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Teri Gardner 9-7-2021

**APPLICATION FOR WSATC RECOGNITION RENEWAL
FOR AN APPRENTICESHIP PREPARATION PROGRAM**

Name of Apprenticeship Preparation Program: Skilled Trades Preparation

Date of previous WSATC recognition (month/year): October / 2018

Name of parent organization/organization that administers the program: Spokane Community College

Has the name of the program or the parent organization administering the program changed since your previous WSATC recognition? Yes No

If yes, please describe the changes to your organizational structure and the reasons for the change: _____

SECTION 1: CONTACT INFO

Primary contact for program administration (for official communication from WSATC/L&I about the program): [name/organization/title/phone/email/ mailing address/physical address]

Name: Sarah Stiffler
Title: Assistant Dean, Adult Education Division
Organization: Spokane Community College
Phone: 509-533-8238
Email: sarah.stiffler@scc.spokane.edu
Mailing Address: 1810 N Greene St. Spokane, WA 99217; MS 2064
Physical Address: 2110 N Fancher Way, Spokane Valley, WA 99212

Primary contact for outreach & enrollment (for inquiries about the program through the WSATC or other public websites): [name/organization/title/phone/email/website/ mailing address/physical

STP conducts weekly information sessions through Zoom which are open to the public. The general presentation is attached to this application.

Phone: 509-533-7221

Email: abeinquiry@scc.spokane.edu

Website: [https://scc.spokane.edu/Become-a-Student/I-Need-Basic-Education/Get-Short-Term-Job-Training/Skilled-Trades-Program-\(STP\)](https://scc.spokane.edu/Become-a-Student/I-Need-Basic-Education/Get-Short-Term-Job-Training/Skilled-Trades-Program-(STP))

Primary user of ARTS prep portal (for enrollment and outcome data tracking): [name/email]

SCC is not currently using ARTS prep portal for outcomes and data tracking.

SECTION 2: ARTICULATIONS AND PARTNERSHIPS

1. Which of the following best describes your program? If your program has multiple levels, please choose the one that leads most directly to apprenticeship.

JATC-specific pre-apprenticeship (*goal is preparation of apprentices for one specific registered apprenticeship*)

✓ **General apprenticeship preparation program** (*goal is preparation and support to succeed in a variety of apprenticeships*)

K-12 program (*goal is career exploration and development of transferable skills within a high school CTE program or skills center*)

Other (*please explain*): _____

2. Please list each registered apprenticeship with which you have a current, formal articulation agreement. **You must have an articulation agreement with at least one registered apprenticeship in order to be recognized as an apprenticeship preparation program.** Please attach a copy of each articulation agreement to this application. Articulation agreements can be the in the form of a Memorandum of Agreement/Understanding, a formal contract, or a signed commitment letter, **and must be dated within the past 12 months.**

| Program | Occupation(s) for which you have an articulation agreement | Type of Articulation | | | Signed Articulation Agreement Attached (yes/pending) |
|----------------------------------|--|----------------------|-----------------|---------------------|--|
| | | Direct Entry | Preferred Entry | Other Consideration | |
| Associated General Contractor | Carpenter Laborer Heavy Equipment Operator | | X | | Yes |
| Heat & Frost Insulators | Heat & Frost Insulators | | X | | Yes |
| Inland Empire Electrical Workers | Electrical Workers | | X | | Yes |
| Inland Empire Roofers | Roofer | | X | | Yes |
| NE WA Sheet Metal | Sheet Metal Workers | | X | | Yes |
| NW Laborers | Laborer | | X | | Yes |
| PNW Ironworkers | Ironworkers | | X | | Yes |
| | | | | | |

| | | | | | |
|---------------------------------------|---------------------|--|----------|--|------------|
| Western State Boilermakers | Boilermakers | | X | | Yes |
|---------------------------------------|---------------------|--|----------|--|------------|

3. Please list any other organizations that have endorsed your program or otherwise partnered with you to develop or administer this program.

| Program | Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i> |
|---|--|
| Department of Corrections – Eleanor Chase Work Release | Referrals |
| Labor & Industries | DOL Grant Contract – staffing textbooks, recruitment, and placement |
| WorkSource Spokane | Referrals, WIOA support services |
| PNW Ironworkers, NW Laborers, Heat & Frost Insulators, Plumbers / Steamfitter UA 44 | Advisory Board Members |
| Heat & Frost Insulators, AGC, Boilermakers, Bricklayers, Cement Masons, Electrical Workers, PNW Ironworkers, NW Laborers, Roofers, Sheet Metal Workers, Tree Trimmers, Western States | Apprenticeship partners. Provide facility tours, classroom lectures, student interviews, and certificate training. |

SECTION 3: PROGRAM UPDATES

Please describe any changes to the structure and function of your program in the following areas since your last recognition date. If nothing has changed, select “no changes.”

1. Target population and geographical service area

No Changes

2. Target occupation(s) or type of training

No Changes

3. Program oversight and administration

Skilled Trades Preparation is administered through Spokane Community College and offered in collaboration between Adult Basic Education and Extended Learning, which is where Apprenticeship is located.

4. Program size and structure (# number of participants/cohorts per year, length of program, etc.)

STP is offered three times per year, following the academic quarterly schedule of Fall, Winter, and Spring quarters. Each quarter is approximately 11 weeks per quarter. Enrollments will be capped at 22 students each session. The class meets for 28 hours per week.

5. Program staffing

STP has the support of many individuals who contribute to the operations of the program. They include:

Faculty (2) – classroom instruction, curriculum development, student support

Instructional Tech – classroom support, helps maintain safety and structure

Program Assistant (2) – tracks placements, builds classes, generates contracts, purchases classroom supplies

Support staff (5-7) – conducts orientation, assists students through admissions, testing, and enrollment
These are additional positions since the last recognition and are due to organizational restructuring to replace previous positions.

Manager of Apprenticeship – oversees the Apprenticeship facility, establishes connections with apprenticeship coordinators and programs, serves as a subject-matter expert for apprenticeship

Assistant Dean, Instruction – Administrator responsible for STP

6. Funding source(s)

STP is funded with state funds through SCC which creates some sustainability for the program. Additional federal ABE grant funds pay for instruction, and workforce funds support the instructional materials.

7. Partnerships (industry connections, support services, etc.)

STP has an advisory board comprised of representatives from Plumbers and Steamfitters UA 44, NW Laborers 242, Heat & Frost Insulators, and PNW Ironworkers 14. Members of the board provide feedback on curriculum, recruitment, the changing demands of the industries and how those align with the outcomes of the program, and other emerging issues. The advisory board members also participate in pre-enrollment panel interviews.

Each registered apprenticeship in Eastern Washington either invites STP for site visits or is invited to present to the STP class. These opportunities allow STP students to learn more about the programs, ask specific questions to the coordinators, and may provide an opportunity for some onsite demonstrations. In return, the coordinators get to know potential applicants.

SECTION 4: PROGRAM OUTCOMES

Please provide unduplicated counts of individuals meeting each criterion below during the reporting period. “Unduplicated” means that each individual is counted only once, even if they enrolled in multiple courses or programs. The “reporting period” means from the date of your last WSATC recognition to the most recent available data.

Optional: You may attach a spreadsheet providing additional outcomes data or breaking this data down in a way that is meaningful to your program (e.g., by cohorts, tracks, years, demographics, etc.) This is helpful to show how a program has grown or changed over time.

1. Number of individuals enrolled in the preparatory program since the last renewal date. See below.
2. Number of individuals successfully completing the preparatory program. See below.
3. Number of program completers registered as apprentices. See below.

Questions Section 4, 1 – 3 Information

| Quarter | Number enrolled | Number completed | Registered as Apprentice |
|----------------|------------------------|-------------------------|---------------------------------|
| Fall 2018 | 22 | 14 | 4 |
| Winter 2019 | 29 | 22 | 5 |
| Spring 2019 | 24 | 22 | 8 |
| Fall 2019 | 25 | 15 | 5 |
| Winter 2020 | 25 | 21 | 8 |
| Spring 2020 | 17 | 14 | 3 |
| Fall 2020 | 15 | 12 | 4 |
| Winter 2021 | 15 | 11 | 3 |
| Spring 2021 | 15 | 14 | 5 |
| Total | 187 | 145 | 45 |

4. **OPTIONAL:** Number of program completers who achieved a positive outcome other than apprenticeship (however this is defined by your program). This may include individuals who enrolled in college, who went directly into employment in their field of interest, or who are completing additional preparatory work while on the waiting list for an apprenticeship.

Individuals enter STP with an interest to be an apprentice. As students gain knowledge about the process, options, and other related trades, they may identify another route that meets their individual goals. Students may also learn they are not ready for an apprenticeship and develop alternate goals. While these situations do not translate into a Registered Apprenticeship, we consider it a positive exit. People enter STP lacking basic skills and knowledge of the trades. They exit with the skills necessary to be successful in the workforce and/or other training. Students who complete STP demonstrate the ability to be on time, commit to daily attendance and work effectively in a team.

The other outcomes rely on self-reporting. We have developed a survey that will be pushed out via social media to capture more information. Former STP students often remain in contact with program staff and faculty. Through these networks, outcomes are gathered and recorded, but these are not complete.

5. Do you feel like you are meeting the outcome goals you originally set for your program? If not, why not? Are there any technical assistance or resources that would help?

We want to increase the number of female and historically underrepresented minorities enrolled in STP which will help build the number of eligible registered apprentices. We would also like to increase the number of individuals who have identified a registered apprenticeship as their primary goal to enter

registered apprenticeships. Through support from Labor & Industries, we will have a new resource able to help with placements. We are also open to innovative strategies to help meet our goals.

6. Does your program use the ARTS Prep Portal to track data?

- Yes, it's working well
- Yes, but we need some technical assistance
- No, we tried but ran into barriers (no barriers – need training)
- No, we have not heard of the ARTS Prep Portal
- No, we are not interested

SECTION 5: PARTICIPANT POPULATION

Please provide unduplicated counts of enrolled individuals meeting each criterion below during the reporting period. “Unduplicated” means that each individual is counted only once, even if they enrolled in multiple courses or programs. The “reporting period” means from the date of your last WSATC recognition to the most recent available data.

Optional: You may attach a spreadsheet providing additional demographic data or breaking this data down in a way that is meaningful for your program based on your priority populations.

| # of females (self-identified) | # of males (self-identified) | # identifying as non-binary or other gender | # gender not reported | Total enrolled during this reporting period |
|--------------------------------|------------------------------|---|-----------------------|---|
| | | | | |

| # people of color (includes any self-identified race other than White, 2+ races, and/or Hispanic/Latinx ethnicity) | # White (self-identified as White, non-Latinx) | # race/ethnicity not reported | Total enrolled during this reporting period |
|--|--|-------------------------------|---|
| | | | |

Section 5: PARTICPANT POPULATION

| Quarter | # of females (self-identified) | # of males (self-identified) | # identifying as non-binary or other gender | # gender not reported | Total enrolled during this reporting period |
|---------|--------------------------------|------------------------------|---|-----------------------|---|
| | | | | | |

| | | | | | |
|-------------|----|----|---|---|----|
| Fall 2018 | 12 | 10 | 0 | 0 | 22 |
| Winter 2019 | 9 | 20 | 0 | 0 | 29 |
| Spring 2019 | 9 | 15 | 0 | 0 | 24 |
| Fall 2019 | 12 | 13 | 0 | 0 | 25 |
| Winter 2020 | 9 | 16 | 0 | 0 | 25 |
| Spring 2020 | 4 | 13 | 0 | 0 | 17 |
| Fall 2020 | 5 | 10 | 0 | 0 | 15 |
| Winter 2021 | 4 | 11 | 0 | 0 | 15 |
| Spring 2021 | 4 | 11 | 0 | 0 | 15 |

| Quarter | # people of color (includes any self-identified race other than White, 2+ races, and/or Hispanic/Latinx ethnicity) | # White (self-identified as White, non-Latinx) | # race/ethnicity not reported | Total enrolled during this reporting period |
|-------------|---|--|-------------------------------|---|
| Fall 2018 | 6 | 16 | 0 | 22 |
| Winter 2019 | 12 | 16 | 1 | 29 |
| Spring 2019 | 5 | 18 | 1 | 24 |
| Fall 2019 | 3 | 19 | 3 | 25 |
| Winter 2020 | 4 | 19 | 2 | 25 |
| Spring 2020 | 5 | 10 | 2 | 17 |
| Fall 2020 | 7 | 8 | 0 | 15 |
| Winter 2021 | 5 | 9 | 1 | 15 |
| Spring 2021 | 3 | 11 | 1 | 15 |

1. Is the program limited to a specific population (e.g., students at a particular high school, veterans, WIOA-eligible, etc.)? If so, explain:

STP is administered under the ABE Division of SCC. ABE may only serve individuals who:

1. lack a high school credential, or
2. are English Language Learners, or
3. lack the basic skills necessary for success in the workforce or post-secondary education.

Option 3 is determined through a federally mandated standardized test, CASAS. Individuals are ineligible to enroll in STP if they do not demonstrate lacking basic skills as measured by the CASAS. People in this situation are referred to a counselor to discuss alternate options.

2. If the program is open to all applicants, do you target recruitment to any particular populations? If so, list those populations:

STP was developed to help build a stronger pipeline for females and historically underrepresented minorities. STP strategically markets the program at a women’s work release facility, in area publications

that serve those demographics, and targeted social media campaigns. STP also has general outreach and recruitment for overall enrollment.

3. Describe the tools and activities that you use to recruit students from underrepresented populations (females, people of color, and any target populations you identified above).

STP has advertised in local publications including The Black Lens, Fig Tree, and paid Facebook marketing ads with targeted demographics. The program has also worked with area high school counselors and the local women's work release facility. Before the pandemic, WorkSource was a strong partner for referrals. We hope to rebuild this network now that they are reopened and serving individuals receiving unemployment.

STP also uses the internal networks within SCC. Counselors, admissions staff, and faculty identify students who are interested in enrolling. Word of mouth is an excellent recruitment tool for STP. Former students are some of the best ambassadors.

In the future, an Apprenticeship Consultant 2, will be co-located at the Apprenticeship and Journeyman Training Center. This individual will be tasked to help recruit students for STP.

4. Describe the tools and activities that you use to retain students from under-represented populations.

The cohort model, the intensive class structure, and the faculty create a strong sense of community. Students know they are part of a group that is valued and supported. Beginning on the first day of class, STP instructors work to help students identify barriers in their lives that may impact their ability to succeed in STP and beyond. Students have access to SCC counselors to help set realistic academic and employment goals. They are also connected with a Workforce Coordinator who screens all students for potential funding and support services. STP students have access to the Center for Inclusion and Diversity, tutors, the food bank, health clinic, emergency mental health counseling, and emergency student funds.

In the future, an Apprenticeship Consultant 2, will be co-located at the Apprenticeship and Journeyman Training Center. This individual will be tasked to help with student retention.

5. Do you feel like the recruitment and retention activities described above have worked well? If not, why not? Are there any technical assistance or resources that would help?

STP has had varying degrees of success with recruitment and retention. Before the pandemic, recruitment efforts were robust with several partners. Recruitment efforts were limited during the pandemic however, as our partners reopen for referrals, we hope to strengthen recruiting. Even pre-pandemic, we wanted to recruit more women and historically underrepresented minorities than we did. Retention is a strength of STP from a completion standpoint. Absences are limited to five per quarter. Students are coached and supported to work through issues that impact the ability to show up on time, daily to school. We believe this is part of the training and know that when a student completes STP, they have developed successful habits. During COVID, these standards have been relaxed to ensure health and safety standards.

In the future, an Apprenticeship Consultant 2 position will be tasked to assist with student retention and work with students facing barriers during class.

SECTION 6: CURRICULUM

1. Please describe how you assess your curriculum on an ongoing basis to ensure it meets current industry standards.

STP curriculum was developed to meet the needs of the apprenticeship partners. STP has an advisory committee comprised of Apprenticeship Training Directors which provides recommendations for curriculum modifications as needed. Currently, the committee has one representative each from PNW Ironworkers, Heat & Frost Insulators, Plumbers & Steamfitters LU 44, and NW Laborers. The advisory committee is critical in identifying the changing needs of the industry and how those align with the outcomes of the program.

2. Have you reviewed your curriculum since your last recognition date? Yes No

3. If your curriculum has changed since your last recognition date, please attach a current curriculum outline to this application. The outline is an overview of the academic and manipulative portions of the program. ("Changed" means at least one module or course has been added or removed, or any of the components listed below have been changed for an existing course. You do NOT need to submit a new curriculum if only the content within a course has been updated (for example, adding content on COVID safety to an existing safety course). The outline should include:

- Individual course descriptions
- Class hours
- Descriptions of measurement tools used to determine successful completion of classes
- Whether each class is online, in-person, or a combination
- Name/organization of contracted training provider or online program, if applicable

(Note: It is NOT necessary to include a dual enrollment crosswalk or the level of detail required for an OSPI/SBCTC curriculum review. We are looking for about the level of detail of a college course catalog.)

At a minimum, the curriculum should cover the following content. Refer to **WSATC Policy 2012-03, Apprenticeship Preparation Program Recognition**, for additional detail.

- Safety training
- Basic workplace/employability skills
- Applied math, physical fitness, or other industry-specific requirements, as identified through consultation with the articulated registered apprenticeships

SECTION 7: ATTACHMENTS

Please attach all supplemental documents to your application packet as separate files. Use a descriptive file name that will allow the reviewers to easily access the documents they need.

List the exact filename of each attachment you are submitting as part of this application:

| |
|--------------------|
| STP 2021 Agreement |
|--------------------|

AN

Teri Gardner 9-7-2021

WELCOME TO THE SKILLED TRADES PREPARATION INFORMATION SESSION

YOUR FUTURE IN CONSTRUCTION BEGINS HERE!



SCC'S STP IS A REGISTERED PRE-APPRENTICESHIP



- Prepares students to be competitive applicants to a variety of construction apprenticeships in our state
- Offers industry desired certificates
- Daily hands-on learning in a shop environment
- Teaches Applied Math for work
- Provides networking with apprenticeship programs
- Job success strategies



STP CONNECTIONS

Carpenters

Laborers

Bricklayers/ Tile
Setters

Sheetmetal
Workers

Cement Masons

Plumbers/
Steamfitters

Electrical
Workers

Roofers

Boilermakers

Heavy
Equipment
Operators

Heat & Frost
Insulators

Ironworkers

Tree Trimmers

Painters

Associated
General
Contractors

Aerospace

Elevator
Construction



STP COURSE CONTENT

- Apprenticeship Basics in a shop environment
- Construction math
- Professional development for apprenticeship
- OSHA-10 for construction
- Scaffolding training
- Traffic Control/Flagging
- First Aid/CPR Certification
- Physical fitness
- Field trips to area apprenticeship programs
- Apprenticeship coordinators class presentations



STP COURSE EXPECTATIONS:



**BE EARLY FOR
CLASS EACH
DAY**



**HIGH
ATTENDANCE
REQUIRED**



**COMMUNICATE
WITH YOUR
INSTRUCTORS**



**BE A POSITIVE
MEMBER OF
YOUR TEAM**



**BE OPEN TO
LEARNING NEW
THINGS**



ASK QUESTIONS



**APPLY TO THREE
APPRENTICESHIPS**

WHEN IS THE COURSE OFFERED?

Winter Quarter
January - March

Fall Quarter
September - December

Spring Quarter
April - June

Monday - Thursday:
7:30am – 2:00pm
Friday:
8:00am - 12:00pm



REQUIREMENTS FOR ENTRY INTO STP

Must be at least 18
years old

ESL Level 6 or by
permission of your
instructor

Have or working
towards a Driver's
License or
relicensing

Able to pass a drug
test for work

Physically able to do
the work of the
trades

Strong desire to
enter a construction
apprenticeship upon
completion

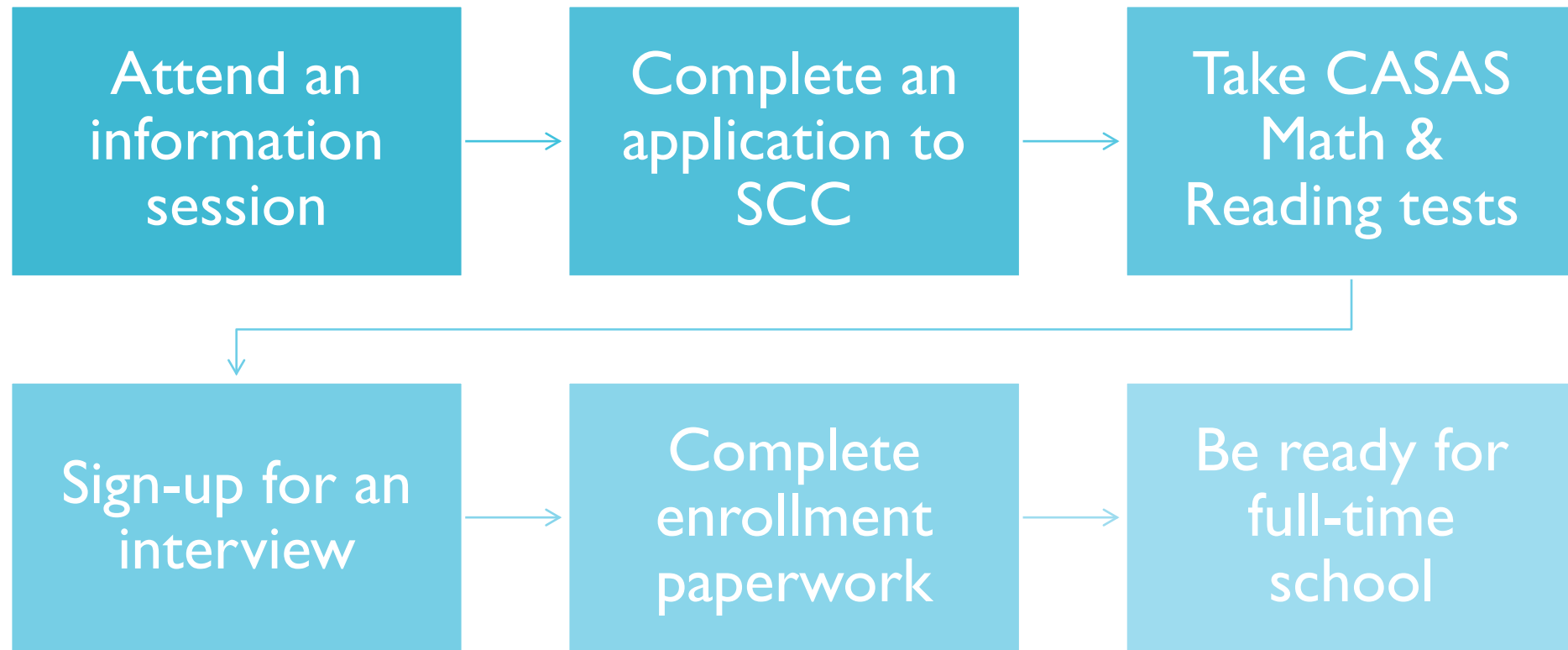
WHAT IS THE COST OF TUITION & SUPPLIES?



- Tuition for one quarter is only \$25.00
- Assistance is available for those who qualify
- Tuition will be collected at time of enrollment
- All books, supplies, and tools are provided
- All PPE/safety equipment is provided
- Wear closed toed shoes, long pants, and dress appropriately for the activity at hand



HOW TO APPLY TO STP



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Spokane Community College Skilled Trades Preparation

General program details

Where: Apprenticeship and Journeyman Training Center; 2110 N Fancher Way, Spokane Valley, 99212. Classes are in-person, but subject to change pending COVID circumstances.

When: Monday – Thursday 7:30 – 2:00; Friday 8:00 -12:00 (subject to change)

What: [https://scc.spokane.edu/Become-a-Student/I-Need-Basic-Education/Get-Short-Term-Job-Training/Skilled-Trades-Program-\(STP\)](https://scc.spokane.edu/Become-a-Student/I-Need-Basic-Education/Get-Short-Term-Job-Training/Skilled-Trades-Program-(STP))

Course details

STP is comprised of three components. Currently these components make up one course, but within the next academic year the faculty will present the courses through a peer-reviewed process that will review the outcomes, outlines, and formalize each component into three distinct courses. Students will be required to enroll in all three courses simultaneously.

Faculty assess the students according to the outcomes through formative and summative assessments. Students receive real-time feedback when performing tasks in the shop, are assessed through graded math assignments, quizzes, and tests, and a completed portfolio.

Course outcomes and outlines

Construction Apprenticeship Basics

By the end of this course, a student should be able to:

- Identify and properly use hand and power tools
 - Construct a model house
 - Setup and use a GMAW welder, an oxy/acetylene torch to cut and weld metal
 - Demonstrate jobsite safety by following all safety procedures and use of appropriate personal protective equipment (PPE)
 - Prepare for the physical demands of the trades
- I. Shop Safety
 - a. Personal Protection
 - b. Hand and power tool safety and identification
 - c. Situational awareness in a construction environment
 - d. Machine Hazards
 - II. Joint Box Project
 - a. Tape measure and imperial measurement
 - b. Hands on application of hand and power tools

- III. Introduction to Wood Framing
 - a. Foundation layout using Pythagorean theorem
 - b. Wall layout with 16-inch O. C framing
 - c. Door, window, and header construction
 - d. Squaring a wall using Pythagorean theorem
 - e. Roof rafter framing
 - f. Sheeting wall and roof
- IV. Introduction to Electricity
 - a. Electricity theory
 - b. Electrical measurements
 - c. Electrical generation, transmission, distribution, and delivery
 - d. Wiring a branch circuit project
 - e. Wire a small house
- V. Insulation
 - a. Install bat insulation
 - b. Install vapor barrier
- VI. Drywall
 - a. Hang drywall
 - b. Mud, tape, and finish drywall
 - c. Repair damaged drywall
- VII. Doors and Windows
 - a. Install flash and a window
 - b. Install a door
- VIII. Stairs
 - a. Measure, layout, and cut a stair stringer
 - b. Install risers and treads
 - c. Install staircase
- IX. Oxy/Acetylene torch
 - a. Required PPE use
 - b. Safety issue regarding pressurized oxygen and acetylene
 - c. Proper regulator settings
 - d. How to cut metal with a torch
- X. GMAW (MIG) welding
 - a. Proper PPE required and hazard warning
 - b. Setup and adjust welder
 - c. MIG welding technique for mild steel
- XI. Physical conditioning
 - a. Review physical demands and consequences encountered in the construction trades
 - b. Participate in exercises and activities to promote flexibility, strength, and endurance

Construction Math

By the end of this course, a student should be able to:

- Demonstrate understanding of numbers (place value, reading and writing numbers, rounding numbers, estimating sums, differences, products and quotients) associated with the construction trades
- Use various measurement tools and convert linear, planar, and solid units of measure
- Understand ratios and proportions and their applications in the construction trades
- Calculate area, perimeter, surface area, and volume of simple and compound shapes
- Apply Sine, Cosine, and Tangent and their inverses to calculate lengths of sides and angle measure in right triangles for use in construction

- I. Number Theory
 - a. Place value
 - b. Read and write whole numbers
 - c. Compare numbers
 - d. Rounding
 - e. Estimating sums, differences, products, and quotients
- II. Basic Arithmetic
 - a. Add, subtract, multiply, and divide whole numbers, and decimals
- III. Fractions
 - a. Reduce and raise fractions
 - b. Improper fractions and mixed numbers
 - c. Add and subtract tape ruler fractions and mixed numbers
 - d. Multiply and divide fractions and mixed numbers
 - e. Word problems
 - f. Fractions to decimals and decimals to fractions
- IV. Conversions
 - a. English and metric linear measurements
 - b. English and metric area measurements
 - c. English and metric volumetric measurements
 - d. English to metric and metric to English measurements
 - e. Compound unit equivalents
- V. Ratio And Proportion
 - a. Ratio and proportion
 - b. Direct and indirect proportions
 - c. Total ratio problems
 - d. Scale drawings
 - e. Similar triangles
- VI. Percent
 - a. Percent
 - b. Percent to decimal
 - c. Decimal to percent
 - d. Percent to fraction
 - e. Fraction to percent
 - f. Percent word problems
- VII. Plane Geometry

- a. Perimeter of simple and compound plane figures
 - b. Area of simple and compound plane figures
 - c. Perimeter and area word problems
 - d. Pythagorean Theorem
 - e. Triangle problems with Pythagorean Theorem
- VIII. Solid Geometry
- a. Volume of solid figures
 - b. Volume word problems
 - c. Surface area of solid figures
- IX. Trigonometry and Right Triangles
- a. Sine, cosine, and tangent
 - b. Inverse sine, cosine, and tangent

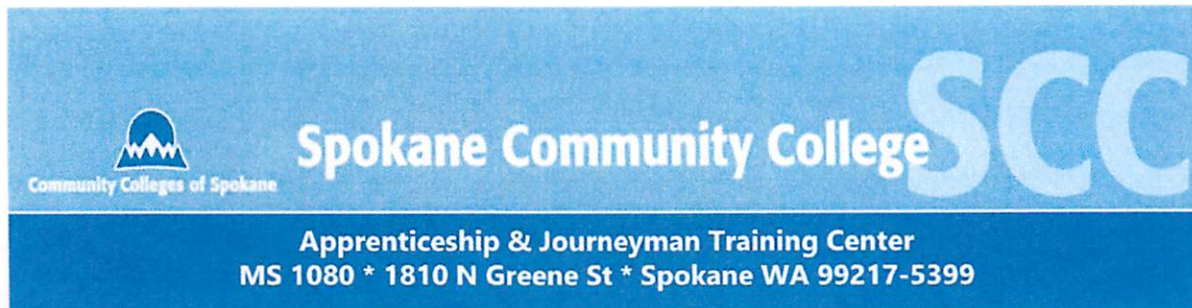
Professional Development for Apprenticeship

By the end of this course, a student should be able to:

- Demonstrate an understanding of the apprenticeship model and career opportunities in the commercial trades
- Create an employment portfolio
- Demonstrate an understanding of the financial management skills needed for the transient nature of the construction trades
- Demonstrate effective workplace verbal and written communication skills

- I. Introduction to Apprenticeship in the Commercial Trades
 - a. State-registered apprenticeships
 - b. Visit training facilities
 - c. Apprenticeship coordinator class presentations
 - d. Research local apprenticeships opportunities
 - e. Apprenticeship presentation
- II. Construction Certificates
 - a. Scaffolding safety
 - b. Traffic control
 - c. OSHA 10
 - d. First aid/CPR/AED
- III. Basic Computer Literacy
 - a. Network logins, usernames, and passwords
 - b. Saving documents in proper location
 - c. Introduction to word processing
 - d. Introduction to PowerPoint
 - e. Introduction to email
- IV. Portfolio Development
 - a. Assemble required documents (birth certificate, social security card, HS diploma/GED, transcript, and any previously earned certificates/diplomas)
 - b. Create a resumé and cover letter appropriate for the trades

- c. Submit applications to apprenticeship programs
 - d. Complete the FAFSA
 - e. Investigate classes, certificates, and degrees at SCC, SFCC as well as other universities/training centers that will lead to an increase in skills
 - f. Create a digital portfolio
- V. Financial Tools for the Trades
- a. Consider the reality of working in the trades
 - b. Prepare for the financial ups and downs of temporary work
 - c. Tools for smart money management
 - d. Credit reports and scores
 - e. Saving and investing
- VI. Construction Communication
- a. Introduction to construction drawings
 - b. Introduction to verbal communication
 - c. Introduction to written communication



Skilled Trades Preparation Agreement

The Skilled Trades Preparation (STP) agreement is based on the mutual goal to increase the Registered Apprenticeship opportunities for historically underrepresented minorities, females, and other disadvantaged individuals through quality pre-apprenticeship training.

The purpose of this agreement is to provide historically underrepresented minorities, females, and other disadvantaged applicants with a pathway of preparation through a skilled trade's pre-apprenticeship to the possible acceptance into a participating apprenticeship program. (NOTE: Apprenticeship is an industry recognized arrangement in which the student is "earning while learning on the job" and attending required classes for related instruction in journey level, transferable credentials.)

All parties to this agreement **hereby agree** to the following stipulations:

1. All applicants to the participating apprenticeship programs must meet minimum qualifications set forth in the selection procedures governed by the Washington State Apprenticeship and Training Council (WSATC).
2. Each signatory partner agrees to participate in the program as set forth in this document.
3. The Pre-apprenticeship student will successfully complete all required pre-apprenticeship course work prior to being awarded recognition toward possible entrance into the participating apprenticeship program.
4. Apprenticeship Training Directors will meet at least one time each year to review all aspects of the Skilled Trades Preparation Agreement. Revisions can be made upon unanimous consent to all parties to the agreement.
5. Those students successfully completing the program may be granted advanced standing credit to enter an apprenticeship program based on the program's apprenticeship standards.
6. Upon written notice to the other parties, this agreement may be terminated by any of the parties. Such terminations are specific to the notifying party and do not affect the remaining signatory parties.

Dated: August 16, 2021

Sarah Stiffler, Assistant Dean ABE
Community Colleges of Spokane

Kenna May, Manager of Apprenticeship
Community Colleges of Spokane

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|  |  |
| PNW Iron Workers #14 | Western States Boilermakers |
| Print Name James Ryckman | Print Name Brent P. Stephens |
|  |  |
| Heat & Frost Insulators | NW Laborers |
| Print Name Andrew Richman | Print Name Luis Licea |
|  |  |
| Associated General Contractors | Inland Empire Roofers |
| Print Name Michael L. ANKNEY | Print Name Leo Marsura |
|  |  |
| Inland Empire Electrical Workers | NE Washington N Idaho Sheet Metal Workers |
| Print Name Jonathan Medaris | Print Name Josh Mazzella |