

11/18/2024 MN

Teri Gardner 11-18-24

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. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

SWMSCTF BOOTs Pre-apprenticeship program

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

Southwest Mountain States Carpenters Training Fund

Contact Information:

Individual Authorized to Represent the Program

Name: Paula Resa

Organization: Southwest Mountain States Carpenters Training Trust

Title: Assistant Director

Phone: 206 889-9187

Email: presa@swmsctf.org

Mailing Address: 20424 72nd Ave S Kent, WA 98032

Physical Address: 20424 72nd Ave S Kent, WA 98032

Point of Contact for Outreach and Enrollment

Name: Paula Resa

Organization: Southwest Mountain States Carpenters Training Fund

*Title: Assistant Director
Phone: 206 889-9187
Email: presa@swmsctf.org
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Primary User of Apprentice Registration and Tracking System (ARTS) Portal

*Name: Rocio Vela
Organization: Southwest Mountain States Carpenters Training Fund
Title: Administrative Assistant
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Mailing Address: **20424 72nd Ave S Kent, WA 98032**
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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 and approximate duration of the program;*
 - 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:*

SWMSCTF pre-apprenticeship program directly support the Carpenters Apprenticeship. We support the crafts such as General Carpentry, Interior Systems, Pile Driver, Scaffold Erector and Millwright.

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

Goal is 80% of those trained will be placed into the Carpenters Apprenticeship

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*)

The 6 month timeframe was selected as SWMSCTF serves the general population.

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

The goal is to run between 3-4 cohorts with 15-20 students per each class. The classes are based on the workforce demand as we want to make sure there is work available for those placed into the apprenticeship in order to support our program's retention goals.

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

Participants will be graded weekly throughout the program. The grading will be based on the following: Attendance 20%, Manipulative Lessons 50%, Homework & Test 20% Participation/Motivation 10%. Students are required to maintain a "B" average throughout the program and must pass the Carpenters Training Orientation Skills Test with a minimum score of 60 points.

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.

Apprentice-ship Program Name	Articulating Occupation(s)	Articulation Type (select all that apply)			
		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
Southwest Mountain States Carpenters Training Fund	Carpenter,	X			
Southwest Mountain States Carpenters Training Fund	Pile Driver	x			
Southwest Mountain States Carpenters Training Fund	Carpenter-Scaffold Erector	x			
Southwest Mountain States Carpenters Training Fund	Drywall Finisher	x			
Southwest Mountain States Carpenters Training Fund	Insulation Applicator	x			
Southwest Mountain	Maintenance Carpenter	x			

States Carpenters Training Fund					
Southwest Mountain States Carpenters Training Fund	Millwright	x			
Southwest Mountain States Carpenters Training Fund	Residential Carpenter	x			
Southwest Mountain States Carpenters Training Fund	Shipwright	x			

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 program's curriculum describing the total number of hours, topics covered, method of delivery, etc.

This is a 160-hour Carpenter Skills Enhancement class for pre-apprentices. The curriculum is designed to give students knowledge about the concrete work processes for commercial construction. Upon successful completion and job referral graduates will be granted preferred entry into the carpentry apprenticeship program. Students will develop foundational carpentry skills in a training environment that replicates typical concrete construction tasks and condition in order to provide the most realistic experience. Students will be engaged in the following activities throughout the four week course: Layout of building perimeter, erect batter boards, construct footings that conform to layout, learn safe dismantling processes, layout form walls, erect form walls, Learn terminology for concrete processes, Construct bulkheads and block outs in proper location of walls, understand the grid system for laying out column forms, erect columns forms with hardware, brace and align column forms, basic scaffold assembly and safety, power tool safety, ergonomics for construction worker, complete a course on sexual harassment, and learn construction employability skills for survival in the industry. Each craft will have a specific course syllabus and can provide those as needed.

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.*

The SWMSCTF pre-apprenticeship program utilizes curriculum which has been developed by subject matter experts within the United Brotherhood of Carpenters (UBC) The instructors are hired from an applicant pool of qualified journeymen in the carpentry field. The curriculum was designed with input from our union signatory contractors, experienced apprentices and journey-level rank-and-file members. This ensures that the curriculum, technology and hands-on activities are relevant and meeting industry needs.

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

The program's instructors have extensive field experience specific to the crafts covered under the Carpenters Union. Instructors also are required to qualify for the Washington State Instructors Certificate (State Vocational Certificate). Instructors must have eight or more years as a journey worker in the trade area to be taught with additional foreman, project manager, superintendent or contractor experience. Instructors also must demonstrate the understanding of the following specific subject areas: OSHA and job site safety, all relevant hand and power tools currently used in the trade, mathematics principle used in carpentry applications, Forklift, aerial lift, and rigging operations, Print reading & Layout, Doors & Hardware, framing floors, walls, stairs and roof structures, concrete form construction, basics of hoisting and lifting, interior trim and cabinet installation, installation and application of common exterior/interior finishes, scaffold erector, working knowledge of Pile Driver applications , basic knowledge of welding techniques, working knowledge of Microsoft Office Suite (Word, Excel, Outlook, PowerPoint), communicate effectively, both verbally and in writing, ability to exercise good judgment in a variety of situations.

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

N/A

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; and

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

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 program is not limited to specific. The SWMSCTF works to put a strong focus on underserved/underrepresented communities such as people of color and women. We work with all areas across the state of Washington and accept anyone who is 18+. We recruit from various career fairs, JBLM (Veterans), our internal applicant/ranked list and with our partners in the community and those we have active articulation agreements 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.*

Outreach, Partnerships, Schools, and Educational Institutions: SWMSCTF in partnership with the Western District Council of Carpenters collaborates with high schools, community colleges, and universities to promote apprenticeship programs through career fairs, informational sessions, and guest lectures.

Community Organizations: SWMSCTFI partners with community centers, youth organizations, and local nonprofits to reach potential candidates in their communities.

Industry Events: SWMSCTF participates in industry-specific events, trade shows, and conferences to connect with individuals interested in pursuing careers in relevant fields.

Digital Marketing:SWMSCTF uses Social Media Campaigns, utilizes platforms such as Facebook, Instagram, LinkedIn, and Twitter to create engaging content that highlights the benefits of apprenticeship programs and success stories of past participants.

Email MarketingSWMSCTF develops targeted email campaigns to reach potential candidates, including newsletters, program updates, and success stories.

Online Advertising: SWMSCTF uses social media ads, and other online advertising tools to reach a broader audience and drive traffic to the program’s website.

Website and Online Resources and Dedicated Program Website: Create a comprehensive website with detailed information about the apprenticeship programs, including application processes, program benefits, and career opportunities.

Resource Hub: SWMSCTF offers resources such as FAQs, informational videos, and downloadable brochures to provide potential candidates with all the necessary information.

Information Sessions, Workshops, Virtual, and In-Person Sessions: SWMSCTF hosts regular information sessions and workshops to educate potential candidates about the apprenticeship programs, application process, and career prospects.

Q&A Sessions: SWMSCTF organizes Q&A sessions with current apprentices and program graduates to share their experiences and answer questions from potential candidates.

Referral Programs: SWMSCTF reaches out to community-based organizations, partnerships with active MOUs and utilize NWC’s internal applicant/ranked list.

Targeted Outreach and Community Engagement: NWC engages with communities that have higher concentrations of underrepresented populations through local events, community centers, and faith-based organizations.

Cultural Competence: SWMSCTF ensures that outreach materials and communication strategies are culturally sensitive and available in multiple languages to reach a diverse audience.

Mentorship and Support Programs and Mentorship Opportunities: SWMSCTF pairs apprentices from underrepresented populations with mentors who can provide guidance, support, and networking opportunities. The District Council sponsors several committees at each local union. These have a focus on supporting the BIPOC members and women.

Support Services: SWMSCTF offers support services such as tutoring, counseling, and career advising to help apprentices succeed academically and professionally.

Inclusive Marketing and Branding and Representation: SWMSCTF ensures that marketing materials feature diverse individuals and highlight the success stories of apprentices from underrepresented backgrounds.

Inclusive Messaging: SWMSCTF crafts messages that resonate with underrepresented populations, emphasizing the program's commitment to diversity, equity, and inclusion.

Collaboration with Advocacy Groups and Partnerships: SWMSCTF collaborates with advocacy groups and organizations that focus on supporting underrepresented populations, such as women in trades, veterans' groups, and minority professional associations.

Joint Initiatives: SWMSCTF develops joint initiatives and programs that specifically target underrepresented populations and provide them with tailored support and resources.

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

Comprehensive Orientation Programs and Initial Orientation: SWMSCTF conducts thorough orientation sessions that introduce participants to the program structure, expectations, and available resources.

Ongoing Support: Provide continuous orientation and training sessions as participants progress through the program to ensure they remain informed and supported.

Mentorship and Coaching and Mentor Matching: SWMSCTF pairs participants with experienced mentors who can offer guidance, support, and career advice.

Regular Check-ins: SWMSCTF schedules regular one-on-one meetings between mentors and participants to discuss progress, address challenges, and set goals.

Peer Support Networks: SWMSCTF creates peer support groups where participants can share experiences, provide mutual support, and build a sense of community.

Academic and Technical Support and Tutoring Services: SWMSCTF offers tutoring and academic support for participants struggling with coursework or technical skills.

Workshops and Seminars: SWMSCTF conducts workshops and seminars on relevant topics, such as study skills, time management, and industry-specific knowledge.

Access to Resources: In partnership with our colleges, SWMSCTF provides access to libraries, online learning platforms, and other educational resources to support participants' learning.

Financial Assistance: SWMSCTF identifies barriers and work with community-based organizations to help with wrap-around support services

Career Development and Counseling: SWMSCTF provides career-counseling services to help participants explore career options, set goals, and create career plans.

Job Placement Services: SWMSCTF assists participants with job placement services, including resume writing, interview preparation, and networking opportunities.

Professional Development: SWMSCTF offers professional development opportunities, such as certifications, industry conferences, and leadership training.

Health and Wellness Support: Mental Health Services: In partnership with our community colleges, SWMSCTF offers access to mental health services, including counseling and stress management workshops.

Work-Life Balance: SWMSCTF encourages a healthy work-life balance by providing flexible scheduling options and promoting self-care practices.

Engagement and Communication: Regular Updates: SWMSCTF keeps participants informed with regular program updates, newsletters, and announcements.

Feedback Mechanisms: SWMSCTF implements feedback mechanisms, such as surveys and focus groups, to gather input from participants and make necessary improvements.

Recognition and Rewards: SWMSCTF recognizes and reward participants' achievements and milestones through awards, certificates, and public acknowledgment.

Inclusive and Supportive Environment: Diversity and Inclusion Initiatives: SWMSCTF promotes a culture of diversity and inclusion, ensuring that all participants feel valued and supported.

Safe Spaces: SWMSCTF creates safe spaces where participants can discuss concerns, seek support, and address any issues related to discrimination or harassment.

Community Building: SWMSCTF fosters a sense of community through team-building activities, social events, and networking opportunities.

Progress Tracking and Evaluation: Regular Assessments: SWMSCTF conducts regular assessments to monitor participants' progress and identify areas where additional support may be needed.

Individualized Support Plans: SWMSCTF develops individualized support plans for participants who may be at risk of falling behind or dropping out.

Data Analysis: SWMSCTF uses data analytics to track retention rates, identify trends, and implement data-driven strategies to improve retention. By utilizing these tools,

processes, and resources, the apprenticeship program can effectively support participants throughout their journey, helping them overcome challenges, stay engaged, and successfully graduate

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.*

SWMSCTF provides an information session prior to each cohort. We also schedule a mandatory visit to the training center prior to the class starting so we can make sure the students know where they are going, where to park, meet the training center staff and reiterate the expectations of the program and have some Q&A. As stated previously we work daily and weekly to ensure the students are on track for successful completion of the program. We also have weekly mentorship moments with our experienced apprentices so participants can hear from active apprentices' ways to navigate the jobsite, how to stay employed, how to overcome harassment/hazing, and to grow their network. We also make sure the students understand the expectation to be recommended into the apprenticeship and track graduates not only throughout their time in pre-apprenticeship, but as they work through their 4-year apprenticeship program. We work with partners for wrap-around support services, our affiliated colleges for additional resources, our regional council for networking and ways to get involved with additional affinity groups and leadership resources.

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.

SWMSCTF had dedicated staff to make sure pre-apprenticeship cohorts and students are successfully added and updated. We also track internally those who have graduated and placed into the apprenticeship by cohorts and demographics as listed above. We also have an internal data base which keeps the records of the students as listed above. SWMSCTF also uses ARTS for our registered apprenticeship program.

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 45 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 Frame, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
Rio.Frame@Lni.wa.gov
509-426-0985*

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APPENDIX A – PROGRAM SUMMARY

Construction Experience:

SWMSCTF BOOTs Pre-apprenticeship program is designed to give students daily exposure to both hands-on applications as well as the math that is required to survive and excel in the industry. The SWMSCTF offers the BOOTs program which focuses on serving women. The course work is based on practical application of the work processes that are assigned to the beginning apprentice in the field. It can be adjusted to meet the labor demands of the industry. Students are given assignments to familiarize themselves with basic safety and tool skills. This enables them to “hit the ground running” their first day on the jobsite. This is a great cost savings to the employer and allows the union to dispatch qualified first period apprentices. The training also helps reduce the risk of injury to beginning apprentices. There is a strong focus on safety. All coursework is based on practical application for the field carpenter. The program works with employers to ensure that the latest industry trends are being taught. The pre-apprenticeship program offers a “safe” environment, where students are given the opportunity to do things over without the added pressures of the jobsite. They are required to repeat tasks until they are completely comfortable with the process. The tasks might be something as simple as teaching the proper way to chain a power cord or how to safely change the blade on a skill saw. The emphasis is always on the practical tasks that are routinely given to the beginning apprentice. By mastering these tasks through Pre-apprenticeship, a cost savings is passed on to the employer. The apprentice not only gains useful survival skills for the jobsite, but their self-esteem and confidence are enhanced

A great emphasis is placed on creating a realistic jobsite setting. Students are not only taught work processes, but they are also instructed on “industry tips” to help them be productive on the jobsite. Whenever possible they are taught the safest most efficient way to go about their tasks. The key word is production. This is where the relationship that the program maintains with employers plays a vital role. It is simply not enough to teach someone the basics of carpentry; our Pre-apprenticeship program teaches the student the best way to do things in the most efficient manner.

The SWMSCTF has been offering pre-apprenticeship training through the BOOTs program since 2015. Since its inception the program has graduated approximately 500 participants and placed 250. Of those participating over 90% have been people of color. The program works closely with the Western District Council of Carpenters to assist successful graduates in finding employment opportunities with local signatory contractors.

The program is funded through grants from the United Brotherhood of Carpenters.

Economic Growth and Workforce Demand: Washington state has been awarded over 7.9 billion through the bi-partisan bill for infrastructure work to be completed in the next 5 years. There have been over 500 million in state school bonds passed this year and the city of Seattle is close to passing a 1.5 billion dollar levy for construction projects. The state’s regional partnerships have produced strong language that supports both apprenticeship and pre-apprenticeship hiring language. Therefore, it is essential that this program be state recognized to better supply or signatory contractors performing this work. There is still a significant demand for skilled workers in various covered with in the Carpenters jurisdiction.

1. **Diverse Industry Needs:** SWMSCTF pre-apprenticeship program caters to a wide range of sectors, ensuring that training is relevant and tailored to industry-specific needs. This flexibility allows the state to maintain a competitive edge in multiple markets.
2. **Access and Inclusion:** SWMSCTF places a strong emphasis on equity and inclusion, making our pre-apprenticeship program accessible to underserved communities, including women, minorities, and veterans. This commitment to diversity helps bridge the opportunity gap and fosters a more inclusive workforce.
3. **Cost-Effective Training:** Pre-Apprenticeship programs offer a cost-effective training solution, combining classroom instruction with hands-on training with subject matter experts, contractors and community-based organizations. This model reduces the financial burden on participants and employers, making it an attractive option for both.
4. **Apprenticeship Placement:** Apprenticeship preparation provides a clear pathway for career advancement, allowing individuals to earn while they learn and gain valuable industry credentials. This leads to higher wages, benefits, and long-term career prospects.
5. **Public and Private Partnerships (Contractors & Community-Based Organizations):** working with signatory contractors for job placements and working with community-based organizations to help remove barriers and support members as they transition from pre-apprentice → apprenticeship → job site.
6. Describe the target populations and geographical area.

SWMSCTF works with all types of populations from those coming from incarceration, homelessness, high school to markets specific to women and people of color. The SWMSCTF geographical area covers the twelve western states which includes Washington state.

SWMSCTF offers craft specific pre-apprenticeship cohorts in which supports the Carpenters craft. All cohorts support the fundamentals such as how to read a tape measure, construction related math, tool utilization and terminology. Based on the craft the cohort is supporting, the curriculum provides hands-on training in which it supports that craft such as concrete forms, basic framing techniques, and material handling. We also implement financial literacy in every cohort, employability skills training, contractor/job-site visits and a hands-on assessment which is a requirement for entry into the apprenticeship.

The number of cohorts that are run during the year are based on industry demand. It is imperative that there are jobs waiting for those that we are training and placing into the apprenticeship. In 2025 we anticipate running a minimum of 4 cohorts. Cohorts are traditionally 4 weeks long for a total of 40 hours each week.

The program is funded through grants with the United Brotherhood of Carpenters which has over 500,000 members. We are a well-funded training trust and have sufficient staff to support the program.

SWMSCTF has strong partnerships with community-based organizations such as ANEW, Cares of WA and Urban League. Prior to the class starting, we work to identify barriers that may prevent a student from being successful in the class and work to remove those barriers with our partnerships. They can be as simple as monies for union dues, tools or more significant as assistance with obtaining a driver's license or assistance with housing.

Working closely with the Western District Council, our signatory employers and awarding bodies SWMSCTF successful graduates will get direct entry into the Carpenters Apprenticeship prior to dispatch.

Participants will be graded weekly throughout the program. The grading will be based on the following: Attendance 20%, Blueprints 20%, Homework 20%, Manipulative 20%, Tests & Quizzes 20%. Students are required to maintain a "B" average throughout the program and must pass the Carpenters Training Orientation Skills Test with a minimum score of 60 points.

All pre-apprenticeship students will receive their OSHA 10 & First Aid CPR. Students will also receive their high hazard facility training and TWIC cards.

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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. Course Name/Module – Core Employability Skills (30 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
-
- Employability Skills Training (Attitude, Jobsite Hierarchy, Realities of Construction Work)
 - Sexual Harassment/Positive Jobsite Culture Training
 - Learn interview skills for the industry
 - Complete a module on financial literacy for the trades
 - Identify the roles and responsibilities of an apprentice

2.) Course Name/Module – Core safety in the trades (50 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
- Power and hand tool safety training
 - Learn safe and ergonomically correct processes for material handling
 - Learn safe dismantling processes
 - Working around hazardous materials and conditions
 - Safety Training for Scaffold Users
 - OSHA 10

3.) Course Name/Module – Core trade Math (30 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
- Construction math, layout, measurement, fractions, decimals
 - Trade Math
 - Layout of building perimeter
 - Successfully complete the math assessment test for the program
 - Construction Calculator (Math)

4.) Course Name/Module – Core rigging and labor (10 hours)

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
- Demonstrate the ability to tie basic knots used on the jobsite.
 - Rigging Basics
 - Hand Signals for working with crane
 - Learn how to safely use a cutting torch

5.) Curriculum Elements: **Concrete Form Work** (40 hours)

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

- Identify and describe the materials used on concrete and pile driver jobsites
- Learn terminology for concrete and pile driving processes
- Learn safe erection and dismantling processes for forms, framing and piles
- Understand the grid system for laying out column forms
- Layout form walls for concrete or pile driving operations
- Erect form walls for concrete or pile driving operations
- Layout Concrete Footing Project
- Construct bulkheads and block outs in proper location of walls
- Brace and align column forms
- Construct footings that conform to layout

6.) Course Name/Module – **Elective- Pile Driver** (40 hours)

Curriculum Elements:

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

- Learn safe erection and dismantling processes for forms, framing and piles
- Identify and describe the materials used on pile driver jobsites
- Learn the math skills needed to perform pile driver tasks
- Demonstrate the ability to follow all safety protocols for use of hand and power tools used in the pile driving industry

7.) Course Name/Module –**Elective- Interior Systems** (40 hours)

Curriculum Elements:

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

- Learn terminology for interior systems processes
- Identify common materials for the interior systems industry


- Layout of interior systems walls and other building components, doors, windows, and frame openings
- Learn how to safely erect and work on scaffolding systems and ladders
- Erect metal stud walls
- Apply drywall and other products to project
- Frame an acoustical ceiling and install tiles
- Successfully complete the Interior Systems Hands on Assessment

8.) Course Name/Module – **Elective- Scaffold Erector** (40 hours)

Curriculum Elements:

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

- Demonstrate the hand signals used to call out for number and type of scaffold components.
- Properly tie the knots used in scaffolding to raise and lower material.
- Assemble three pre-designed scaffold projects
- Identify the various components associated with Systems Scaffold.
- Familiarize and interpret a System Scaffold working drawing.
- Demonstrate the ability to safely layout and erect a single bay, multi bay, multi lift, inside/ outside corners, and bridging with trusses.
- Identify the sequence and importance of proper inspection of a finished systems scaffold.
- Demonstrate the ability to safely dismantle a Systems Scaffold.
- Pass a competency based examination of the rules and regulations that pertain to Systems scaffolds.
- Identify and name the five types of welded frames used today.
- Familiarize and interpret a Frame Scaffold
- Properly layout and erect a Single bay, Multi bay, Multi lift, Rolling tower, and Bridge with Putlogs.
- Perform a proper inspection on all finished Frame projects.
- Pass a competency based examination of the rules and regulations that pertain to frame and rolling tower scaffolds.
- Students will also receive their High Hazard Facility Training & TWIC card

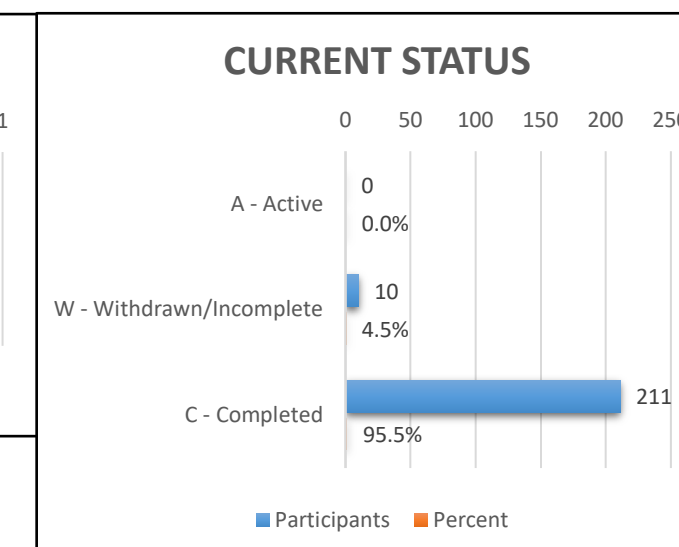
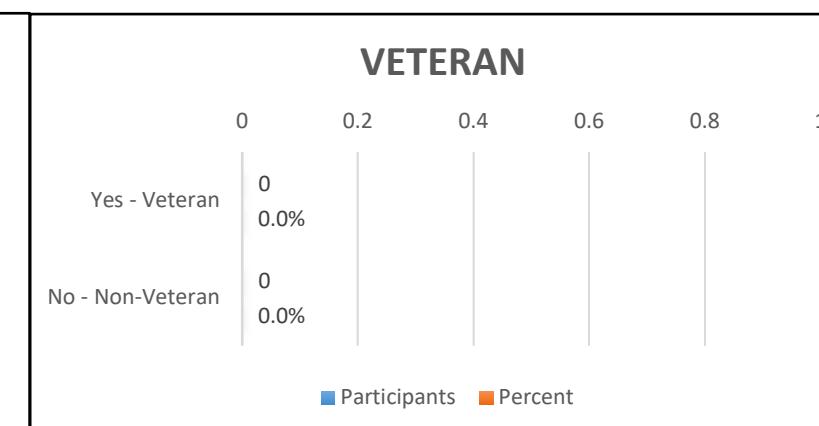
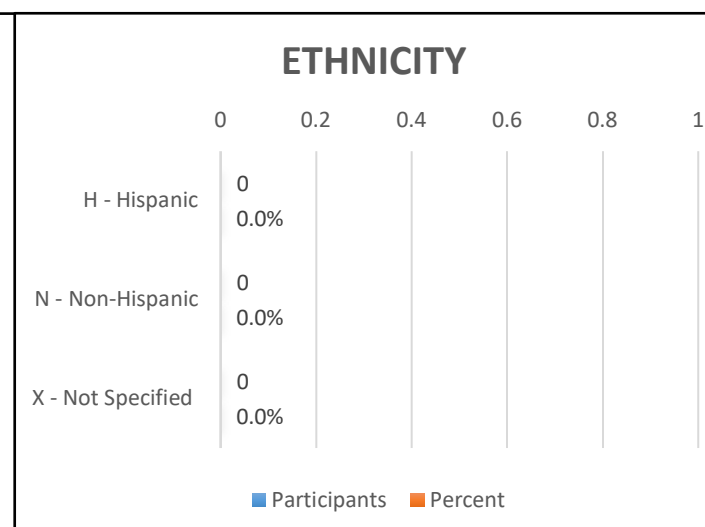
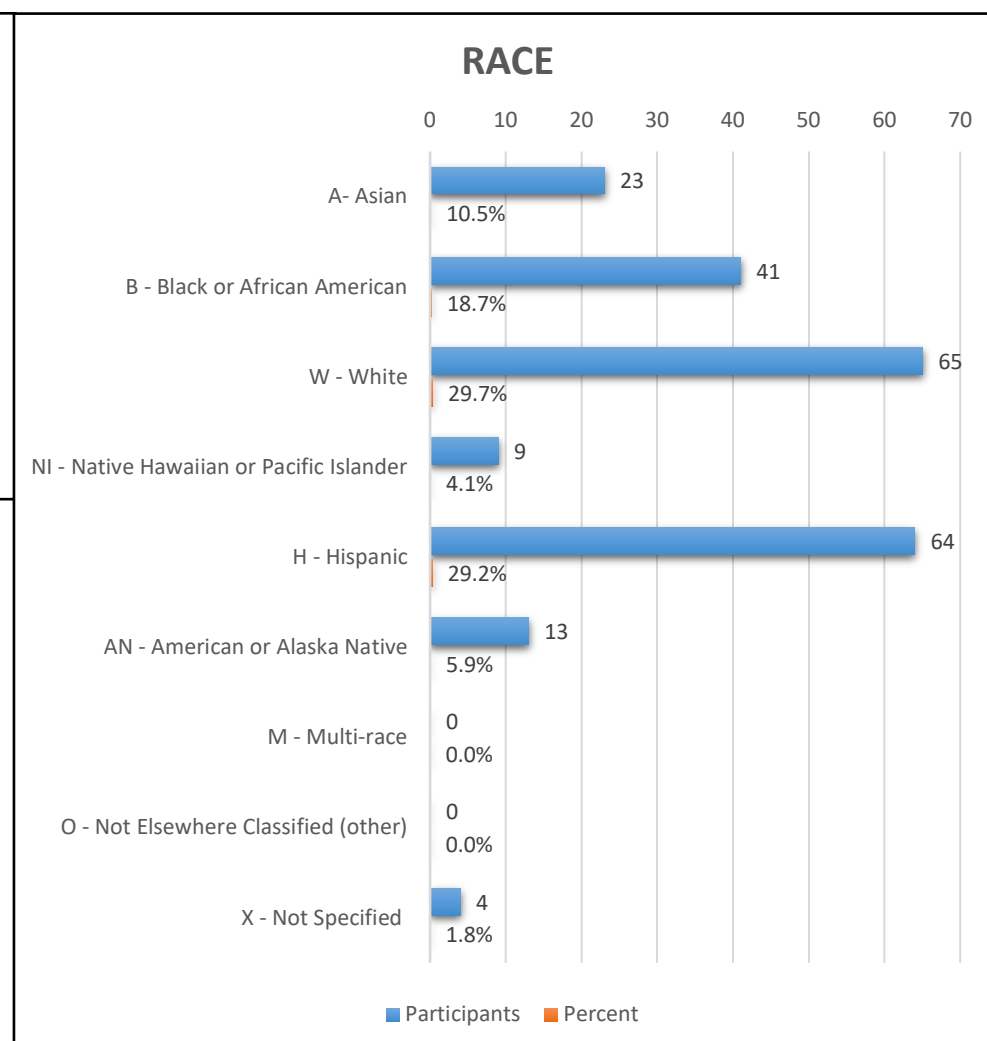
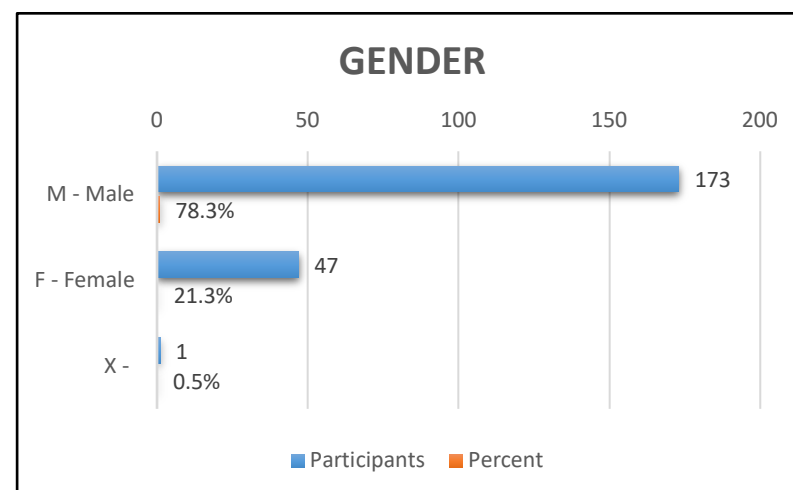
Preparatory Program Name:	SWMSCTF BOOTs Pre-apprenticeship program	Total Number of Participants:	221	
		Total Participant Graduates:	211	
Reporting Period, Earliest Date:	1/25/2021	Total Withdrawals/Incomplete:	10	
Reporting Period, Latest Date:	12/14/2023	Total Grad's Articulated into Reg' Apprenticeship:	170	

*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
221	221	0	221	221	0	0	221	221	221	170	170	0	170

Articulation Rate
76.92%

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Southwest Carpenters Training Fund Washington State UBC JATC

20424 72nd Ave S
Kent, WA 98032
Phone
253 437-5235

11/17/2024 MN

Teri Gardner 11-18-24

BRIDGING OUTSTANDING OPPORTUNITIES WITH TRADESWOMEN SKILLS ("B.O.O.T.S.")

MEMORANDUM OF UNDERSTANDING

Purpose

The purpose of this Agreement is to request recognition of the Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.") pre-apprenticeship program as a Labor and Industries ("LNI") recognized pre-apprenticeship program. The Southwest Carpenters Training Fund is the managing fund for the Washington State UBC JATC. On behalf of the Washington State UBC JATC we request that ("LNI") recognize Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.")'s efforts to provide students with exposure to careers in the construction industry through the introduction of a pre-apprenticeship program. This agreement memorializes the pre-apprenticeship program's efforts to provide its participants with skills suitable for entry into various construction apprenticeship programs registered with the Washington state Labor and Industries ("LNI"), and to establish the conditions and procedures, herein agreed to, for the apprenticeship program referral and intake process.

Roles and Responsibilities

Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S."):

1. Skill Development – Participants in the Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.") program will be provided an opportunity to develop the necessary skills and knowledge needed to be successful in their chosen trade. This includes hands-on training, classroom instruction, and other learning activities that help participants build a solid foundation for their future career as a union carpenter.
2. Industry Connections – The Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.") program has partnerships with signatory contractors, and local unions which will help participants connect with potential employers and secure job placement. These connections can lead to networking opportunities and job referrals that can help participants find employment.
3. Job Readiness – Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.") will focus on preparing participants for the workforce by teaching them essential job readiness skills such as communication, teamwork, problem-solving, and time management. By developing these skills, participants are better equipped to succeed in the workplace.
4. Job Placement Assistance – Bridging Outstanding Opportunities with Tradeswomen Skills ("B.O.O.T.S.") offers job placement assistance to help apprentices find employment after completion of training. This includes interview coaching, job search resources, and other support services that can help apprentices secure job opportunities as a union carpenter.

- Retention - Bridging Outstanding Opportunities with Tradeswomen Skills (“B.O.O.T.S.”) offers mentorship and support services to participants. Providing them with guidance and assistance as they navigate the program. Providing mentorship helps participants and members stay motivated, overcome challenges, and helps build confidence in their abilities, increasing their likelihood of staying engaged and completing the program to become an indentured apprentice.

Southwest Carpenters Training Fund - Washington State UBC JATC


- Self-Funded Program – The program is a self-funded. We do not rely on external grants or funding sources for our operations. This allows us to maintain control over our program and ensure its sustainability in the long run.
- Collaboration – The above will collaborate with the Bridging Outstanding Opportunities with Tradeswomen Skills (“B.O.O.T.S.”) pre-apprentice program to ensure all curriculum aligns with industry standards and provides participants with the skills and knowledge needed to succeed in the carpentry field.
- Allow Application – Graduates that have successfully completed carpenter and carpenter related occupation pre-apprenticeship programs jointly approved by the OSATC and the committee during the preceding four years will be registered and placed at the apprentice out of work list, providing that the applicant meets the current minimum qualifications. Such priority is granted without regard to race, color, religion, national origin, or sex.

Timeframe


- This “MOU” will commence on the executed signature dates below and will continue until dissolved by either party of this Agreement.
- This “MOU” is the complete Agreement between the parties signed below. The agreement may only be amended by written Agreement signed by each of the parties involved.

Southwest Carpenters Training -Washington

State UBC JATC

Authorized Official: _____

 Signature
 Printed Name and Title: Louis A Ontiveros, Executive Director
 Date: 11/15/2024

Bridging Outstanding Opportunities with Tradeswoman Skills (“B.O.O.T.S”)

Authorized Official: _____

 Signature
 Printed Name and Title: Paula Resa, Assistant Director
 Date: 11/15/24