

Teri Gardner 2-21-25

2/21/25 MN

Teri Gardner 2-14-25

2/14/25 MN

APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

Recognized Apprenticeship Preparation Programs are education and training programs which maintain formal articulation agreement(s) with one or more registered apprenticeship program sponsors. The purpose of the recognized preparation programs is to prepare participants for successful entry into registered apprenticeship programs. Preparatory programs are designed to increase the participation of underrepresented populations in registered apprenticeship. (WSATC Policy 2012-03 Sec. I B).

An apprenticeship preparation program may apply for recognition or continuing recognition from the WSATC. The WSATC may grant initial recognition for a period of up to 18 months, and continuing recognition for a period of up to three years. To apply for initial recognition, programs must have participants enrolled in training at the time of application, and provide individualized demographic data for the first/current cohort of participants. The cost to program participants may be considered as a factor when evaluating for recognition and continued recognition. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

ABC Inland Pacific Pre-Apprenticeship Program

Name of parent organization/organization that will administer the program:

ABC Inland Pacific Chapter

Contact Information:

Individual Authorized to Represent the Program

Name: Sarah Cottam

Organization: ABC Inland Pacific Chapter

Title: President/CEO

Phone: (509)534-0826

Email: scottam@abcipc.org

Mailing Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Physical Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Point of Contact for Outreach and Enrollment

Name: Sarah Cottam

Organization: ABC Inland Pacific Chapter

Title: President/CEO

Phone: (509)534-0826

Email: scottam@abcipc.org

Mailing Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Physical Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Primary User of Apprentice Registration and Tracking System (ARTS) Portal

Name: Tatianna Gallego

Organization: ABC Inland Pacific Chapter

Title: Member Services Director

Phone (509)534-0826

Email: tgallego@abcipc.org

Mailing Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Physical Address: 12610 E. Mirabeau Pkwy, Ste. 1200, Spokane Valley WA, 99216

Summary of Preparatory Program

Please briefly summarize the following in three pages or less within Appendix A.

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*
- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
- 3. Describe the primary needs you have identified in your service area the program will address.*
- 4. Describe the target populations and geographical area.*
- 5. Describe the program. Please include the following:*
 - a. The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*
 - b. How the program will be staffed (i.e., instructors, administration, etc);*
 - c. Participant support/resources during program; and*
 - d. Apprenticeship navigation and articulation plan.*
- 6. Describe the program outcomes. Please include the following if applicable.*

- a. *Successful completion (required)*
 - b. *Industry recognized certificate(s)/certification(s)*
 - c. *Educational credit*
 - d. *Target articulation rate (required)*
7. *Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

SECTION 2: PROGRAM PARTICIPANTS AND OUTCOMES - (WSATC Policy 2012-03 Sec. II B)

A minimum apprenticeship articulation goal, which shall be at least 15% of graduates. Articulation shall be measured at six months following the date program participants graduate, with the following exceptions:

- a. Programs serving actively enrolled K-12 participants may request articulation be measured at 12 months following the date of apprenticeship preparation program graduation; OR*
- b. Programs serving currently incarcerated individuals may request articulation be measured at 18 months following the date of apprenticeship preparation program graduation.*

The anticipated number of participants who will enroll in the preparatory program annually.

The specific requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).

The specific apprenticeship, industries and/or occupations program graduates will be prepared to enter.

Please respond in full to the questions below regarding your program’s participants and outcomes.

- 1. Occupations Trained: Please describe the specific apprenticeship, industries and/or occupations program graduates will be prepared to enter:**

The program prepares graduates for a wide range of occupations within the construction industry. Through the pre-apprenticeship training, students will be equipped with the skills needed to pursue apprenticeships in 12 different trades, including but not limited to:

Carpentry, Electrical 01, Electrical 02, Electrical 06, Glazing, Heavy Equipment Operating, HVAC (Heating, Ventilation, and Air Conditioning), Painting, Plumbing, Scaffold Erector, Sheet Metal, and Elevator Mechanics.

Graduates will be prepared to enter these trades as registered apprentices. The program provides foundational knowledge, including safety training, tool usage, print reading, and construction measurement, to ensure students are ready to step into these high-demand careers within the construction industry.

2. Target Articulation Rate: *Approximately what percentage of program graduates do you expect to enter into a registered apprenticeship following completion of your program?*

We anticipate 25% of all graduates from the program will enter a registered apprenticeship program.

3. Target Participant Population and Successful Articulation Timeframe: *Please select the option which best characterizes your program participant successful articulation timeframe. Please describe.*

- 6 Months**
 12 Months *(program serving actively enrolled K-12 participants)*
 18 Months *(program serving currently incarcerated individuals)*

We choose 12 months because we are serving the K-12 community.

4. *How many participants do you anticipate enrolling in each cohort and how many cohorts per year?*

We will have one cohort per year, and we anticipate enrolling 15 participants in each cohort.

5. *Please describe the requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).*

To successfully complete the program, students must fulfill the following requirements:

- Attendance: Students are required to complete a total of 160 hours of Core Plus training, which includes both classroom and hands-on lab work.
- Grades: Students must achieve a minimum of 70% or better in each module of the program to demonstrate proficiency in the material.
- Skill Demonstrations: Students must demonstrate their practical skills in the shop or lab setting on a per module basis.
- Certification: Upon successful completion of the program, students will receive their Core-Plus Certificate, which acknowledges their readiness for further training or entry into the workforce in their chosen trade.

SECTION 3: ARTICULATIONS AND PARTNERSHIPS - (WSATC Policy 2012-03 Sec. II E, Sec. I E)

Apprenticeship preparation programs training participants for a specific occupation must provide at least one articulation agreement at the time of application. Preparatory programs training individuals in multiple occupations must provide a minimum of two articulation agreements at the time of application. Articulation agreements must contain the following components:

The names of the organizations entering into the agreement (Apprenticeship Preparation Program and Registered Apprenticeship Program).

The specific apprenticeship program and occupation(s) that the apprenticeship prep program graduates will be prepared to enter.

One or more of the following considerations for graduates of the prep program:

- a. A preferred entry clause;*
- b. An advanced standing or credit clause;*
- c. Additional point(s) awarded in the application/interview process; or*
- d. Guaranteed interview with registered apprenticeship program.*

Be executed or renewed no more than three months prior to the date of application.

Please select the option which best characterizes your program.

- Registered Apprenticeship Program specific apprenticeship preparation** *(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)*

Please complete the chart below with the requested information for each registered apprenticeship with which your program has a formal articulation agreement. A copy of each articulation agreement must be attached to this application. A Memorandum of Agreement/Understanding, a formal contract, or a signed letter of commitment are acceptable forms of articulation agreements.

		Articulation Type <i>(select all that apply)</i>
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Apprentice-ship Program Name	Articulating Occupation(s)	Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
Construction Industry Training Council (CITC)	<ul style="list-style-type: none"> • Carpentry • Electrical 01 • Electrical 02 • Electrical 06 • Glazing • Heavy Equipment Operating • HVAC • Painting • Plumbing • Scaffold Erector • Sheet Metal 	X			
Performance Electrical Apprenticeship	Electrical 01	X			
Vertical Options Elevator Services	Elevator Mechanic			X	

Please list any other organizations, if any, which have endorsed your program or otherwise partnered with you to develop or administer this program.

Program or Organization Name	Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
ABC Board of Directors	Advisory Board
ABC Workforce Development Committee	Advisory Board

SECTION 4: CURRICULUM - (WSATC Policy 2012-03 Sec. II C)

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education.*

In one to two paragraphs, please provide a brief summary of the programs curriculum describing the total number of hours, topics covered, method of delivery, etc.

This program is 160 hours of hands-on learning and classroom instruction built around the Core Plus Construction framework. In the classroom and shop, students experience an environment that mirrors the expectations of the construction workplace, also focusing on professionalism, teamwork, and safety. They'll learn about shop operations, tool usage, safety, hazards, and much more, all while gaining valuable insights from trained staff and earning their OSHA 10 certification.

The curriculum includes these topics:

- Introduction to Construction Science (5 hours)
- Career Exploration (5 hours)
- Personal Success in the Construction Industry (10 hours)
- Working as a Team (10 hours)
- Safety – Standard Operating Procedures (10 hours)
- Tools & Equipment Identification and Safe Usage (25 hours)
- Construction Measurement and Basic Layout Principles (25 hours)
- Introduction to Print Reading (30 hours)
- Construction Materials & Fasteners (30 hours)
- Project Planning & Scheduling (5 hours)

- Project Close-Out (5 hours)

Please respond in full to the questions below.

1. *Please describe your 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.*

This curriculum is OSPI-approved for high schools, and all instructors have completed the required training to ensure they are equipped to teach the courses effectively. In addition to the Core-Plus program, ABC will provide the NCCER Core Curriculum as supplemental instruction.

Additionally, the registered apprenticeship will help with guidance and consultation regarding training needs and industry trends for employment. They will also host field trip opportunities for ABC-IPC's Construction Trades Pre-Apprenticeship students to visit apprenticeship training centers. And provide industry experts who can present career information to ABC-IPC's Construction Trades Pre-Apprenticeship students.

2. *Please identify the program's instructor(s) and provide a brief summary of their qualifications.*

All instructors for the program, one in each school, are highly qualified high school educators who have successfully completed the extensive hiring and qualification process established by their respective schools. All instructors have 5+ years of experience in the construction industry; however, some range from 5-30 years. These instructors bring a wealth of experience and expertise to the program, having met the standards set by their institutions. Additionally, most of the instructors will also be certified through Clover Park Tech College for the dual credit options available to the students. Additionally, Clover Park Tech College follows the NACEP Accreditation standards for teachers who are approved to offer the construction program.

3. *What, if any, post-secondary credit do program participants receive?*

Program participants earn high school credit for completing the Core-Plus Construction program and receive industry-recognized certifications, such as the Core-Plus certificate, OSHA 10 card, and CPR certification. If students are interested, they can also take advantage of a dual credit option through Clover Park Community College, allowing them to earn college credit while still in high school. These opportunities help students progress in their careers or pursue further education and apprenticeships.

Please complete Appendix B – Curriculum Outline.

SECTION 5: PARTICIPANT RECRUITMENT AND RETENTION - (WSATC Policy 2012-03 Sec. II D)

Preparatory program recruitment and retention plans must contain the following elements:

The target demographics of the population their enrollees will be drawn from;

The specific tools and activities used to recruit and retain participants, with an emphasis on recruitment of underrepresented populations; and

The cost of the program to participants.

Please respond to the following questions regarding your programs recruiting and retention plans.

1. *Please describe the general demographics of the intended program participants (i.e., age, gender, race/ethnicity, geographic area, etc.). Is the program limited to a specific population (i.e., students at a particular high school, veterans, WIOA-eligible, etc.)? If so, explain:*

This program is specifically designed for high school seniors at schools certified to teach Core-Plus. While it is initially focused on rural areas, the program is open to all students within those schools, regardless of gender, race, or ethnicity. We welcome a diverse group of students and are committed to providing opportunities for anyone interested in pursuing a career in construction. Although the program is tailored to these specific schools, we aim to make it accessible to as many students as possible within the targeted geographic areas.

2. *Please describe the tools and activities which will be utilized to recruit students, and describe how underrepresented populations will be encouraged to enroll in the program.*

ABC will continue to reach out to middle school and 9th to 11th-grade students to spark their interest in construction careers, with the goal of connecting them to the Core-Plus Construction Program in their school and eventually the ABC Inland Pacific Pre-Apprenticeship Program. We'll engage students through school visits, informational sessions, and outreach events, giving them a chance to explore the possibilities in the industry. To ensure underrepresented groups feel encouraged to join, we'll emphasize the diverse and welcoming nature of the construction field. We'll also partner with school counselors and community leaders to spread the

word and make sure all students, especially those from underrepresented backgrounds, know about the program and the opportunities it offers.

3. *Please describe the tools, processes, and resources your program will utilize to retain participants through graduation.*

The program will use tools and resources provided by each participant's school district. If instructors request additional support, ABC will help with larger tool purchases or provide extra educational materials to ensure participants have what they need to succeed. We will help connect them with partners to apply for grants if needed to enhance their program. In addition to that, students can lean into their high school counselors for different food programs and transportation if needed.

4. *Please describe the services that will be provided to graduates and current participants to assist in their successful application and articulation into registered apprenticeship programs.*

ABC will visit schools throughout the year to inform participants about the different registered apprenticeship programs and the process for enrollment. We will also connect participants with CITC's application department early to ensure they have the support and resources needed to apply on time. Finally, before graduation, ABC staff will visit the high schools to host a workshop on how to apply for registered apprenticeships.

5. *Please describe the cost of the program to participants and describe how the program helps mitigate the cost to participants (i.e., scholarships, grants, financial aid, etc.), if applicable.*

There is no cost for the participants.

SECTION 6: ADMINISTRATIVE REQUIREMENTS - (WSATC Policy 2012-03 Sec. II A)

Recognized Apprenticeship preparation programs shall commit to reporting the following information to L&I via the Apprenticeship Registration Tracking System (ARTS) system on a semi-annual basis, unless granted an exception by the WSATC:*

New participant demographics

- a. First and Last Names*
- b. Birth Date*
- c. Gender*
- d. Race/ Ethnicity*
- e. Veteran Status*
- f. Social Security Number**

Outcome measures (Individual-level Information)

- a. Participant graduation(s)/ completions*
- b. Participant withdrawals*
- c. Graduates who have entered into Registered Apprenticeship*

Please describe the tools and processes your program will utilize to successfully meet the administrative requirements listed above.

Participant information, such as demographics and outcomes, will be securely gathered and stored in a centralized database. A dedicated tracking system will oversee enrollment, completions, withdrawals, and progress into registered apprenticeship programs. Trained staff will enter and submit all required data into the Apprenticeship Registration Tracking System (ARTS) once a year, with internal reviews conducted to ensure accuracy before submission.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

Please complete and submit appendices with the application packet as separate files.

Appendices include the following:

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

Applications are due no later than 60 days prior to the scheduled quarterly meeting of the Washington State Apprenticeship and Training Council. It is strongly recommended that you submit your application 2 weeks prior to the deadline for pre-review, to ensure that your application is complete. Contact Rio Frame for questions or assistance.

Please submit your completed application via email to:

*Rio Brunsch, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
FRAV235@LNI.WA.GOV
509-426-0985*

APPENDIX A – PROGRAM SUMMARY*Teri Gardner 2-14-25***Summary of Preparatory Program**

1. *Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*

ABC is a national trade association with a 75-year history, while our local chapter has been serving the community for 45 years. Nationally, we operate over 450 apprenticeship programs. Our mission is to support our members in developing their workforce, securing projects, and executing them safely, ethically, and profitably in the communities where they live and work. For the past decade, our staff has been actively engaged with schools, veterans, and reentry programs to promote careers in construction and showcase the opportunities within this industry. We have previously run non-registered pre-apprenticeship programs, and are excited to offer this opportunity to high school students so they can enter the workforce more quickly, especially for those pursuing registered apprenticeship opportunities.

2. *Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*

The pre-apprenticeship program will be funded through a combination of grants, organizational funds, partnerships, and donations. Start-up costs are minimal due to the program's operation within schools using the Core-Plus Curriculum, which is already funded under the CTE budget. The primary expense involves administrative tasks, such as data entry and maintaining a safe and efficient classroom environment while supporting the expected curriculum. An initial grant has been secured to cover start-up costs.

To ensure long-term sustainability after the initial grant funding, we have developed a multi-faceted plan:

- a. **Diversifying Revenue Streams:** Pursuing additional funding through sponsorships, fundraising events, and allocating resources from the operational budget.
- b. **Building Partnerships:** Collaborating with ABC members to establish support systems and secure in-kind contributions.
- c. **Ongoing Grant Applications:** Continuously identifying and applying for additional grant opportunities aligned with the program's objectives.

This approach leverages existing resources and builds a strong foundation for ongoing program success.

3. *Describe the primary needs you have identified in your service area the program will address.*

The program is designed to connect students with real opportunities, addressing the shortage of skilled workers by creating a clear path from high school to registered apprenticeships. The construction industry will need to attract an estimated 439,000 net new workers in 2025 to meet anticipated demand for construction services, according to a proprietary model developed and released by Associated Builders and Contractors National team. According to the U.S. Bureau of Labor Statistics (BLS), the construction industry is experiencing a persistent shortage of available workers. And in Washington state despite a 4.2% increase in construction employment since February 2020, the demand for skilled labor continues to outpace supply according to the Spokane Exchange. Through the Core-Plus Curriculum, students gain hands-on experience that directly aligns with what employers are looking for, making their learning relevant and meaningful. It also provides students with flexible career pathways, giving them practical alternatives to the traditional college route. Most importantly, the program focuses on equality by reaching out to underserved students in rural areas, ensuring that everyone has a chance to succeed in these growing industries.

4. *Describe the target populations and geographical area.*

The target is high school seniors in the Central and Eastern WA area.

5. *Describe the program. Please include the following:*

a. The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;

The Construction Pre-Apprenticeship program is all about helping high school students take their first step toward a career in the construction industry. With 160 hours of hands-on learning and classroom instruction built around the Core Plus Construction framework, students gain real-world skills and an understanding of what it's like to work in construction.

In the classroom and shop, students experience an environment that mirrors the expectations of the construction workplace, focusing on professionalism, teamwork, and safety. They'll learn about shop operations, tool usage, safety, hazards, and much more, all while gaining valuable insights from trained staff and earning their OSHA 10 certification.

The curriculum includes these topics:

- Introduction to Construction Science (5 hours)
- Career Exploration (5 hours)
- Personal Success in the Construction Industry (10 hours)
- Working as a Team (10 hours)
- Safety – Standard Operating Procedures (10 hours)
- Tools & Equipment Identification and Safe Usage (25 hours)
- Construction Measurement and Basic Layout Principles (25 hours)
- Introduction to Print Reading (30 hours)
- Construction Materials & Fasteners (30 hours)
- Project Planning & Scheduling (5 hours)
- Project Close-Out (5 hours)

We've started the program in three schools, with five students expected to enroll in the first year. Our goal is to have at least 15 students enroll in the pre-apprenticeship programs in the second year and then as the program expands into Central and Eastern Washington. We anticipate reaching more schools, which will naturally increase student participation. Each school will have one graduating class per year, with students starting the Core Plus Construction program in their senior year and finishing by graduation. However, all students will be enrolled in one ABC cohort and entered ARTS. Since it's a high school program, there's no cost to students, making it an accessible and valuable opportunity for seniors.

b. How the program will be staffed (i.e., instructors, administration, etc.)

Instructors are already employed through the school's budget and ABC has a team of 6 staff. One of our staff will allocate a percentage of their time for record keeping, reporting, outreach, and support.

c. Participant support/resources during program; and

ABC staff and members are already involved in supporting our industry and engaging with high schools, and we will continue to be a resource for students and educators. In addition to that, students can lean into their high school counselors for different food programs and transportation if needed. We plan to visit participating schools twice a year to promote apprenticeship opportunities and to coordinate contractor visits, providing

students with additional hands-on activities. To further support them, we'll invite students to attend regional trades night events and even arrange transportation so they can explore all the possibilities the construction field has to offer.

d. Apprenticeship navigation and articulation plan.

ABC partners with the Construction Industry Training Council (CITC) to help students navigate apprenticeships and create a clear career path. Through our articulation agreement with the 12 CITC-approved trades, students can choose the best career option for them. This statewide program provides students with the opportunity to work across Washington, offering flexibility and exposure to a wide range of opportunities. In addition to the resources available, part of the curriculum covers resume writing and mock interviews to ensure the students have what they need to apply for their program of choice.

6. Describe the program outcomes. Please include the following if applicable.

a. Successful completion (required)

Attendance: Consistent attendance is essential not just for meeting Washington State laws and school requirements, but also for staying connected to the material and scope within Core-Plus. We encourage students to prioritize attendance as an important part of their learning and stay in compliance with their schools.

Testing: We set a goal of 70% or higher on all tests, as we believe this demonstrates a strong understanding of the material. It's not just about passing but ensuring they have a solid grasp of what's being taught.

GPA or Recommendation: To successfully complete the pre-apprenticeship program, students must either maintain a minimum GPA of 3.0 or submit a letter of recommendation from a counselor or teacher.

b. Industry recognized certificate(s)/certification(s)

Students will earn industry-recognized credentials for the construction industry, including a CPR card, OSHA 10 card, a Core-Plus certificate and NCCER Core Curriculum courses.

c. Educational credit

Students will earn high school credit toward their diploma as they complete the program.

d. Target articulation rate (required)

We aim for at least 25% of students to transition into registered apprenticeship programs through our articulation agreements.

7. Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)

Our goal is to ensure that all Core-Plus schools are enrolled in our pre-apprenticeship program, with direct or preferred entry into apprenticeship opportunities upon graduation. This approach helps ensure that students don't miss out on career opportunities after high school, allowing them to fast-track into high-demand roles and address the workforce shortage in the industry. Additionally, we aim to establish multiple articulation agreements, providing students with a range of registered apprenticeship options. We believe that offering high school students a variety of pathways ensures they can choose the one that best fits their individual goals and interests.

APPENDIX B – CURRICULUM OUTLINE

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education. (WSATC Policy 2012-03 Sec. II C)*

Please use the format below for the program’s curriculum outline. Identify all curriculum elements and provide primary learning objectives that apply to each course.

Please copy and paste the format below to add additional course sections and/or primary learning objectives as needed.

1. Introduction to Construction Science (5 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Be able to differentiate among types of commercial construction including office, retail, and institutional construction (municipal and public buildings)
- b. Understand the distinctions between nonresidential and residential structures in terms of structure formation, building design and materials
- c. Understand building codes as they govern specific structural types
- d. Explain the critical function of construction management including cost management, schedule, budget, prints/drawings, quality, safety, compliance, communications and technology.

- e. Understand roles and responsibilities of various craftspeople
- f. Demonstrate a general understanding of the specific knowledge skills and abilities required for different skilled trades
- g. Recognize basic engineering and architectural principles in structures
- h. Identify components of building systems needed to complete a construction project
- i. Describe the fundamental components in the anatomy of a building.
- j. Understand the phases of construction and why they are sequenced as they are.

2. Career Exploration (5 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments
- b. Research construction career opportunities using O*net Online and create an index of the knowledge, skills, and abilities required for various positions of personal interest
- c. Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of interest
- d. Apply knowledge gained from individual assessment to a set of goals and a career plan
- e. Prepare a personal budget reflecting desired lifestyle and compare and contrast at least three careers of interest in regard to salary expectations and education/training costs.
- f. Prepare a program of study for at least one career of interest
- g. Develop strategies to make an effective transition from school to career
- h. Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest.

3. Personal Success in the Construction Industry (10 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Works efficiently and accurately
 - b. Complete assignments and meet deadlines
 - c. Respect the opinions, customs, and individual differences of others
 - d. Interact respectfully with coworkers of different cultures, genders, and backgrounds
 - e. Work cooperatively with others
 - f. Resolve conflicts and differences to maintain a smooth workflow
 - g. Integrity: Display accepted social and work behaviors.
 - h. Apply ethical standards of the industry to workplace/jobsite conduct
 - i. Treat others with honesty, fairness, and respect
 - j. Demonstrate respect for property of customers, employer, and coworkers
 - k. Take responsibility for accomplishing work goals within accepted timeframes
 - l. Accept responsibility for one's decisions and actions
 - m. Professionalism: Maintain a professional demeanor
4. Working as a Team (10 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Respect the opinions, customs, and individual differences of others
 - b. Interact respectfully with fellow human beings of different cultures, genders, and backgrounds
 - c. Work cooperatively with others in the class
 - d. Work cooperatively with others to complete work assignments.
 - e. Understand the roles and responsibilities of the individual as part of a team and the hierarchy of individual positions in the construction industry
 - f. Perform responsibly as a team member and assist other members of the work team
 - g. Effectively communicate with all members of the group or team to achieve team goals
 - h. Effectively resolve conflicts with co-workers to maintain a smooth workflow
 - i. Learn from other team members
5. Safety – Standard Operating Procedures (10 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Recognize and understand what a Standard Operating Procedure is and how they are used in the construction industry as well as in CTE classes
- b. Learn how to research and interpret the current construction accident data
- c. Define personal protective equipment
- d. Identify and explain reasons for PPE
- e. Explain the purpose and organization of OSHA
- f. Perform Hazard identification, site inspections, and hazard communication particularly related to:
 - Focus Four Hazards
 - Fire hazards
- g. Explain the concept of Hazard mitigation and understand Standard Operating Procedures that address:
 - Safety Plans and Shop Safety
 - Proper use of PPE
 - Material handling, communication, and safety data sheets
 - Ergonomics
 - First aid and safety equipment
 - Drug-free workplace
- h. Explain the meaning of the Focus Four hazards: fall, electrical, struck-by, caught-in/between
 - Define the critical role of safety with fall hazards
 - Define the critical role of safety with electrical hazards
 - Define the critical role of safety with struck-by hazards
 - Define the critical role of safety with caught-in/between hazards

6. Tools & Equipment Identification and Safe Usage (25 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. General Tool Safety:
 - Explain personal choices that reduce the risk of safety hazards.
 - Name and properly don personal protective equipment for the use of basic construction tools.

- Identify common hazards associated with tool use.
- b. Hand Tools Identification and Application:
 - Identify key features and explain the application of each hand tool for particular tasks.
 - Demonstrate the safe operation of hand tools.
 - Perform competent operation of hand tools in their intended use.
 - Properly choose and consistently wear proper PPE for hand tool use.
- c. Hand Power Tools Identification and Applications:
 - Identify basic maintenance that should be done.
 - List proper techniques for loading and activating the nail gun
 - Describe and select the appropriate nail gun to accomplish a particular workplace task.
 - Distinguish between nail guns that are similar in appearance, stating the commonly used terms for each tool and normal routine application.
 - Explain basic techniques and proper use of nail guns.
- d. Stationary Equipment Identification and Applications:
 - Identify key features and explain the application of each piece of equipment.
 - Demonstrate the safe operation of the stationary equipment.
 - Perform competent operation of stationary tools in their intended use.

7. Construction Measurement and Basic Layout Principles (25 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

a. Measuring

- Use a standard rule, metric ruler, and measuring tape and read to the 1/16th inch to measure lengths
- Choose the right mathematical method or formula to solve a problem
- Add, subtract, divide, and multiply fractions
- Add, subtract, divide, and multiply decimals
- Convert fractions to decimals and decimals to fractions.
- Convert decimals to feet and inches
- Read gauges and measurement instruments accurately
- Use and report measurements correctly
- Convert common units of measurement (e.g., from English to metric)
- Find level, plumb, and square

- Measure dimension Strings and Grids
 - Calculate area, perimeter, surface area and volume
 - b. Measuring Tools
 - Measuring tape, Framing square, Speed square, Simple combination, square, Straight edges, Measuring wheel, Builder's level, Surveying equipment
 - c. Level and Plumb
 - Determine vertical plumb using measurement, builder levels, and laser levels
 - Determine horizontal level using measurement, builder levels, and laser levels
 - d. Miscellaneous Measurements
8. Introduction to Print Reading (30 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Construction Prints
 - Locate the Title Block on a drawing and identify the name, purpose of a drawing, and other fields depicted.
 - Interpret geometric elements in a drawing.
 - Identify the Alphabet of Lines.
 - Identify types of views, including detail views, sectional views, auxiliary views, and be able to interpret cutting lines.
 - Interpret common drawing symbols used in industry.
 - Identify types of dimensioning: linear, progressive, typical, equally spaced, angles, arcs, cylinders, holes, size, location, baseline, and tabular.
 - Recognize different types of construction prints/drawings.
 - Explain the different sections in a set of drawings
 - Describe the details, symbols, and nomenclature in each section
- b. Reading Print/Drawings
 - Identify lines, symbols, abbreviations, and nomenclature within prints
 - Explain the difference and significance between plan view and elevations
 - Explain scale and the mathematical concepts supporting it
 - Demonstrate correct interpretation of drawing/print information and specifications to the correct location on the plan.
 - Perform necessary mathematics to determine scale and measurements

- c. Construction Specifications
- d. Layout

9. Construction Materials & Fasteners (30 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

a. Material Identification

- Identify construction materials
- List several common materials used in design and construction.
- Define simple properties of materials, such as strength, flexibility, brittleness, hardness, etc.
- Select suitable materials for making a particular object based on their properties.

b. Material Selection

- Evaluate and select building materials and assemblies to meet project specifications (e.g., metals, woods, ceramics, concrete, rubber, plastics, polymers, composites, etc.)
- Understand criteria used for material selection

c. Material Use

- Handle, install, position, move, and store materials properly
- Demonstrate knowledge of various material finishing techniques
- Understand appropriate transport methods of various construction materials
- Use appropriate combinations of building materials and components

d. Fastening Systems: General

e. Permanent Fasteners

f. Screws

g. Nails

h. Adhesives

i. Identify the different types of adhesives that are used in construction

j. Indicate specific applications and the type of adhesives used

10. Project Planning & Scheduling (5 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education

- Employability skill development
- Industry/trade specific skills and knowledge


- a. Develop Project Budget
- b. Develop a work plan and timeline for completing a project
- c. Estimate material, labor and finishing costs
- d. Understand Materials Procurement, logistics, and Management
- e. Plan and Schedule
 - Explain key terms used in planning and scheduling
 - Identify the difference between a plan and a schedule
 - Identify different types of schedules we use in our daily routines
 - State how planning and scheduling helps keep us organized when changes are made in our routine
 - Identify the basic elements to include when creating a plan, and a schedule
 - Identify the relationship between available resources and requirements of a project
 - Discuss the importance of a schedule strategy.
- f. Creating a New Project Schedule
- g. Organizing a Project Schedule
- h. Formatting and Printing in MS Project
- i. Managing the Project Schedule
- j. Time Management

11. Project Close-Out (5 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. Learn the key processes involved in closing out a construction project.
- b. Understand the importance of completing final inspections, documentation, and punch lists.
- c. Recognize the need for client communication and satisfaction during project close-out.
- d. Develop an understanding of how to transition the project from construction to handover and ensure compliance with all requirements.

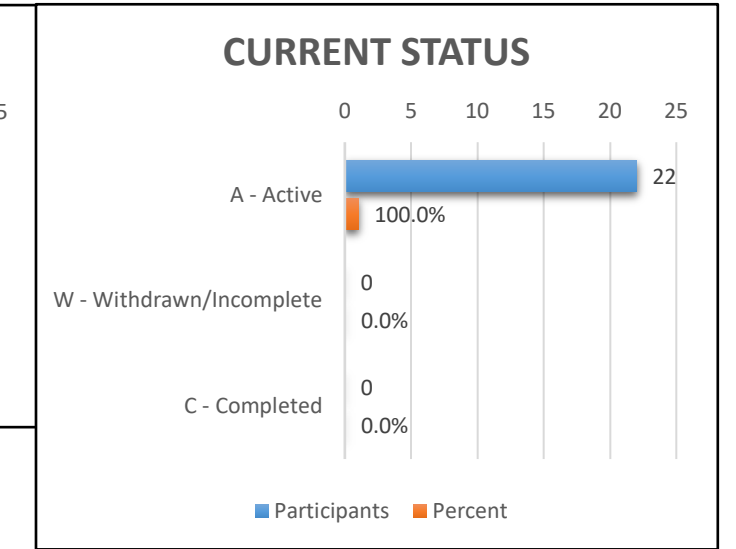
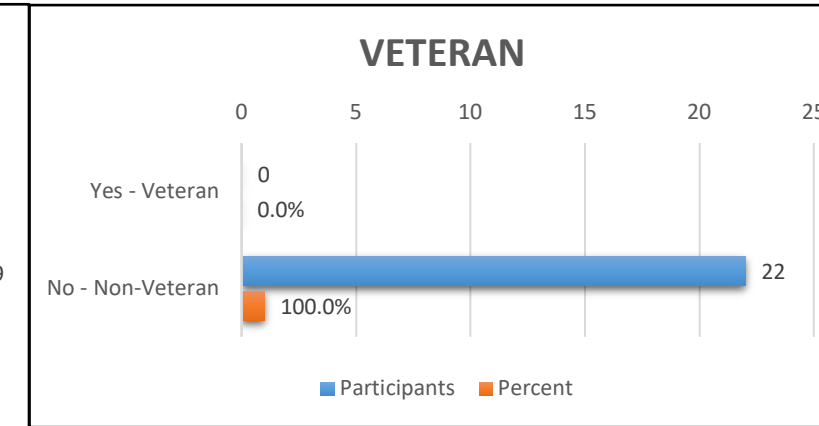
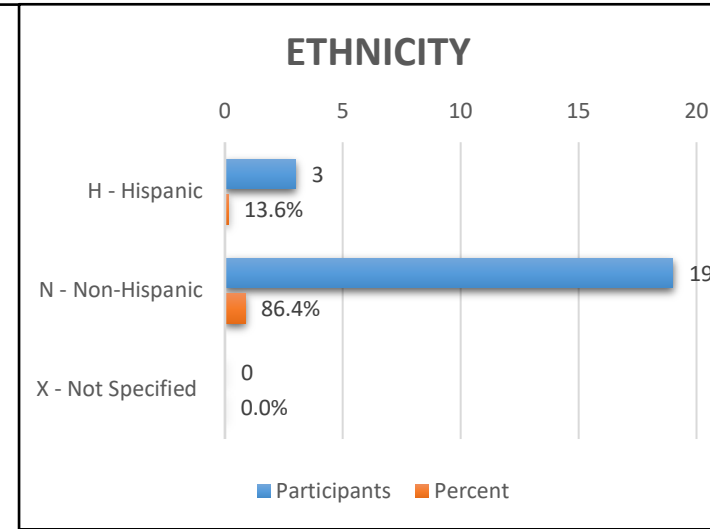
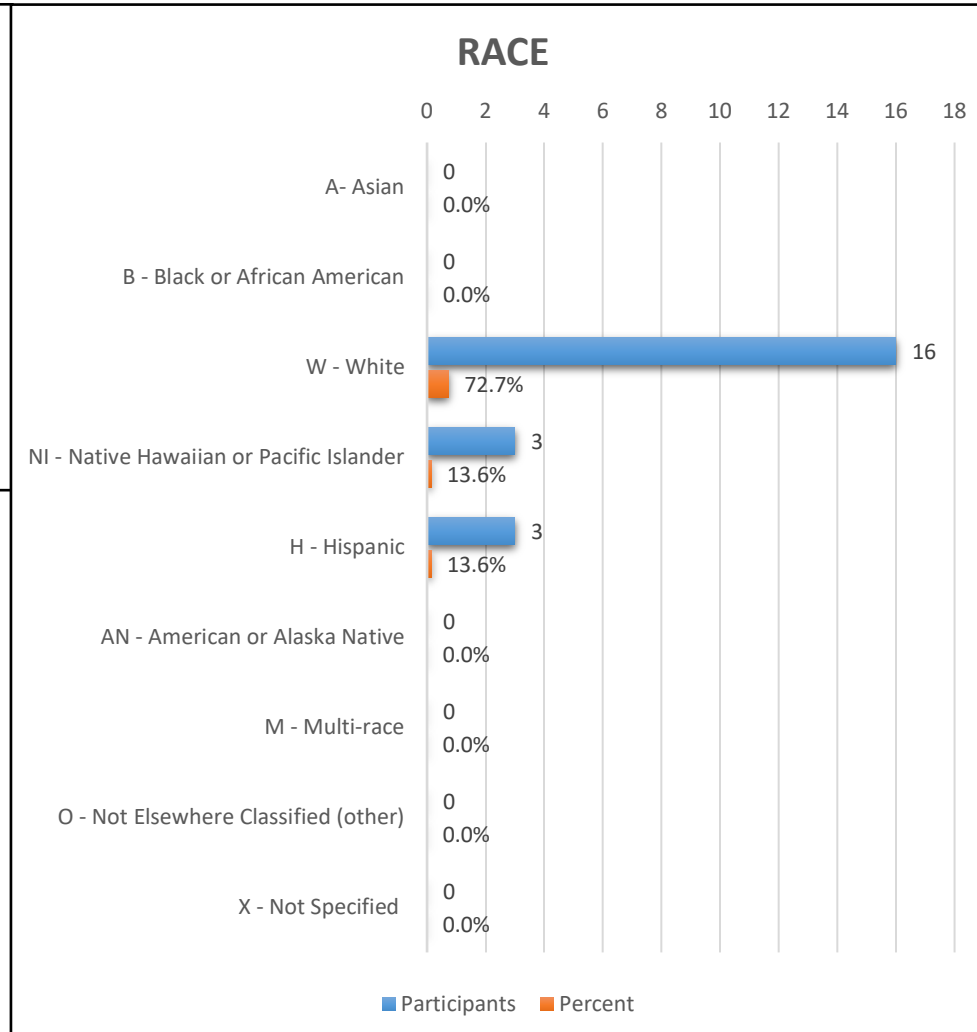
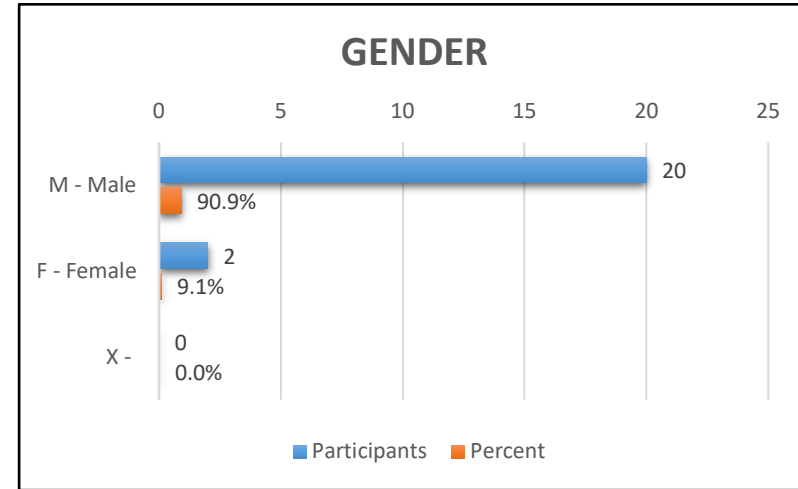
Preparatory Program Name:	ABC Inland Pacific Construction Trades Pre-Apprenticeship Program	Total Number of Participants:	22	
Reporting Period, Earliest Date:	9/3/2024	Total Participant Graduates:	0	
Reporting Period, Latest Date:	6/1/2025	Total Withdrawals/Incomplete:	0	
		Total Grad's Articulated into Reg' Apprenticeship:	0	

*Please refer to the instructions tab for information on how to properly complete this document.

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
Last Name	First Name	Birth Date	Gender	Race	Ethnicity	Veteran	Cohort Start Date	Current Status	Graduation Date	Registered Apprenticeship Name	Occupation	Date of Registration	Apprentice ID Number
22	22	22	22	22	22	22	22	22	22	0	0	0	0

Articulation Rate
0.00%

Hide Chart Hide Chart Hide Chart Hide Chart Hide Chart



2/14/25 MN

Teri Gardner 2-14-25



January 27, 2025

Re: Letter of Support for Associated Builders and Contractors Inland Pacific Chapter's (ABC-IPC) Construction Trades Pre-Apprenticeship Application.

Please accept this letter as proof of our support for the ABC-IPC Construction Trades Pre-Apprenticeship Program application as a state-recognized pre-apprenticeship program. We applaud ABC-IPC's efforts to develop a program focused on helping students of all backgrounds with a pathway into a career that provides a livable family-sustaining wage.

CITC is a state-licensed, vocational trade school for the construction industry. We offer twelve Washington State Apprenticeship and Training Council approved construction apprenticeship programs: Carpentry, Electrical (01, 02 & 06), Glaziers (eastern WA only), HEO, HVAC, Laborers, Painting, Plumbing, Scaffold Erectors, and Sheet Metal.

Our apprenticeship program is well-suited for ABC-IPC Construction Trades Pre-Apprenticeship graduates, and we feel their wrap-around services can ensure the success of graduates while preparing them to successfully complete an apprenticeship program.

In support of ABC-IPC's Construction Trades Pre-Apprenticeship Program, we can provide the following services:

- Direct entry for ABC-IPC's Construction Trades Pre-Apprenticeship program graduates who are entering into CITC's carpentry apprenticeship, and preferred entry for graduates applying to all other apprenticeship programs offered by CITC.
- Guidance and consultation regarding training needs and industry trends for employment.
- Field trip opportunities for ABC-IPC's Construction Trades Pre-Apprenticeship students to visit apprenticeship training centers.
- Industry experts who can present career information to ABC-IPC's Construction Trades Pre-Apprenticeship students.

We support the proposal submitted by ABC-IPC without reservation and look forward to our continued partnership. Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Halene Sigmund, president
Construction Industry Training Council of Washington (CITC)

Cc: file



2/14/25 MN

Teri Gardner 2-14-25

Performance Electrical Apprenticeship Committee, Washington State Program #2224

Re: Letter of Support for the Association of Building Contractors Inland Pacific Chapter's (ABC-IPC) Construction Trades Pre-Apprenticeship Program

On behalf of the Performance Electrical Apprenticeship Committee, we are pleased to express our support for the Associated Builders and Contractors Inland Pacific Chapter's (ABC-IPC) Construction Trades Pre-Apprenticeship Program.

Our organization is committed to fostering excellence in electrical apprenticeship training, ensuring that aspiring professionals receive high-quality education and hands-on experience. The ABC-IPC Pre-Apprenticeship Program aligns with these values by providing essential industry exposure, technical instruction, and career readiness support that prepare participants for long-term success.

We recognize the significant impact this program has in strengthening the skilled workforce pipeline, and we are eager to support its graduates by offering:

- Access to industry insights to help participants transition successfully into apprenticeship roles.
- Collaboration in shaping curriculum and training approaches to align with industry standards and workforce needs.
- Consideration for an interview into applicable apprenticeship opportunities within our program and RSI credit of 70 hours.

We commend ABC-IPC for its dedication to workforce development and are excited about the potential collaboration between our programs. Should you require further details or have any questions, please feel free to reach out.

Sincerely,

Amy Simondet
Training Director
Performance Electrical Apprenticeship Committee

2/10/2025

**Re: Letter of Support for Associated Builders and Contractors Inland Pacific Chapter's (ABC-IPC)
Construction Trades Pre-Apprenticeship Application**

I am writing on behalf of Vertical Options Elevator Services to express our full support for the ABC-IPC Construction Trades Pre-Apprenticeship Program and its application for recognition as a state-approved pre-apprenticeship program. We commend ABC-IPC for developing an initiative that creates pathways for students from all walks of life to access rewarding careers with sustainable wages in the construction industry.

Vertical Options Elevator Services is a company dedicated to the elevator industry that specializes in the installation, modernization, preventative maintenance, and repair of elevator systems. As part of our commitment to the growth and development of the trade, we support programs like the ABC-IPC Construction Trades Pre-Apprenticeship Program, which we believe will equip students with valuable skills and set them up for long-term success in specialized trades such as elevator mechanics.

It is our belief that the apprenticeship program we offer is an excellent fit for graduates of ABC-IPC's Construction Trades Pre-Apprenticeship Program. We are confident that the comprehensive support and wrap-around services provided by ABC-IPC will ensure that graduates are well-prepared for success in their apprenticeship journey and beyond.

In our effort to support the growth of ABC-IPC's program, we are pleased to offer the following resources:

- Preferred entry into Vertical Options Elevator Apprenticeship Program #1966 for graduates of ABC-IPC's Construction Trades Pre-Apprenticeship Program by awarding 5-7 extra points in the application process, depending on performance.
- Opportunities for students to visit our work sites and engage with our team to gain real-world insights into the elevator mechanic profession.

We wholeheartedly support ABC-IPC's application for pre-apprenticeship and look forward to a continued and successful partnership.

Please feel free to reach out if you have any questions or require further information.

Sincerely,



Keely Friesen
CEO/Chair
Vertical Options Elevator Services