program concurrently with completing their high school diploma. Almost half of our students were in the 18-24 age range. Our enrollment for fall 2007 is 11 students. All of them are still in the program, and they have one more quarter to complete their pre-apprenticeship training.

3. The number of qualified graduating secondary students entering into apprenticeship programs each year	28 PACT students entered construction trade apprenticeships last year. Since the establishment of PACT in 1998, 164 people have entered construction trade apprenticeships from this program.
4. The apprenticeship programs into which the students entered	2006-2007 PACT graduates entered the following trades: laborers 7; carpenters 6; ironworkers 6; cement masons 4; plumbers 3; drywall 1; painters 1
5. Lessons learned that might lead to improvements in the development and implementation of additional pre-apprenticeship programs	<p>There are several aspects of our program which we believe are key to our students' success:</p> <ul style="list-style-type: none"> • drug testing – all students are required to pass a drug test before entering the program. Drug testing is required throughout the industry. • emphasis on the expectations of the construction industry, such as “on-time means 15 minutes early”, the “3P’s & W” (punctuality, positive attitude, perseverance, and work ethic), and teamwork. • addressing barriers to entering an apprenticeship. Examples: lack of a valid driver’s license, poor math skills, poor resume & interview skills. • strong relationships with the industry, including construction companies, unions, apprenticeships.