

Teri Gardner 5-16-25

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:

Machinists Institute Career Accelerator for Youth

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

Machinists Institute

Contact Information:

Individual Authorized to Represent the Program

Name: Shana Peschek

Organization: Machinists Institute

Title: Executive Director

Phone: 425-306-1846

Email: shana.peschek@machinistsinstitute.org

Mailing Address: 9125 15th PI S, Seattle, WA 98108

Physical Address: 9125 15th PI S, Seattle WA 98108

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Point of Contact for Outreach and Enrollment

Name: Alma Almachar
Organization: Machinists Institute
Title: Apprenticeship Administrator
Phone: 425-299-0450
Email: alma.almachar@machinistsinstitute.org
Mailing Address: 9125 15th Pl S, Seattle, WA 98108
*Physical Address: **9125 15th Pl S, Seattle, WA 98108***

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

Name: Alma Almachar
Organization: Machinists Institute
Title: Apprenticeship Administrator
Phone: 425-299-0450
Email: alma.almachar@machinistsintsitute.org
*Mailing Address: **9125 15th Pl S, Seattle, WA 98108***
*Physical Address: **9125 15th Pl S, Seattle, WA 98108***

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:*

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- 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:*

Advanced Manufacturing, Aerospace, Clean Energy, Maritime, Transportation and Supply Chain in 6 RA Occupations: Machinist, Machine Operator, Industrial Machine Technician, Fabrication Welder, Heavy Duty Equipment Mechanic, Van, Trailer, Container Mechanic

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 aim to meet the department goal of 15%.

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

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☐ **6 Months**

☒ **12 Months** (*program serving actively enrolled K-12 participants*)

☐ **18 Months** (*program serving currently incarcerated individuals*)

Since our target population is K-12, we are eligible to select the 12-month articulation timeframe.

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

Each cohort includes 8-12 students and is held annually.

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

Participants must pass all coursework, exams, and certifications with a minimum score of 75%. Additional requirements include consistent attendance with no more than two absences, completion of hands-on labs, capstone projects, and assessments.

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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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| Apprenticeship Program Name | Articulating Occupation(s) | Preferred Entry | Advanced Standing or Credit | Additional Points on Application/Interview | Guaranteed Interview |
|--|---|-----------------|-----------------------------|--|----------------------|
| NW Machinists Apprenticeship Committee | All occupations on the standards and listed above | | 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>(e.g.: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i> |
|------------------------------|---|
| Seattle Jobs Initiative | Career Navigation |
| Partners in Employment | Recruitment and wrap around services |
| Latino Civic Alliance | Recruitment and wrap around services |
| | |

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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.

The MICA for youth program introduces students to industries and occupations represented by the Northwest Machinists Apprenticeship Committee: The program is 175 hours and includes essential skill modules around digital and financial literacy, resume writing, communication etc. The majority of the time is spent learning technical skills and safety to give foundational and career exploration experience to the students. The programs are in person at our various training centers and simulate our RA delivery with some classroom/theory and then heavy hands-on education on our equipment, often the same equipment our first-year apprentices are trained on. A full breakout of the topics listed are covered is provided in the curriculum outline. During the program students also visit job sites for tours of our employer partner locations and opportunities to meet and speak with employers.

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.*

Machinists Institute is a program sponsor for a registered apprenticeship program with six different occupations. Each of these occupations have training agents signed on to train

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apprentices. We are in a unique position to train and market to our students in our MICA for Youth program. We work very closely with our RA Training Agents in development and continually evaluate our program curriculum, projects etc. Employers have provided expertise in curriculum development, have donated training aids and equipment and give continual feedback. This is especially helpful in granting advanced standing and RA placement because employers (including those on the apprenticeship committee are deeply involved in the program at multiple levels. Since MI also delivers the RA education and training the relationship is very deep and mutually beneficial. Many of our training agents with our apprenticeship program participate in industry tours, mock interviews and guest speaker slots in our MICA for Youth program. Our program has established a strong and collaborative working relationship with multiple registered apprenticeship programs, particularly through our partnership with Machinists Institute (MI), which serves as a program sponsor for six distinct occupations. This connection allows us to leverage the expertise of our RA Training Agents, who play a vital role in shaping our curriculum, class activities, and evaluation methods. We engage closely with these training agents to ensure that our program remains relevant and effective. Regular meetings and ongoing communication facilitate the continual evaluation and enhancement of our curriculum and projects. Employers also contribute valuable insights by sharing their industry knowledge, donating training aids and equipment, and providing consistent feedback. This collaboration is crucial, especially when it comes to granting advanced standing and RA placements, as these employers, many of whom are actively involved in our apprenticeship committee, influence our decisions at various levels. Additionally, the deep integration of MI in delivering RA education and training fosters a mutually beneficial relationship. Our training agents enrich our MICA for Youth program by participating in industry tours, conducting mock interviews, and serving as guest speakers. This hands-on involvement not only enhances the learning experience for our students but also strengthens the pipeline between education and industry, ultimately preparing our apprentices for successful careers.

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

Machinists Institute is committed to employing instructors from industry to incorporate expertise and job site relevant knowledge to teach a pre-apprenticeship experience that will prepare participants for success. We partner with industry recognized credentialing organizations to enable our Pre-Apprenticeship Instructors to offer certifications from: Lincoln Electric, Starrett, Snap-On, Dremel, OSHA, 3M and more.

MI Instructor Profiles are as follows:

Arturo Dominguez – Art is a bilingual MI instructor who is currently employed in industry as a machinist. He has over 25 years of experience in the machine trades from Gear Works and Boeing. Art implements our pre-apprenticeship curriculum to both English and Spanish speaking cohorts.

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Jacob Barrus – Jacob brings more than 12 years of experience from the shop floor in machining, quality control and manufacturing engineering who gives our students a broad range of manufacturing knowledge through hands on interaction at the machines and equipment they will interact with in industry.

Allen Eveland – Allen has over 30 years of experience in the manufacturing trades and through MI sponsored trainings has completed certifications for train the trainer from OSHA, Starrett, Snap-On and forklift. Allen can equate our curriculum meaningfully to prepare our pre-apprentice cohorts for what they will encounter on the job.

David Reeves – David launched his career through a trade school program and hands-on roles in the machining industry. He went on to earn a BS in Physics and studied Electro-Optics, gaining valuable experience in CNC machining and 3D printing along the way. Over the years, he has held a variety of engineering and teaching positions that reflect his broad technical expertise. In 2024, David accepted a full-time teaching position at MI, where his deep knowledge and experience are instrumental in advancing the institution’s mission.

Martha Hale – Martha has years of hands-on experience as a welder, she now finds fulfillment in teaching and mentoring the next generation, describing it as “feeling like a superhero.” Martha values connection, quality, and continuous growth, and is driven by a vision to build an impactful program that empowers welders to excel from the very first weld.

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

Students will receive high school credit for the classes taken and have the opportunity to receive advanced standing in our RA program and will receive a minimum of 5 college credits for that first quarter of the program. We align by topics for the college credit not hours, MICA for Youth topics align with the first quarter of the RSI in our RA occupations. This is 50-60 hours which equals 5 college credits.

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:*

The intended program participants will consist of a diverse demographic group, primarily focusing on individuals from local tribal communities, including Native American populations within the state. We aim to support underrepresented groups which may include a significant percentage of Hispanic individuals, as we are collaborating with the Latino Civic Alliance to ensure inclusivity and cultural relevance in our programming. The age range of participants will primarily focus on those who are transitioning out of high school or seeking further vocational training. We anticipate a balanced gender representation, reflecting the communities we are partnering with. Geographically, the program will target participants from various regions within the state, with a special emphasis on rural and underserved areas where access to resources may be limited. Additionally, the program is designed to be inclusive of all eligible participants, particularly students from specific high schools and individuals who meet WIOA eligibility criteria. Overall, our aim is to create a supportive and accessible environment for all participants, regardless of their background, while specifically addressing the needs of the populations we are partnering with.

- 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.*

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To effectively recruit students for our program, we will employ a variety of tools and activities tailored to reach a diverse audience, particularly underrepresented populations. Our outreach efforts will include active participation in events at local high schools, where we can engage directly with students, provide information about our program, and answer any questions they may have. Additionally, we will continue to collaborate with committees, such as those focused on partnering with tribal employment rights organizations. This partnership will not only help us connect with Native American students but also ensure that our program aligns with the needs and aspirations of these communities. To facilitate accessibility for all interested individuals, we have developed an easy-to-use online portal. This platform allows potential students to submit their information easily, making it convenient for them to learn about our program regardless of their location in the state. By removing barriers to access and providing tailored support, we aim to encourage enrollment from underrepresented populations and ensure that our program reflects the diversity of our community. MI has established partnerships with education, workforce development and community service organizations to assist in the recruitment process. MI's Business Development and Partnership staff work closely with the Workforce Development Councils, WA State Public Schools, Labor Councils, Community Partners, and Community Partners to create and market to a pipeline of individuals. Recruitment will focus on women, people of color, underrepresented populations, at-risk youth, re-entry, displaced workers, and veterans. MI approaches outreach and recruitment with an emphasis on equity and access. Our marketing strategy and visuals demonstrates that commitment as well as our partnerships with other programs such as ANEW, Partners in Employment, iUrban Teen, CAMPS, Latino Civic Alliance, dedicated tribal liaison, and more.

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

Case management and career navigation staff do regular check-ins with students, assess barriers and connect them to supports. We rely on our partnerships with community-based organizations to act as trusted messengers and provide wrap around services. We work closely with Seattle Jobs Initiative to provide student support, connect students to support services and career navigation. MI also has funding to provide direct support such as gas cards, laptops, bus passes, help with childcare etc. Our instructors are very good at providing extra tutoring and support to those students who may need more academic support during the program.

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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.*

To assist graduates and current participants in successfully applying for and transitioning into registered apprenticeship programs, we offer a comprehensive range of services. We work closely with our training agents to identify which employers are actively hiring, ensuring that our students have access to current opportunities in the field. Additionally, we involve employers in the pre-apprenticeship process, allowing students to be marketed directly to potential employers. This engagement helps students build valuable connections and understand employer expectations even before they enter an apprenticeship. Our pre-apprenticeship program is strategically aligned with the first quarter of apprenticeship classes, making it an ideal fit for those looking to seamlessly continue their education and training. This alignment not only prepares students academically but also equips them with the practical skills and networking opportunities needed to excel in their chosen apprenticeship programs. We are closely connected with employers for interviews, meeting students for skills demonstrations etc. This articulates directly with our Registered Apprenticeship program which is employer hire so there is no apprenticeship application process. MI team works closely to create the opportunities to get hired by employers in the industries we represent and then placed into apprenticeship.

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.*

The program is offered at no cost to students, ensuring that financial barriers do not hinder participation. We work closely with various partners to create a seamless network of resources, addressing any potential obstacles students may face. This collaborative approach helps mitigate costs related to transportation, food assistance, and other essential needs. By providing these supports, we aim to create an inclusive environment where all students can fully engage in the program without financial burdens.

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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.

We employ a dedicated administrator familiar with ARTS to ensure RA and Apprenticeship Preparation data is reported timely and accurately.

Please complete Appendix C – Administrative Requirements Spreadsheet.

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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*

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APPENDIX A – PROGRAM SUMMARY

Teri Gardner 5-16-25

Please briefly summarize the preparatory program according to the requirements listed in Section 1 “Summary of Preparatory Program” in three pages or less.

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.

The Machinists Institute (MI) is a 501(c)(3), created by the International Association of Machinists, District 751 (IAM) in 2018 to provide world class workforce training for IAM members, Boeing supply chain companies, and employers. MI supports multiple industries including Aerospace, Space, Advanced Manufacturing, Maritime, Clean Energy, Automotive and Heavy-Duty Equipment. Our mission is to provide employer-driven education and training for current and future workers to develop a highly skilled and diverse workforce aligned with industry demand. MI has a proven record of accomplishment working with community-based, education and government organizations. Some examples include Seattle Job Initiative, Partners in Employment, Latino Civic Alliance, tribes, workforce development councils, Labor & Industry, public school districts and community and technical colleges to drive access to opportunity through education, exploration, employment, and training opportunities.

MI is a statewide program currently providing the RSI for the Northwest Machinists Apprenticeship Committee registered occupations. This direct and articulated relationship provides the opportunity to scale pre-apprenticeship, RA, and work-based learning opportunities statewide. The Machinists Institute Career Accelerator (MICA) has been fundamental to our ability to increase awareness of our multiple industries, provide career exploration opportunities, expand employer partners, collaborate with educational institutions and address the needs of industry.

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 Machinists Institute uses a diversified portfolio of funding mechanisms to create sustainable programs. Our programs are funded through grants, employer contributions, sponsorships, as well as funds from our base IAM investment funding.

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

According to the 2021 Schwabe and Aldrich survey on the State of Manufacturing in the Pacific Northwest, seven out of ten manufacturers identified a lack of skilled workers as their biggest challenge, consistent with the results from 2018. This shortage is exacerbated by competition from other employers, maintaining competitive compensation or benefits, and new challenges such as providing flexible work schedules and attracting a diversified workforce. This lack of a skilled workforce is impacting multiple industries including clean energy, battery manufacturing, maritime, aerospace and more,

Describe the target populations and geographical area. MICA is offered statewide. We are proud to announce our physical training locations in Spokane, Tukwila, and Vancouver, along with our flagship training center set to open in Everett in the second quarter of 2025. In support of our commitment to equity and access, we deploy our 40-foot training trailers to provide pre-apprenticeship and boot camp programming in rural areas, ensuring that students can access our programs regardless of location. In 2024, one of our trailers was stationed at the Puyallup Tribe’s Cultural Center, allowing students to receive training in a secure and supportive environment within their community.

Furthermore, we've built strong partnerships with local educational institutions, such as Ft. Vancouver High School and Vancouver Public Schools, to deliver tailored apprenticeship preparation programs to high school students. In addition, our collaboration with the Pierce County Skills Center enhances these efforts, offering students hands-on experience and skill development. We also partnered with the Puyallup Tribe of Indians to provide training opportunities at the Little Wild Wolves Youth Center, creating a nurturing space for learning. We recognize the importance of community

involvement, especially in a diverse population where 44.6% identify as Hispanic, 6.9% as two or more races, 5.4% as Native Hawaiian/Pacific Islander, 3.7% as Asian, 3.7% as African American, 0.4% as American Indian/Alaska Native, and nearly half (49%) are female. Together, these partnerships signify our dedication to fostering inclusive pathways to success for all students.

Describe the program. Please include the following: 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;

MICA for youth cohorts are free to students and cohort size is 8-12 per year to allow for safe student to teacher ratio during hands-on equipment labs. The cohort is offered annually, and spans 175 hours. ***Program Staffing*** We currently have two full time pre-apprenticeship instructors, part time instructors, student support and outreach staff. ***Participant support/resources during program;*** MI and its CBO partners collaborate on resources to cover student needs such as transportation, food, laptops, tools etc. and to direct students to resources not covered by MI in order to set students up for success.

Apprenticeship navigation and articulation plan. We have a current articulation agreement with the Northwest Machinists Apprenticeship Committee, with a goal of 15% of graduates entering an apprenticeship. Our relationship with the committee and employers is deeply connected as we also deliver and operate the registered apprenticeship (RA) program. We do get our students directly in front of employers through job site tours, student demonstrations and supporting students in resume writing and interviewing skills. We have seen success in employers hiring as a result of direct student interactions. One of our fundamental reasons for offering apprenticeship preparation is to give job seekers the opportunity to make informed decisions about their future career choices. This saves the students, employers and the MI time, money, and effort if they started an apprenticeship without advanced exposure and then decided after 6 months or so that it is not what they thought and left the industry. In addition, we intentionally recruit students into the MICA program from historically excluded communities. This is a lever we can use to diversify a workforce still predominantly white male by presenting a talent pool employers have not recruited from.

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

Successful Completion: Participants must pass all coursework, exams, and certifications with a minimum score of 75%. Additional requirements include consistent attendance with no more than two absences, completion of hands-on labs, capstone projects, and assessments.

Industry recognized certificate(s)/certification(s): Forklift Safety and OSHA 10 Certification

Educational credit Students receive high school credit for their class as well as 5 credits towards their AAS degree. Articulation agreements with local colleges allow for credit transfer toward advanced certifications or degrees.

Target articulation rate (required): The program targets a 15 percent articulation

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

Industry tours: Networking opportunities, connecting participants with industry professionals and exposing them to real-world workplaces. Graduates are prepared for entry-level roles, registered apprenticeships, or further training opportunities, equipped with the certifications and skills necessary for career success.

Add on: In 2024 MI worked with Boeing to add additional curriculum modules and equipment to the MICA program in order to become a certified Boeing Pre Employment Training provider. (<https://jobs.boeing.com/bpet>) Students that graduate with a grade of C or better are eligible for direct hire at Boeing. This phase focuses on advanced skills and readiness specific to Boeing's hiring requirements. Key components include:

- Training aligned with Boeing's job standards and practices.
- Preparation for job-specific tasks in advanced manufacturing roles.

BPET graduates earn a direct interview with Boeing, giving them a competitive advantage for employment.

The students enrolled from the high school have a minority enrollment of 65% and 76% of the students are economically disadvantaged.

We have included letters of support that speak to the impact of our MICA for Youth program.

Teri Gardner 5-16-25

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. Digital Literacy – 10 Hours

Curriculum Elements:

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

- a. Navigating basic productivity tools and software
- b. Certification: NorthStar Digital Literacy
- c. Demonstrate foundational computer skills
- d. Effectively navigate software

2. **Communication: Mentorship and Wellness**– 10 Hours

- ☐ Industry/occupation specific safety training and education

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

Curriculum Elements:

- Building workplace communication and leadership skills
- Conflict resolution and fostering collaboration
- Developing interpersonal communication strategies
- Certification: Mentorship Matters
- Develop Interpersonal communication skills and workplace etiquette.
- Understand collaboration and respect in diverse work environments.
- Suicide and Mental Health Awareness
- Test Taking Anxiety Reduction

3. Financial Literacy - 10 Hours

Curriculum Elements:

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

- Budgeting and financial planning basics
- Credit management and debt reduction strategies
- Setting financial goals for career success
- Develop budgeting and credit management skills.
- Plan long-term financial goals

4. Career and Personal Development - 15 Hours

Curriculum Elements:

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

- Crafting professional resumes and practicing interview skills
- Career Exploration/Job site tours

- Setting career goals and pathways
- Craft professional resumes and prepare for interviews.
- Develop long-term career planning skills.

5. Workplace Safety - 10 Hours

Curriculum Elements:

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

- Workplace safety regulations
- Procedures for LockOut/TagOut
- Procedures to secure hazardous equipment
- Fire safety, ergonomics, and PPE usage
- Certification: OSHA 10
- Understand workplace safety regulations.
- Properly use and maintain PPE

6. Applied Shop Mathematics - 15 Hours

Curriculum Elements:

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

- Practical calculations including fractions, decimals, and algebra
- Measurement conversions and technical geometry
- Solve practical shop problems using fractions, decimals, algebra, and geometry.
- Utilize technical references to make accurate calculations.

7. Machining Basics and Fundamentals- 45 Hours

Curriculum Elements:

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

- Demonstrate the ability to use ergonomic safety practices
- Demonstrate the ability to properly use a Safety Data Sheets (SDS) in the workplace
- Demonstrate the ability to properly perform fire safety
- Demonstrate proper hand and power tool safety
- Demonstrate proper lock out tag out practices

Fasteners

- Identify fastener tools for various threaded and non-threaded fasteners
- Demonstrate safe practices for working with hand tools
- Identify proper posture as it relates to assembly
- Demonstrate safe practices for working with power tools

CNC:

- Identify the major assemblies of a Mill
- Demonstrate the proper use of guarding on a Mill
- Demonstrate the use of the emergency stop/cut-off for a Mill
- Identify the major assemblies of a Lathe
- Demonstrate the proper use of guarding on a Lathe
- Demonstrate the use of the emergency stop/cut-off for a Lathe

Robotics:

- Visually identify the major assemblies of an industrial robot
- Visually identify the safeguarding systems when working with robots
- Additive Manufacturing
- Visually identify Additive Manufacturing equipment
- Visually identify supplemental tools used in Additive Manufacturing
- Visually identify parts made by Additive Manufacturing

8. Lean principles and application- 15 Hours

Curriculum Elements:

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

- Introduction to Lean Six Sigma principles
- Tools for waste reduction and process efficiency

- Understand Lean Six Sigma principles and their application.

9. Precision Measurement and Inspection - 30 Hours

Curriculum Elements:

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

- Using precision tools such as calipers, micrometers, and other tools
- Interpreting blueprints and tolerances
- Conducting visual and dimensional inspections
- Maintaining precision tools such as calipers and micrometers
- Certification: Starrett Precision Measuring Instruments
- Perform precision measurements using calipers, micrometers, and other tools.
- Interpret blueprints and tolerances to validate part dimensions against specifications.

10. Capstone Project - 15 Hours

Curriculum Elements:


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

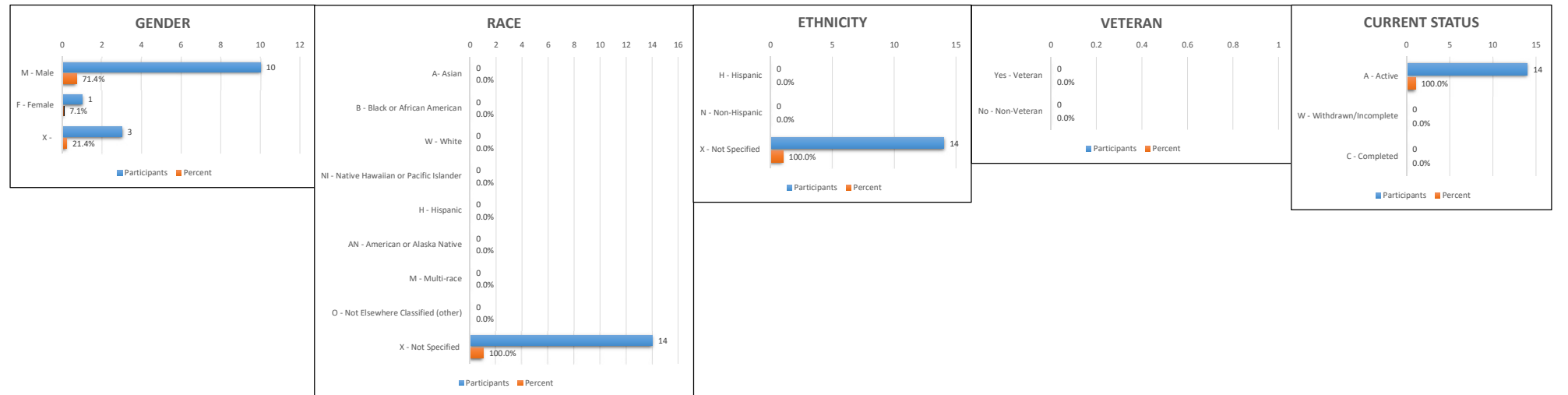
- Integrating technical and essential skills into a final project
- Demonstrating competencies through practical application
- Preparing a project presentation showcasing skills mastery
- Demonstrate mastery of program competencies.

Teri Gardner 5-16-25

Received 05/16/2025

R.B

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|--|--|----------------|------------|--|------|-----------|---------|---|----------------|--|--------------------------------|------------|----------------------|----------------------|
| Preparatory Program Name: | | MICA for Youth | | Total Number of Participants: | | 14 | |  | | | | | | |
| | | | | Total Participant Graduates: | | 0 | | | | | | | | |
| Reporting Period, Earliest Date: | | 8/30/2024 | | Total Withdrawals/Incomplete: | | 0 | | | | | | | | |
| Reporting Period, Latest Date: | | 7/4/2025 | | 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 |
| 14 | | 14 | 0 | 14 | 14 | 14 | 0 | 14 | 14 | 14 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | Articulation Rate | | | | |
| | | | | | | | | | | 0.00% | | | | |



Northwest Machinists Apprenticeship Committee9135 15th Place South, Seattle, WA 98108

(206) 762-7990

*Teri Gardner 5-16-25***Northwest Machinists Apprenticeship Committee Articulation Agreement the *Machinists Institute Career Accelerator* Pre-Apprenticeship Youth Program**

The Northwest Machinists Apprenticeship Committee (NMAC) is committed to strategies that will support the development of a diverse and skilled talent pipeline with access into family sustaining wages and career growth. The *Machinists Institute Career Accelerator (MICA) for youth* is a pre-apprenticeship program that works with NMAC, Labor, K12 partners, Community based organizations and employers to create opportunities, access and awareness of the careers and support individuals' choices for pathways into the occupations.

This articulation agreement includes the below commitments:

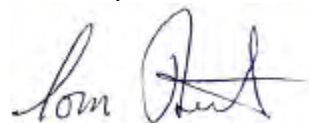
- Recognition of the program curriculum content in alignment with the registered apprenticeship program for purposes of 5 college credits towards 50 hours of Related Supplemental Instruction if/when student is accepted and completes their apprenticeship.
- Interview opportunities and advanced standing in the application process. Advanced standing, extra points during the interview process.
- Continual review of program to ensure content is in alignment and relevant with industry technology and practices.
- Participation with and support of program through job site tours and class speakers, resume review and mock interviews.

The Northwest Machinists Apprenticeship Committee voted and approved the articulation agreement with the Machinists Institute Career Accelerator Program. The Northwest Machinists Apprenticeship Committee is excited about this program and the opportunity to provide access and opportunity to the industries we represent.

With the goal of providing training in occupations that provide a sustainable living wage, and a focus on proving opportunity to BIPOC, women, veterans, youth, and those in search of the right career fit, the Machinists Institute Career Accelerator pre-apprenticeship program is on point to create a pipeline of diverse and skilled talent in an ever-changing competitive market.

We support the Machinists Institute Pre-Apprenticeship Program application submittal without reservation and look forward to a long-lasting partnership. Please feel free to contact us with any questions or concerns.

Sincerely,



5/1/25

Tommy Hunt

Northwest Machinists Apprenticeship Committee

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253-304-6313