



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

Running Start for the Trades, 2012

A Final Report to the Governor and the Legislature
Apprenticeship Prep Programs for Secondary Schools
Pursuant to RCW 49.04.190

December 2012

Running Start for the Trades, 2012

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Running Start for the Trades Grants

RCW 49.04.190, enacted into law in 2006, aims to expand opportunities for graduating secondary school students to enter registered apprenticeship programs. The statute established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and The Office of the Superintendent of Public Instruction (OSPI) based upon allocated funding, including:

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

The WSATC and OSPI successfully managed the distribution of incentive and pilot grants throughout the state until the 2011/12 school year when funding was cut. This table shows the distribution of awards and reveals the geographic diversity of the schools selected. See previous reports for a detailed account of the activities associated with each of the incentive and pilot grant awards.

Summary of awards:

Incentive Grants	Pilot Grants
<p><i>2006-07; \$7,500 each</i></p> <ul style="list-style-type: none"> • Spokane School District (2 grants) • Clark County Skills Center • Seattle Public Schools • Spokane’s East Valley High School • Raymond High School • South Bend High School • Toppenish High School • Spokane’s West Valley High School • Whatcom Tech Prep Consortium. 	<p><i>2006-07; \$25,000 each</i></p> <ul style="list-style-type: none"> • South Seattle Community College • Lynnwood School District • Seattle Vocational Institute, The • New Market Skills Center
<p><i>2007-09; \$19,000 each</i></p> <ul style="list-style-type: none"> • Evergreen School District • Kelso School District • Lynden School District • Marysville School District • Mount Adams School District • Omak School District • SeaTac Occupational Skills Center • Seattle Public Schools • Selkirk School District • Trout Lake School District 	<p><i>2007-09; \$40,000 each</i></p> <ul style="list-style-type: none"> • Whatcom Tech Prep Consortium, Bellingham Technical College • Edmonds School District • Kennewick School District • New Market Skills Center

<p>2009-10;</p> <ul style="list-style-type: none"> • Vancouver School District - \$9,500 • Olympia School District - \$9,500 • Tri-Tech Skills Center - \$9,500 • Bremerton High School - \$11,500 • Puget Sound Skills Center, Firefighting - \$9,500 • White River School District - \$9,500 	<p>2009-10;</p> <ul style="list-style-type: none"> • Yakima School District - \$23,000 • Clark County Skills Center - \$9,500 • Vancouver School District - \$20,000 • New Market Skills Center - \$9,500 • Richland School District - \$24,500 • West Sound Technical SC - \$20,000 • Puget Sound Skills Center - \$9,500
<p>2010/11;</p> <ul style="list-style-type: none"> • Bremerton School District - \$5,100 • Granite Falls School District - \$5,100 • Mabton School District - \$5,100 • Marysville School District - \$15,000 • Moses Lake School District - \$9,500 • Yakima School District - \$5,100 	<p>2010/11;</p> <ul style="list-style-type: none"> • Marysville School District - \$5,100 • Tri Tech Skills Center - \$15,000 • White River School District - \$15,000 • Yakima School District - \$7,000
<p>2011/12</p> <p><i>No Grant Funds Available</i></p>	<p>2011/12</p> <p><i>No Grant Funds Available</i></p>

Grants End - Benefits to Students Continue

The WSATC and OSPI did not award grants during the 2011/12 school year. However, the momentum gained through this legislative initiative is impressive as apprenticeship program sponsors and educators continue to strengthen ties and build defined pathways to registered apprenticeship opportunities throughout the State.

Apprenticeship Council Initiative - The WSATC in cooperation with representatives from the Washington State Apprenticeship Coordinator's Association, Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Work Force Training and Education Coordinating Board, and other interested stakeholders, based on lessons learned from Running Start for the Trades grants, identified the core elements of good quality apprenticeship preparation programs. Rising to the top of the list were industry knowledge, basic skill expertise and formal connections to the industry. With these criteria in mind, the WSATC, through its special subcommittee on Apprenticeship Preparation, worked to develop policy language to allow for the formal recognition of preparatory programs. In April 2012, the subcommittee delivered draft policy language to the full WSATC for consideration. Central to the subcommittee's policy proposal was the endorsement of the preparatory program by a registered apprenticeship program sponsor. This was intended to ensure the preparatory program was designed to provide quality instruction and related work preparation experience resulting in graduates meeting or exceeding the minimum qualification standards of the apprenticeship program.

In April 2012, the WSATC moved to adopt the special subcommittee's policy draft and thereby formalized recognition of apprenticeship preparatory programs in Washington. The following review criteria guide the WSATC's policy and reflect best practices and lessons learned.

- *Evidence of a communication plan* demonstrating the program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.
- *The program incorporates safety training* – 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 preparatory 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 of workplace safety and health.
- *Focus on employability* - Incorporate basic workplace skills such as showing up on time, wearing the right clothes, bringing a lunch, working on a team and being responsive to a supervisor. Show evidence of communication with the registered apprenticeship program(s) about expectations and practices on the job site or within a given occupation and how these practices are incorporated into the preparatory program.
- *Physical fitness* - Incorporate into the preparatory program physical work that will be done in the apprenticeship career path so students will be physically prepared. This may include stretching and strength, flexibility, and cardiovascular conditioning to the extent necessary for the trade or occupation the student is pursuing.
- *Math skills* - Evidence of applied mathematical concepts relevant to the level of math the student will need to meet or exceed minimum qualifications and be a successful candidate in the apprenticeship program. Applied math concepts should identify common scenarios involving math for the trade or occupation to use in the classroom.
- *Program participant population* - detailed description of the tools and activities used to recruit and retain a diverse class of students, and how underrepresented populations are encouraged to enroll in the program.
- *Formal agreement with Registered Apprenticeship Program(s)* - Also referred to as an *Articulation Agreement*. Such an agreement, between the authorized preparatory program representative and one or more local apprenticeship sponsors, is required as part of this application. The agreement details how the student will be prepared to meet/exceed minimum qualifications and compete for or receive direct entry into the registered apprenticeship program.

The elements presented above should not be construed as all inclusive or minimally required. There is great variability among preparatory programs.

The WSATC and OSPI, with tremendous cooperation and support from the apprenticeship community, accomplished the key goal of the four laid out by the legislature in Running Start for the Trades legislation. The goal was to develop pre-apprenticeship program guidelines. The result was Policy 2012-03 which established the process through which education-based preparatory programs can seek and obtain formal recognition from the WSATC for efforts to link students to registered apprenticeship opportunities. The full text of the policy is provided in Appendix A. Preparatory programs wasted no time in taking advantage of this new opportunity.

At the July 2012 quarterly meeting, for the first time in state history, the WSATC formally recognized three preparatory programs. Two of the three programs were from the K-12 system and leaders among the Running Start for the Trades grant recipients. The Construction Trades Program at New Market Skills Center in Tumwater and the Pre-Apprenticeship program run by the Tri-Tech Skills Center in Kennewick are WSATC recognized Apprenticeship Preparation programs. The WSATC is working with staff at the Department of Labor and Industries to publicize the results of this effort with the expressed intention of clearly identifying articulated pathways to registered apprenticeship that these apprenticeship preparation programs represent. The third program was the post-secondary, Apprenticeship and Non-Traditional Employment for Women (ANEW) program housed at the Puget Sound Electrical Training Center in Renton.

The Office of Superintendent of Public Instruction continues to work toward making the high school diploma meaningful to industry in terms of job readiness by incorporating soft skills within technical training programs. Identification of industry recognized knowledge, skills and abilities is used to outline course frameworks for 7th-12th grade programs as well as advanced technical training programs at the skills centers. Work continues with third party trainers, apprenticeships and post-secondary educational training facilities to develop a seamless transition from the K-12 system to employment. This effort is commonly referred to as the Program of Study which allows high school instructors and community college instructors to develop common competencies that help in articulation agreements as well as provide a career ladder for students where they can map out the potential futures through numerous avenues.

The WSATC's Preparatory Program Recognition roll-out continues to promote outreach and awareness to Career and Technical Education (CTE) Directors as well as Skilled and Technical Science Instructors. The Washington Association of CTE Summer Conference highlighted the WSATC's effort. Additionally, outreach was just recently completed to the 5 Regions of Skills USA Washington Advisor meetings. Information was presented to highlight the WSATC's initiative and how they could develop connections, relationships and program recognition.

Activity around awarding Incentive and Pilot grants for schools to negotiate and implement articulation agreements with local apprenticeship programs has ceased due to the lack of funding for this initiative. For the second consecutive year the program did not receive funding from the legislature. While numerous activities are on-going in districts and the apprenticeship community, the vehicle to collect data was the grant application process and follow-up reporting. Without the funding no data has been collected.

Apprenticeship Coordinators Associations support a series of hands on construction career fairs geographically dispersed throughout the state. These events have grown from grass roots conversations between educators and apprenticeship training representatives. The goal is to build awareness and connections for K-12 students considering post-secondary career training options through apprenticeship. Today, Washington State is home to “construction career day” events in almost every corner of the state. Registered apprenticeship program sponsors play a large role in planning and implementation of these student-centered/hands-on events:

Cowlitz Wahkiakum Construction Fair

Date: September 28, 2012

Time: 8 a.m. – 4 p.m.

Location: Cowlitz Expo Center, Wash.

7th Annual Tri-Cities Construction Career Day

Date: October 2, 2012

Time: 8 a.m. - 1 p.m.

Location: Benton Franklin Fair & Rodeo Grounds, Kennewick, WA

King County Construction Career Day

Date: October 3 and 4, 2012

Time: 8:30 a.m. – 3 p.m.

Location: Magnuson Park.
Seattle, Wash.

More information and registration, go to the

[King County Construction Career Day website:](http://constructionfoundation.org/ConstructionCareerDayInfo/)

<http://constructionfoundation.org/ConstructionCareerDayInfo/>.

Career Related Apprenticeship For the Trades (CRAFT) Open House

Tuesday, October 9, 2012

Hands-on Exhibits and Workshops

Sponsored by: The National Association of Women in Construction (NAWIC); Eastern Washington Apprenticeship Coordinators Council & Spokane Community College, Apprenticeship and Journeyman Training Center

Journeyman Training Center, 2110 N. Fancher Way, Spokane Valley, WA

Build Your Future - A Hands-On Career Fair for Construction Trades and Advanced Manufacturing

Date: Tuesday, October 9, 2012

Time: 8 a.m. - 3 p.m. (Set up at 6:30 a.m.)

Location: Evergreen Fairgrounds
14405 179th Ave SE
Monroe, WA 98272

5th Annual Pierce County Career Day

Date: November 15, 2012

Time: (7:30 a.m. to 2 p.m.)

Location: Puyallup Fairgrounds Showplex
Puyallup, Washington

Running Start for the Trades - Lessons Learned

OSPI, through the CTE office, will continue to support apprenticeship preparation training as a stand-alone course or skills embedded within other course work. Cooperation continues between OSPI CTE Division, the Washington State Apprenticeship and Training Council, and the Department of Labor and Industries Apprenticeship Program. One continuing highlight is the use of OSPI's CTE News Update, published monthly, which includes dates, locations, times and registration process of activities pertinent to awareness and participation of high school students, instructors, administrators and counselors with Apprenticeship events and activities.

While all Running Start for the Trades schools support clear pathways for high school students to access registered apprenticeships, there are many challenges. The primary challenges are coordinating the needs of the educational and apprenticeship systems, ensuring sufficient program funding, and resolving competing graduation requirements. School representatives

discovered that they did not share the same definition with regard to “direct entry” as their apprenticeship program partners. While school representatives seek direct links for their students into apprenticeship training programs, many apprenticeship program sponsors are hesitant to reserve specific slots each year for a particular preparatory program given the boom and bust nature of construction and the formal apprenticeship program rules under which they operate. Apprenticeship program sponsors are instead opting to formalize agreements that grant points on applications for graduates, offer guaranteed interviews, or convey a status of “preferred consideration.”

Even with the difficulties encountered coordinating the two very different systems, apprenticeship program sponsors and school districts throughout the state are formalizing agreements to better connect graduating secondary students to registered apprenticeship opportunities. The WSATC's Preparatory Program initiative attests to the relationships created or strengthened due to the Governor's Running Start for the Trades initiative (RSTT). When taken together, all of the activities cited in this report illustrate the breadth and depth of activity taking place throughout the state to benefit Washington's graduating seniors.

As policy makers continue to address concerns in Washington's educational delivery system, the stakeholders who have invested significant resources to Running Start for the Trades pre-apprenticeship initiatives would like consideration regarding the impact of increased graduation and testing requirements. Mark Madison, from Edmonds School District, a past RSTT grantee, continues to be concerned about the impact. He said, “With the increasing emphasis from state policy makers to require more credit requirements in core areas and less elective credits, students are finding it increasingly more difficult, if not impossible, to remain in CTE preparatory programs of study due to lack of scheduling space and/or additional credit retrieval needs. While we have been successful in past years with Carpentry as a math equivalency option, this will no longer be the case for the class of 2013 and beyond with the new third-year math and End of Course exam requirements. We will be watching carefully with growing concern as these requirements and trends play themselves out.”

The WSATC and OSPI are committed to provide increased opportunities for secondary students to access registered apprenticeship programs through secondary Career and Technical Education courses. Building on the success stories contained in this report and ongoing efforts throughout the state, the WSATC, and OSPI are working together to implement a structured, defined pathways to registered apprenticeship. The WSATC and OSPI appreciate the opportunity over the past several years, through this funding, to forge new relationships, strengthen existing connections, and spark the interest in students' minds throughout the state regarding registered apprenticeship opportunities.

Appendix A



WASHINGTON STATE APPRENTICESHIP AND TRAINING COUNCIL

ADMINISTRATIVE POLICY 2012-03

TITLE: *Apprenticeship Preparation Program Recognition*

NUMBER: *2012-03*

ISSUED: **April 19, 2012**

CHAPTER: [49.04.160 RCW](#)

This policy is designed to provide general information in regard to the current opinions of the Department of Labor & Industries on the subject matter covered. This policy is intended as a guide in the interpretation and application of the relevant statutes, regulations, and policies, and may not be applicable to all situations. This policy does not replace applicable RCW or WAC standards. If additional clarification is required, the Program Manager for Apprenticeship should be consulted.

This document is effective as of the date of print and supersedes all previous interpretations and guidelines. Changes may occur after the date of print due to subsequent legislation, administrative rule, or judicial proceedings. The user is encouraged to notify the Program Manager to provide or receive updated information. This document will remain in effect until rescinded, modified, or withdrawn by the Washington State Apprenticeship and Training Council.

This policy establishes the process through which education-based preparatory programs can seek and obtain formal recognition from the Washington State Apprenticeship and Training Council (WSATC) for their efforts to link students to registered apprenticeship opportunities in accordance with chapter 49.04.160 RCW. Furthermore, the WSATC believes apprenticeship produces highly skilled workers and contributes to the economic vitality of the state. This effort attempts to ensure that all who are interested have access to information about recognized pathways to registered apprenticeship programs and equal opportunity to participate in them.

Definitions:

Registered apprenticeships are a combination of on-the-job training (OJT) and related supplemental instruction (RSI) under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a skilled occupation. Registered apprenticeship programs are regulated by the WSATC.

Apprenticeship preparation programs are education-based programs endorsed by one or more registered apprenticeship sponsors and focus on educating and training students to meet or exceed minimum qualifications for entry into apprenticeship programs upon graduation.

Direct-entry is an option under registered standards of apprenticeship whereby sponsors as defined in Chapter 296-05-003 can enter into agreements with preparatory program(s) to allow for a student, upon successful completion, to be accepted and registered as an apprentice. Direct entry options are intended to ensure a diverse pool of qualified applicants entering registered apprenticeship programs.

Education based preparatory programs are school based, pre-employment training programs preparing individuals to successfully compete for registered apprenticeship openings. These programs may also connect individuals to entry level work in an industry while they await apprenticeship openings.

Apprenticeship Articulation Agreements are agreements that spell out the commitment between preparatory and local apprenticeship programs toward providing a defined pathway to registered apprenticeship up to and including direct entry options. Many articulation agreements result in preparatory program completers receiving "preferred consideration" in the apprenticeship program application process.

WSATC Review Criteria:

The Washington State Apprenticeship and Training Council in cooperation with the Washington State Apprenticeship Coordinator's Association, 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 recognize industry knowledge, expertise and formal connections are the core of a good apprenticeship preparation program.

Therefore the following criteria shall be used to review requests for apprenticeship preparation program recognition (note: the following list is presented as a guide and should not be construed as all inclusive or minimally required, understanding there is great variability among programs):

- *Evidence of a communication plan* demonstrating the program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.
- *The program incorporates safety training.* 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 preparatory 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 of workplace safety and health.
- *Focus on employability* - Incorporate basic workplace skills such as showing up on time, wearing the right clothes, bringing a lunch, working on a team and being responsive to a supervisor. Show evidence of communication with the registered apprenticeship program(s) about expectations and practices on the job site or within a given occupation, and how these practices are incorporated into the preparatory program.
- *Physical fitness* - Incorporate into the preparatory program physical work that will be done in the apprenticeship career path, so students will be physically prepared. May include stretching, strength, flexibility and cardiovascular conditioning to the extent necessary for the trade or occupation the student is pursuing.
- *Math skills* - Evidence of applied mathematical concepts relevant to the level of math the student will need to meet or exceed minimum qualifications and be a successful candidate in the apprenticeship program. Applied math concepts should identify common scenarios involving math for the trade or occupation to use in the classroom.
- *Program participant population* - detailed description of the tools and activities used to recruit and retain students, and how underrepresented populations are encouraged to enroll in the program.
- *Formal agreement with Registered Apprenticeship Program(s)* - Also referred to as an Articulation Agreement. Such an agreement, between the authorized preparatory program representative and one or more local apprenticeship

sponsors, is required as part of this application. The agreement details how the student will be prepared to meet/exceed minimum qualifications and compete for or receive direct entry into the registered apprenticeship program.

Recognition Request Procedures:

1. All requests for recognition must be received 45 calendar days prior to the next regularly scheduled Washington State Apprenticeship and Training Council quarterly meeting. Mail or email requests to:
 - a. Washington State Apprenticeship & Training Council
Attn: Program Manager, Apprenticeship Section
PO Box 44530
Olympia, WA 98504-4530; or Email: apprentice@lni.wa.gov
 - b. A letter of endorsement from a Registered Apprenticeship Program(s) must accompany the request. This endorsement should indicate the preparatory program is designed to provide quality instruction and related work preparation experience resulting in graduates meeting or exceeding the minimum qualification standards of the apprenticeship program(s).
2. A program packet addressing the WSATC review criteria as listed above and includes the following information:
 - a. *Request Letter* identifying the need for the pre-apprenticeship program and the target population. Include an overview, clearly describing the program and the organization operating the preparatory training.
 - b. *Program Outcomes* - Provide a description of the desired outcomes or what program participants will accomplish through successful completion of the program.
 - c. *Course/Curriculum Outline* - This is an overview of the academic and manipulative portions of the program. Individual course descriptions, class hours and measurement tool(s) used to determine successful completion of classes should be provided in this section.
 - d. *Participant Population* - What are the demographics of the intended program participants? What are the tools and activities used to recruit students, and how are underrepresented populations encouraged to enroll in the program?
3. Department of Labor and Industries staff will review the request and supporting documentation, place the timely request on the quarterly agenda and make a recommendation to the WSATC for their consideration. The WSATC will:
 - (a) Recognize the preparatory program for a period of three (3) years and publish the results for public review;
 - (b) Deny the request for recognition and provide the reasons therefore; or

- (c) Require additional information for reconsideration of the request at the next regularly scheduled meeting.

Recognition Continuance:

1. The Washington State Apprenticeship & Training Council will recognize approved preparatory programs for a period of three (3) years.
 - (a) During this time the WSATC in cooperation with staff at the Department of Labor and Industries will promote the preparatory program.
 - (b) Apprenticeship section staff will be available to assist with registered apprenticeship program connections with the goal to expand apprenticeship opportunities for preparatory program students.
2. If a preparatory program wishes to continue recognition through the WSATC, program administrators must reapply for continued recognition prior to the end of the three year period. Include the following in the application for continued recognition:
 - (a) Program demographics to include but not limited to the following:
 - i. Number of students successfully completing the preparatory program.
 - ii. Number of program completers registered as apprentices during the time period.
 - iii. Program participant demographic characteristics. Please include information on recruitment and retention of underrepresented populations.
 - (b) Program and curriculum updates - include relevant information regarding continuous improvement measures.
 - (c) A letter of continued endorsement from a Registered Apprenticeship Program(s). This endorsement should indicate the preparatory program continues to provide quality instruction and related work preparation experience producing qualified applicants for registered apprenticeship who meet or exceed minimum qualifications.
3. The WSATC reserves the right to discontinue formal recognition at the request of the preparatory program or if valid evidence is presented demonstrating the preparatory program in question is not operating in a fashion consistent with its' application for recognition.