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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. <u>(WSATC Policy 2012-03 Sec. I B).</u>

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:

Northwest Career & Technical Academy - Trades Pre-Apprenticeship Program

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

Northwest Career & Technical Academy (NCTA)

Contact Information:

Individual Authorized to Represent the Program

Name: Jerry Grisham Organization: NCTA Title: Project Manager Phone: 360-848-0706 X43002 Email: jgrisham@nwtech.k12.wa.us Mailing Address: 2205 West Campus Place, Mount Vernon, WA 98273 Physical Address: 2205 West Campus Place, Mount Vernon, WA 98273

Point of Contact for Outreach and Enrollment

Name: Jerry Grisham Organization: NCTA Title: Project Manager Phone: 360-848-0706 X43002 Email: jgrisham@nwtech.k12.wa.us Mailing Address: 2205 West Campus Place, Mount Vernon, WA 98273 Physical Address: 2205 West Campus Place, Mount Vernon, WA 98273

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

Name: Jerry Grisham Organization: NCTA Title: Project Manager Phone: 360-848-0706 X43002 Email: jgrisham@nwtech.k12.wa.us Mailing Address: 2205 West Campus Place, Mount Vernon, WA 98273 Physical Address: 2205 West Campus Place, Mount Vernon, WA 98273

Summary of Preparatory Program

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

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.
- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.
- 3. Describe the primary needs you have identified in your service area the program will address.
- 4. Describe the target populations and geographical area.
- 5. Describe the program. Please include the following:
 - a. The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;

- b. How the program will be staffed (i.e., instructors, administration, etc);
- c. Participant support/resources during program; and
- d. Apprenticeship navigation and articulation plan.
- 6. Describe the program outcomes. Please include the following if applicable.
 - a. Successful completion (required)
 - *b. Industry recognized certificate(s)/certification(s)*
 - c. Educational credit
 - d. Target articulation rate (required)
- 7. Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)

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

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

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

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

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

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

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

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

Graduates would be prepared to enter a variety of electrical industry, HVAC, and construction related trades, principally focused on residential and commercial, building installation, maintenance, repair and design.

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

We would expect at least fifteen (15) percent of our graduates to enter into a registered apprenticeship program following completion of our Core Plus Construction program.

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

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

NCTA's Core Plus Construction program exclusively serves actively-enrolled senior (Grade 12) high school students.

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

The Core Plus Construction program operates in two cohorts that run a year. Cohort (1) AM class meets from 8:00-10:30 M-F at our Anacortes campus; Cohort (2) PM class meets from 11:30-2:00 at the same campus. We expect to enroll approximately 40 students annually for the program.

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

To complete the program, students must maintain a passing grade of C or better, master electrical skills as measured by project planning and completion, demonstrate functional applied mathematics skills, show an ability to work effectively in teams and actively participate in practical job skills programming (mock interviews, resume writing, class speaker recruitment.)

SECTION 3: ARTICULATIONS AND PARTNERSHIPS - (WSATC Policy 2012-03 Sec. II E, Sec. II 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. <u>A copy of each articulation agreement must be attached to this application.</u> A Memorandum of Agreement/Understanding, a formal contract, or a signed letter of commitment are acceptable forms of articulation agreements.

Apprentice-				Articulation Type	
ship Program	Articulating		(5	select all that apply)	
Name	Occupation(s)	Preferred	Advanced	Additional Points on	Guaranteed
		Entry	Standing	Application/Interview	Interview
			or Credit		

Northwest	Electrical	X		
Washington	Trades			
Electrical				
Industry Joint				
Apprenticeship				
[& Training				
Committee				
Associated	Construction		X	
General	and HVAC			
Contractors of	Trades			
America (AGC)				

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)				
	(eg: training provider, Advisory Board member, industry consultant, supportive services provider,				
	etc.)				
National Association of Homebuilders	Charles Crider Advisory Board Member				
Julie Rossman Project Management	Advisory Board Member				
Wil Hall General Contracting	Advisory Board Member				
Nick Bitto Electrical	Advisory Board Member				
Thom Richter, Quantum Construction	Advisory Board Member				

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 Core Plus Construction program encompasses 177 days of instruction @ 2.5 hours/day, totaling 540 hours. Topics covered encompass entry-level construction skills, electrical wiring and systems, plumbing, HVAC and power systems; specifically, work-site safety protocols, construction-based applied math, the demonstrated safety as it related, reading blueprints, employability and communication skills, the importance of physical fitness and healthy lifestyle habits, materials-handling skills, as well as plumbing systems. The class is taught by a seasoned professional journeyman carpenter. The instructor is supported by a technical para-educator with ten years of active Career and Technical Education (CTE) classroom-based experience. Approximately 50% of instruction time is spent in the classroom, with the remaining 50% spent on the shop floor, focused on project-based learning. Students will have the opportunity to gain the following certifications: OSHA 10.

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.

We are presently engaged with one registered apprenticeship training faculty program: Northwest Washington Electrical Industry JATC. This organization has and will

be actively involved in curriculum review, content evaluation and the introduction of class speakers.

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

The class instructor, Daniel Castillo, began his career as a social studies teacher. Upon moving to the Northwest, he wanted to learn a trade/skill. He entered the workforce as an installer and entry level carpenter. Daniel then knew that these skills would benefit students so he taught high school residential construction, shop, and stagecraft for four years before becoming the NCTA Construction trades instructor. He has built several homes, owned a Handyman business, and continues to expand his teaching bestpractices to make construction accessible to all students. The only thing Mr. Castillo enjoys more than building himself is to teach it to students so that they may one day utilize the skill to find gainful employment, mastery, autonomy, and purpose.

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

Clover Park Technical College is offering the following credits to our students in our program. Safety & Operating Certificate CONST 102, 3 credits Trades Math & Printer Reading for CONST 104, 5 credits Basic Carpentry Skills CONST 106, 6 credits Residential Construction: Footings and Foundations CONST 112, 3 credits Residential Construction: Framing CONST 116, 3 credits CONST 120, 5 credits, CONST 122, 5 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:

Our current program ethnic diversity is 68% white and 32% Minority. Males comprise 88% of participants and females 12%. Ethnic diversity of our partner school districts is approximately 55% white and 45% Minority, while gender makeup is approximately 50% male and 50% female. NCTA exclusively serves senior high school students located in Skagit and Whatcom counties.

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.

We have engaged in concentrated outreach to high school guidance counseling offices, providing rack card displays which describe each program in detail, as well as expanded on-line resources—class descriptions, virtual campus tours and testimonials. This has resulted in significant year-over-year increases in both total enrollment and in outreach to underrepresented student populations. We continue to offer a variety of introductory events throughout the school year, both at NCTA and on partner high school campuses, acquainting students and families with program offerings and addressing parent inquiries. NCTA is also an approved "Open Doors" partner. Located on-campus and open to students enrolled in one of our offered classes, Open Doors is designed to support students who are at risk of not completing high school and in doing so, reduce the barriers they face. Upon completion of the

Open Doors program, students earn a high school diploma. Finally, NCTA conducts an annual summer school program, extending over three weeks, offering a broad range of our standard course offerings to younger students, beginning with incoming ninth-graders. Summer school is an effective vehicle to introduce skills center curriculum at an earlier stage of the high school experience and provides an added incentive for underrepresented students to become familiar with alternative pathways toward graduation.

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

There are a number of principal benefits inherent in a skills center environment. Class sizes are smaller than what one would experience in a standard high school. Instructors are industry professionals—able to bring relevance to subject material through specific examples. Fellow students are motivated, having voluntarily chosen to apply for a given program, based on personal interest and a perceived future pathway, incorporating work-based learning experience. This introduces and encourages a level of diligence. Students are additionally supported through the Open Doors program described earlier, on-site counseling services and two Directors, each of whom knows the students, continually monitors individual progress and meets with students and their families as needed.

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

During the school year, students will be supported through an introduction to the scope and purpose of the affiliated apprenticeship programs and of preapprenticeship recognition. The primary focus will be one of advocacy, navigation and providing an effective bridge from high school to apprenticeship success. Students will also be made fully aware of pursuing a career path which will allow them to support a family and to further their aspirational goals. Toward that end, NCTA will utilize the resources of our apprenticeship partner with regard to curriculum, training center tours and class speakers. Post-graduation, we will use various media and partner resources to assist in tracking student progress and removing potential barriers to success, encouraging graduates to apply to and complete specific programs. Finally, we will actively engage with recent graduates participating in an apprenticeship program by inviting them to return to NCTA for guest-speaking opportunities and other scheduled events, in the process promoting personal interactions with current students and reinforcing their decision to pursue an apprenticeship pathway by acting as role models.

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.

N/A

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 semiannual 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.

The program will utilize the services of a dedicated Project Manager to track and log data on a timely basis and to use that data to continuously improve NCTA's programs, messaging and support. Note: due to the age of our students, we cannot provide a social security number and as such, will be tracking required information outside of the ARTS system and instead use Appendix C for reporting.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

Please complete and submit appendices with the application packet as separate files. Appendices include the following:

Appendix A – Program Summary Appendix B – Curriculum Outline Appendix C – Administrative Requirements Spreadsheet Appendix D – Articulation Agreement(s) *Submitted by program as individual documents

SUBMISSION INSTRUCTIONS

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

Please submit your completed application via email to:

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

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Teri Jardner 5-15-25

APPENDIX A – PROGRAM SUMMARY

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

Organization Description

As one of Washington State's fifteen regional skill centers, the Northwest Career & Technical Academy (NCTA) provides high school seniors from North Snohomish, Skagit, and Whatcom counties with in-depth, tuition-free career and technical education. NCTA removes barriers to access by offering free bus transportation between students' home high schools and one of four campus locations.

Each school day, students spend 2.5 hours immersed in hands-on, career-focused instruction—a blend of classroom learning and real-world training not typically available in traditional high school settings. In addition to earning multiple high school credits, students can also qualify for free college credit and industry-recognized certifications, giving them a head start toward their future.

Since its founding in 2010, NCTA has served the region for over 15 years, remaining committed to a clear mission:

To ensure every student becomes a thriving, self-reliant individual in their community by their mid-twenties.

This mission centers on preparing students for living-wage employment, careers that allow them to support a family, purchase a home, and contribute meaningfully to society. Apprenticeship preparation is a cornerstone of NCTA's programs, providing a direct and effective pathway from the classroom learning to journey-level employment.

Program Funding

As with any public high school, NCTA is funded through state apportionment based on student enrollment. While grant monies are not material, we are also supported through the NCTA Foundation, a 501(c)3 entity through which such funds funnel.

Primary Service Area Needs

The following comes from Washington Stem, Employment Security Department, Job Projections for Northwest Washington, our region.

Intro Job Projections - Major Gr	oups Job Projections	- Detailed Data T	able FAQ					
FILTER	Workforce Development Area Northwest		Regional Median Wage \$52,420		\$94,341 D	ST.	EM	Employmen Security Departmen washington stat
STEM Literacy	STEM Literate	Average	Avg Annual	Avg Annual	Avg Annual	Estimated	Entry Level	Experienced
Occupation title		Annual Openings	Turnover	Growth Rate	Openings Due to Growth	Employment	Wage	Wage
Carpenters		421	1,004	2.48%	71	2,866	\$143,478	\$220,875
construction Laborers		659	1,333	2.62%	111	4,230	\$130,395	\$187,283
lectricians		321	457	2.39%	49	2,050	\$174,678	\$302,869
laziers		36	88	1.55%	4	258	\$37,232	\$59,301
ipelayers		3	3	0.00%	0	26	\$162,594	\$217,318
Plumbers, Pipefitters, and Steamfitters		91	141	1.90%	12	632	\$145,122	\$250,245
Sheet Metal Workers		20	42	1.20%	2	167	\$170,622	\$229,050

Target Populations and Target Area

Our target population is comprised of senior public high school students in North Snohomish, Skagit and Whatcom counties.

Program Description

The TPAP program at NCTA's Anacortes campus offers hands-on training in carpentry, electrical, plumbing, and HVAC. Two cohorts run daily (8:00–10:30 AM and 11:30 AM–2:00 PM) throughout the school year (late August to mid/late June), serving approximately 40 students annually with 540 hours of instruction.

Students gain entry-level skills in construction, including blueprint reading, tool safety (with certifications), construction math, and worksite protocols. The curriculum covers basic electrical and plumbing systems, materials handling, and job site organization. Emphasis is also placed on employability, communication, and maintaining physical fitness.

Each spring, students participate in mock interviews with industry professionals to prepare for post-graduation pathways such as apprenticeships, college, or entry-level jobs. Graduates earn certifications in OSHA, First Aid/CPR, tool safety, and the Core Plus Construction Completion Certificate.

Instructor Daniel Castillo, a carpenter and handyman, he brings years of teaching and field experience. Additional support comes from Directors Lynette Brower and Peter Donaldson, WBL Coordinator Jerry Grisham, and Secretary Misty Rydberg.

Students work independently under teacher supervision across multiple shop areas. Projects include building 8'x12' tiny homes for LIHI, seeding tables and displays for local farms, and custom wood projects like planter boxes and cornhole sets. A virtual tour is available at <u>www.nwtech.k12.wa.us</u>.

NCTA partners with NWE JATC, AGC, and CITC to align the program with registered apprenticeships. These organizations help assess curriculum, serve on advisory boards, and engage students via guest speaking, field trips, mock interviews, and resume building. Through this partnership, students receive guidance on meeting entry requirements and are actively supported in navigating pathways into apprenticeships. Promotional materials and meetings emphasize pre-apprenticeship benefits. NCTA monitors student eligibility in coordination with home school counselors, while Worksite Supervisors offer continued support.

Program Outcomes

A successful outcome includes students completing the CPC program with a C or higher, earning required high school credits, and qualifying for entry into a registered apprenticeship, progressing to journey-level status within four years. Students earn Core+, First Aid/CPR, and OSHA 10 certifications. The target is for at least 15% of graduates to enter a registered apprenticeship.

Additional Details

TPAP offers a robust course of study applicable to a variety of trades. UWE JATC, Trico Construction and Westerns States Carpenters, as well as many other industry trade partners have participated may Work-Based Learning opportunities in and out of the classroom. This allows TPAP Students make connections with current Union members and create open doors. For example, during a mock interview, a student was invited and made plans to attend an orientation at the Carpenters' Union to learn more about becoming a millwright.

NCTA offers internships to students. This year a student is interning at Trico Industries, a local construction company twice a week for 4 weeks.

Received 05/15/2025 $\mathcal{R} \mathcal{B}$

Teri Gardner 5-15-25

APPENDIX B – CURRICULUM OUTLINE

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.

1. Construction History; Development of Modern Building Codes – 15

Curriculum Elements:

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

Providing historical context re: development of construction practices and the evolution of modern building codes.

2. Jobsite safety, PPE, OSHA Requirements—15 Hours

Curriculum Elements:

- \boxtimes Industry/occupation specific safety training and education
- □ Employability skill development
- ☑ Industry/trade specific skills and knowledge

Providing worksite awareness, safety protocols, regulatory requirements, proper/consistent use of PPE.

3. Proper Use of Shop and Hand Tools—40 Hours

Curriculum Elements:

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

Providing comprehensive safety instruction as a precursor to tool usage, enhancing safety protocols and employability skill development.

4. Construction Site Selection -- 15 Hours

Curriculum Elements:

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

Review concepts relating to conducting feasibility and hazmat studies soil testing, drainage/wetland issues, perc testing.

5. Interpreting Blueprints and Engineering Site-Plan Drawings—15 Hours

Curriculum Elements:

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

Provide industry-specific skill sets relating to technical information/drawings.

6. Construction Approval Process—20 Hours

Curriculum Elements:

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

Review process of preparing a submittal package, complying with revisions requests, building permits.

7. Ground Works/Foundations – 20 Hours

Curriculum Elements:

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

Installation of footings, stem walls, foundations walls, rough-ins, basement slag, inspections (note the inspections process is recurring throughout all modules.)

8. Rough Carpentry – 40 Hours

Curriculum Elements:

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

Materials handling, bearing-wall framing, roof framing/sheathing, exterior insulation.

9. Dry-In – 40 Hours

Curriculum Elements:

- \Box Industry/occupation specific safety training and education
- □ Employability skill development
- \boxtimes Industry/trade specific skills and knowledge

Installation of exterior window/door flashings, roofing material, exterior windows/doors.

10. Interior Framing – 40 Hours

Curriculum Elements:

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

Study installation of drywall backing, cabinet/hardware blocking, wall bracing.

11. Exterior Finishes/Trim – 40 hours

Curriculum Elements:

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

Installation of siding/exterior finish, soffits, fascia window/door trim, exterior paint.

- 12. Rough-In Mechanical 40 Hours
 - Curriculum Elements:
 - ☑ Industry/occupation specific safety training and education
 - Employability skill development
 - ⊠ Industry/trade specific skills and knowledge

Installation of HVAC duct work, plumbing, electrical rough-ins.

13. Insulation Install – 30 Hours

Curriculum Elements:

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

Learn how to assess and install wall and ceiling insulation.

14. Drywall Installation – 30 Hours

Curriculum Elements:

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

Installation of drywall and drywall finishing process.

15. Interior Finishing & Trim – 40 Hours

Curriculum Elements:

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

Installation/adjustment of doors, closets, baseboards, bathroom/kitchen/laundry room flooring, interior paint, cabinetry, counter tops, specialty or custom trim.

16. Electrical Installation – 30 Hours

Curriculum Elements:

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

Installation of plugs, switches, fixtures, fans.

17. Plumbing Installation—30 Hours

Curriculum Elements:

- ☑ Industry/occupation specific safety training and education
- □ Employability skill development
- \boxtimes Industry/trade specific skills and knowledge

Installation of kitchen, bathroom and laundry room plumbing fixtures.

18. Exterior Grading & Ground Stabilization – 20 Hours

Curriculum Elements:

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

Installation of driveway, walkways, gutters/downspouts, ground cover, specialty landscaping items, exterior mechanical components--heat pump/AC condensers units, gas meters, etc.

19. Employability Skill Development – 20 Hours/Ongoing

Curriculum Elements:

 $\hfill\square$ Industry/occupation specific safety training and education

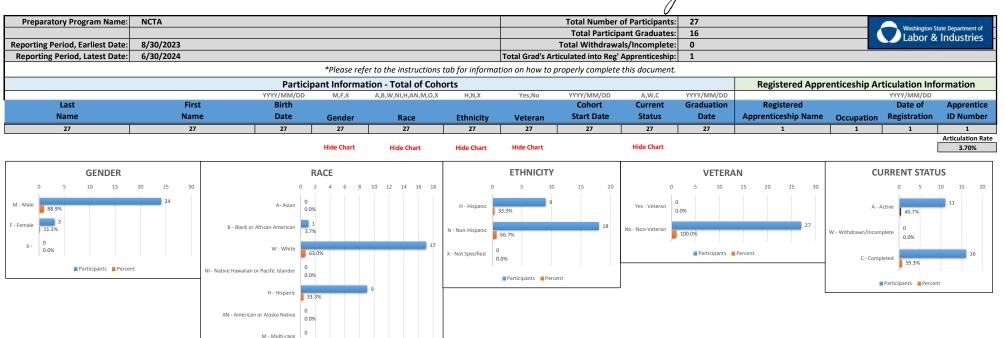
⊠ Employability skill development

□ Industry/trade specific skills and knowledge

Introduce students to employability elements by defining and developing highly soughtafter skills—timeliness, diligence, team-building, leadership and academic rigor. Conduct annual employment events, involving mock interviews and resume presentation. Introduce students to industry leaders to reinforce soft skills and their importance to the job site and to one's career pathway and promotability.

Received 05/15/2025 *R B*

Teri Gardner 5-15-25



0.0%

0.0%

0.0%
 Participants
 Percent

O - Not Elsewhere Classified (other)

X - Not Specified

Received 05/15/2025 RB

AGC Apprenticeship Center Carpenters, Heavy Equipment Operators, & Laborers

Teri Gardner 5-15-25

May 9, 2025

To: Washington State Apprenticeship Training Council

RE: Support of Trades Pre-Apprenticeship Program, Northwest Career and Technical Academy (NWCTA)

I'm writing today to offer my support for the NWCTA program. The Inland NW AGC Apprenticeship Program(s) offer 3 Washington State Registered Programs: Carpenters, Laborers, and Heavy Equipment Operators with Statewide Approved Standards.

The AGC Apprenticeship is excited to partner with the NWCTA program and fully believes in and supports its mission of providing a quality training program that gives its students an opportunity for career employment upon graduation.

Graduates of the NWCTA program will be awarded 80 RSI advanced placement hours in our program(s) upon acceptance into the program of their choice.

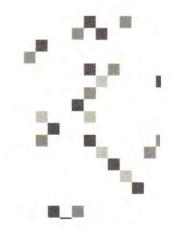
I ask that you please continue to recognize the NWCTA Trades Pre-Apprenticeship Program.

Thank you,

Mike Ankney Director



Office: 509.534.0502 Fax: 509.534.0503 PO Box 11901 Spokane Valley, WA 99211 www.nwagcapprenticeship.org



Teri Gardner 5-15-25

Received 05/15/2025 \mathcal{RB}

NORTHWEST WASHINGTON ELECTRICAL INDUSTRY JOINT APPRENTICESHIP & TRAINING COMMITTEE 306 ANDERSON ROAD • MT. VERNON, WASHINGTON 98273 TELEPHONE (360) 428-5080 FAX (360) 428-3374





Northwest Career and Technical Academy Pre-Apprenticeship Letter of Support April 30, 2025

To whom it may concern:

The Northwest Washington Electrical Industry Joint Apprenticeship and Training Committee (NWEJATC) is committed to providing apprenticeship and training opportunities to those individuals interested in a career in the electrical construction industry. NWEJATC supports a formal arrangement with the Northwest Career and Technical Academy Pre-Apprenticeship Training Program and their efforts to prepare individuals for entry into apprenticeship programs, including ours.

The Northwest Career and Technical Academy Pre-Apprenticeship Program serves to provide information and training to its students that will prepare them to become good candidates for apprenticeship. Successful Northwest Career and Technical Academy Pre-Apprenticeship Program graduates will be given a direct interview and preferred consideration into our apprenticeship programs if they meet the minimum qualifications for applicants as identified in our Standards of Apprenticeship.

Direct interview consideration means that if our interview schedule is backlogged, which could be several months long, a pre-apprenticeship completer will be invited to interview at the next available date; they will not go to the end of the backlog.

Preferred consideration comes from our interview committee taking special notice of preapprenticeship completers who have desirable qualifications, exposure to construction, preparedness for the industry, and diverse backgrounds. In the long run we hope this increases our retention rate.

We support the efforts of the Northwest Career and Technical Academy and their Pre-Apprenticeship Program and look forward to continuing our partnership.

The partnership between NWEJATC and NCTA will be reviewed on an annual basis.

Sincerely, Robert E & anto

Robert E. Bartel Training Director

