

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:

Military Veteran Program

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

Carpenters-Employers Apprentices Training Trust (CEATT)

Contact Information:

Individual Authorized to Represent the Program

Name: Marianna Hyke

Organization: Northwest Carpenters Institute

Title: Pre-Apprenticeship, Outreach & Retention Coordinator

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Point of Contact for Outreach and Enrollment

Name: Marianna Hyke

Organization: Northwest Carpenters Institute (NWC)

Title: Pre-Apprenticeship, Outreach & Retention Coordinator
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Primary User of Apprentice Registration and Tracking System (ARTS) Portal

Name: Marianna Hyke
Organization: Northwest Carpenters Institute
Title: Pre-Apprenticeship, Outreach & Retention Coordinator
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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:**

The Military Veteran Program (MVP) 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?**

MVP’s goal is 80% of those trained will be placed into the Carpenters Apprenticeship. The MVP program is recognized across the country including Canada which is affiliated with the United Brotherhood of Carpenters (UBC).

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 the MVP serves the general population.

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

MVP's goal is to run between 5 -6 cohorts with 10-12 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 NWCI'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.

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

Apprenticeship & Training Trust Fund					
Carpenters_Employers Apprenticeship & Training Trust Fund	Millwright	x			
Carpenters_Employers Apprenticeship & Training Trust Fund	Residential Carpenter	x			
Carpenters_Employers Apprenticeship & Training Trust 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 320 hour Carpenter Skills Enhancement class for pre-apprentices. The curriculum is designed to give students knowledge about the concrete work processes for commercial construction. Successful 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 column 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, learn construction soft 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.*

MVP's pre-apprenticeship program utilizes curriculum which has been developed by subject matter experts within the United Brotherhood of Carpenters (UBC). We also support the instructor's field and instruction experience in the classroom. The instructors who teach the MVP pre-apprenticeship program also teach for the Carpenters Apprenticeship. We have also surveyed curriculum with our signatory contractors, experienced apprentices and journey-level rank-and-file members to ensure the curriculum, technology and hands-on activities are meeting industry needs.

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

MVP's instructors are from the Carpentry field and have extensive field experience specific to the crafts covered under the Carpenters Union. Instructor's also are required to qualify for the Washington State Instructors Certificate (State Vocational Certificate). Instructors must have eight or more years as a journeyman 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, mathematic 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:*

MVP's program is not limited to specific population. The MVP works to put a strong focus on underserved/underrepresented communities such as people of color and women. These cohort are specific to service members who are transitioning from the military and/or Veterans.

- 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 and Partnerships and Schools and Educational Institutions: MVP collaborates with Veteran Affairs, Military recruiters, community colleges, and universities to promote apprenticeship programs through career fairs, informational sessions, and guest lectures.

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

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

Digital Marketing: NWCI 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 Marketing: NWCI develops targeted email campaigns to reach potential candidates, including newsletters, program updates, and success stories.

Online Advertising: NWCI 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. Online Applications: Provide a user-friendly online application process to make it easy for potential candidates to apply.

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

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

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

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

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

Cultural Competence: MVP 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: MVP pairs apprentices from underrepresented populations with mentors who can provide guidance, support, and networking opportunities.

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

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

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

Collaboration with Advocacy Groups and Partnerships: MVP 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: MVP 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: MVP 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: MVP pairs participants with experienced mentors who can offer guidance, support, and career advice.

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

Peer Support Networks: MVP 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: MVP offers tutoring and academic support for participants struggling with coursework or technical skills.

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

Access to Resources: MVP provides access to libraries, online learning platforms, and other educational resources to support participants' learning.

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

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

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

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

Health and Wellness Support: Mental Health Services: MVP offers access to mental health services, including counseling and stress management workshops. **Physical Health Programs:** MVP promotes physical health through wellness programs, gym memberships, and health screenings.

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

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

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

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

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

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

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

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

Data Analysis: MVP 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.*

MVP, 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're 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 is 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.

NWCI had dedicated staff to make sure pre-apprenticeship cohorts and students are successfully added and updated. We also track internally with spreadsheets of those who have graduated and placed into the apprenticeship by cohorts and demographics as listed above. NWCI also have an internal data base which keeps the records of the students as listed above. NWCI 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*

Teri Gardner 6-3-24

APPENDIX A – PROGRAM SUMMARY

Construction Experience:

The Military Veteran Program (MVP) which is hosted by NWCI 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 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 the 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 NWCI 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 NWCI 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.

NWCI’s has been a state-recognized program since 2018 where we have trained and placed 302 pre-apprentices into the apprenticeship program. Of the 302 placed, 55 have been women and 196 people of color with an overall retention rate of about 70%. We work closely with our regional council and signatory contractors to ensure the curriculum is relevant and we are meeting the industry needs.

The Military Veteran Program (MVP) currently is sponsored internally by our International Training Center. However, we do receive outside grants from public agencies like Sound Transit, City of Seattle, WSDOT and others

Economic Growth and Workforce Demand: Washington's economy is dynamic and growing, with significant demand for skilled workers in various covered with in the Carpenters jurisdiction.

1. Diverse Industry Needs: NWCI’s 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:** NWCI's 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:** 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.

NWCI is an approved Career Service Program (CSP) through Skillbridge in which helps to support service members who are transitioning from military to civilian with viable career opportunities

NWCI offers craft specific pre-apprenticeship cohorts in which supports the Carpenters crafts such as General Carpentry and Pile Driver. All cohorts support the basic 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 supports that craft such as concrete forms, diesel hammer applications, 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.

Depending on the grants NWCI has been awarded tends to determine the number of cohorts and those we are training and placing into the apprenticeship. 2024 alone we are expected to run around 5 cohorts with 10-12 students per each class. 2025 we are expected to run another 5 cohorts with 10-12 students per each cohort just for the MVP classes alone (class #'s is subject for change based on funding and workforce needs) The MVP classes are traditionally 8 weeks long 40 hours each week.

We currently have a department coordinator, program specialist and a range of instructors who are active apprenticeship instructors with field related experience.

NWCI 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.

Being NWCI works directly with the apprenticeship program, we work with each student to understand the expectations of the pre-apprenticeship program, their expectation as an apprentice, dues paying member and successful graduates will get direct entry into the Carpenters Apprenticeship.

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.

All pre-apprenticeship students will receive their OSHA 10 & First Aid CPR, Scaffold User, 40hr Scaffold Erector Qualification, Industrial & Rough Terrain Forklift Certification, Construction Fall Protection.

Successful students will receive RSI credit for their first Year of apprenticeship RSI & OJT

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 20 hours

Curriculum Elements:

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

- Employability Skills Training (Attitude, Jobsite H, 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 (Qualstar Credit Union)
- Identify the roles and responsibilities of an apprentice
- Introduction to leadership

2.) Course Name/Module – Basics of Carpentry & Core safety in the trades 40 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
- Successfully complete the American Safety & Health Institute (ASHI) CPR, AED and First Aid
 - Power and hand tool safety
 - Building a Saw Horse
 - Complete the carpenter hands on assessment
 - Learn safe and ergonomically correct processes for material handling
 - Learn safe dismantling processes
 - Practice hands on assessment skills for the trade

3.) Course Name/Module – Wood Framing 40 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
- Demonstrate the ability to properly and safely layout & frame residential: walls, beams, floor & ceiling joist, floor & wall sheathing and basic L-shaped stairs
 - Apply a basic working knowledge of mathematic to residential framing tasks, including stair math that can be taught and practiced without the use of calculator

4.) Course Name/Module – Core trade Math 20 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 40 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
- Learn how to safely use a chain saw
- Learn how to safely use a cutting torch

5.) Course Name/Module – Core concrete and layout operations 40 hour

Curriculum Elements:

- 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
- Erect columns forms with hardware
- 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 –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.

8.) Course Name/Module –Equipment Orientation 40 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
 - Employability skill development
 - Industry/trade specific skills and knowledge
-
- Identify and document the causes and possible preventions to accidents and fatalities particular to lift trucks and mobile, elevated work platforms and falls.
 - Describe the differences of the various lift trucks and mobile, elevated work platforms based on application and design.
 - Demonstrate the ability to: safely and properly operate an industrial lift truck and rough terrain forklift, safely and properly use and inspect fall protection gear, safely and properly operate a scissor lift and safely and properly operate an aerial boom lift

Preparatory Program Name:	Military Veterans Program	Total Number of Participants:	44
Reporting Period, Earliest Date:	8/7/2023	Total Participant Graduates:	37
Reporting Period, Latest Date:	7/5/2024	Total Withdrawals/Incomplete:	0
		Total Grad's Articulated into Reg' Apprenticeship:	16

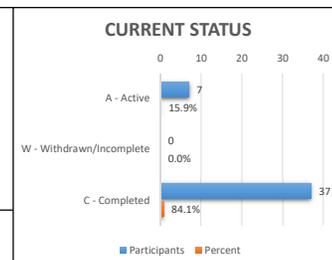
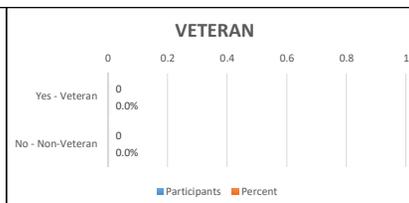
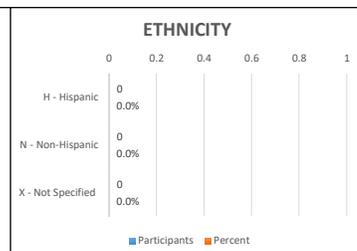
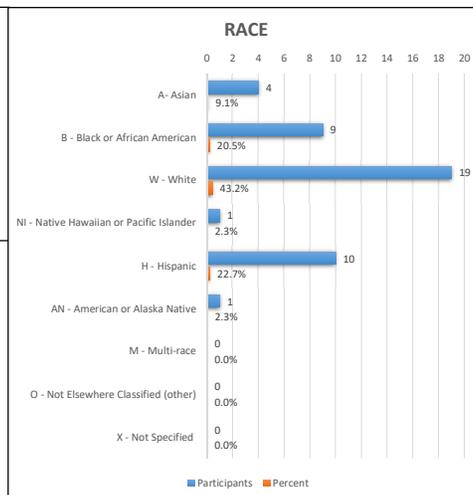
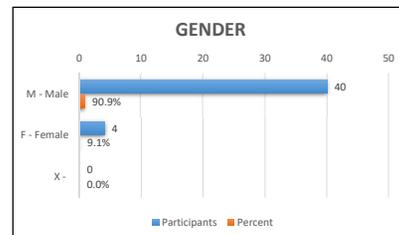


*Please refer to the instructions tab for information on how to properly complete this document.

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
44	44	0	44	44	0	0	44	44	44	16	16	0	16

Articulation Rate
36.36%

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CARPENTERS-EMPLOYERS APPRENTICESHIP &
TRAINING TRUST FUND OF WASHINGTON-IDAHO

Articulation Agreement- TIER 1

Between

Carpenters-Employers Apprenticeship & Training Trust Fund

And

UBC Military Veterans Program (UBC MVP)

THIS IS A TIER 1 AGREEMENT, by and between the **Carpenters- Employers Apprenticeship & Training Trust Fund (CEATT)**, 20424 72nd Ave S. Kent, WA and, is made to provide **UBC MVP** carpentry graduates the option to earn preferred enrollment and advanced placement in the CEATT apprenticeship program.

NOW, THEREFORE, it is agreed by and between the parties as follows:

1. Preferred enrollment and advance placement in the CEATT apprenticeship program may be granted through this agreement. Preferred enrollment means that **UBC MVP** program graduates who, because of the quality of preparation at the **UBC MVP** program, meet criteria identified below in Section 2 will be granted the next available position for the Trade Orientation; this means if the Trade Orientation is full – successful applicants based on the signed articulation agreement will still be enrolled -- (Trade Orientations are scheduled on a monthly basis), direct entry into the CEATT state-recognized pre-apprenticeship cohort and/or be granted direct entry into the UBC JATC if using the approved United Brotherhood of Carpenters (UBC) Career Connections curriculum as advised in the UBC JATC Standards. Preferred enrollment does not constitute direct entry because candidates must demonstrate skills and abilities acquired through the **UBC MVP** program. The awarding of such preferred enrollment or advanced placement is contingent upon the joint cooperation of the two institutions.
2. The courses articulated for preferred enrollment and advanced placement credit are outlined below. Requirements for advanced placement include:
 - a. **UBC MVP** program will appear on the transcript and/or supporting documentation
 - b. Direct entry will only be considered for students who complete all **UBC MVP** program courses as identified in section 1.
 - c. Demonstration of acquired CEATT carpentry skills via Hands on Assessment
 - d. Students must demonstrate proficiency in basic math fundamentals-specifically fractions and decimals.



- e. First year CEATT certification classes must be taken regardless of **UBC MVP** certification. Among others, these classes include OSHA 10, First Aid/CPR, Scaffold User, Fall Protection and Ergonomics.
- f. Direct entry will be contingent on the current employment needs.
- 3. Students must complete the **UBC MVP** program in its entirety and submit a letter of strong recommendation by the program administrator, instructor or director along with completion certificates and transcript (if available). ***The letter of recommendation will need to be on company letterhead.***
- 4. Both parties agree to evaluate this agreement bi-annually (every 2 years) and in the context of student benefits, program efficiency, and effectiveness. **UBC MVP** must maintain its level of quality as determined by CEATT program evaluation.
- 5. **UBC MVP** will support the referred students as a mentor and provide needed resources for the student’s success in CEATT’s pre-apprenticeship (if applicable) or throughout their apprenticeship
- 6. CEATT will help to support the **UBC MVP** program as guest speakers, support with project development and help to support training center tours.
- 7. This agreement shall begin date of **05/31/2024**.
- 8. **UBC MVP** referrals must demonstrate strong retention within the program, and contribute to the diversity needs of the CEATT by referring qualified women and minority candidates.
- 9. This agreement is subject to change or cancellation by either party at any time.
- 10. If in any case the **UBC MVP** Curriculum is changed substantially, **UBC MVP** will notify CEATT.
- 11. The agreement may be revised/ modified by mutual agreement as needed.
- 12. Both parties may advertise this agreement.
- 13. Both parties agree to the Curriculum confidentiality and Student confidentiality

The undersigned parties accept and approve THIS AGREEMENT.



Paula Resa
 Executive Director
 Carpenters- Employers Apprenticeship & Training Trust Fund

5/31/24
 Date



Mark Benaquisto
 Executive Director, UBC MW/PD Labor Management

5/31/24
 Date

Diversity is an important part of the culture for the Carpenters Employers-Apprenticeship Training Trust (CEATT). Diversity encompasses race, gender, ethnic group, age, personality, religion, sexual orientation, education, background and more. Our organization embraces differences and welcomes all. We achieve this by partnering with regional pre-apprenticeship programs, as well as, organizations that work with diverse



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communities. Networking, mentoring and socializing with a variety of groups will increase engagement by demonstrating to individuals from all backgrounds that they can achieve success in our industry and that we are willing to help them succeed. Our programs are bias free, and to all applicants, apprentices, and members we make the following non-discrimination pledge. (See below)

The CEATT will not discriminate against apprenticeship applicants, apprentices or journey persons based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or individuals having a disability, or persons 40 years old or older. The CEATT will take affirmative action to provide equal opportunity in apprenticeship and training for all qualified members and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30.

The CEATT is approved by the Veterans Administration for those eligible for VA education benefits. Upon registration of the apprenticeship program, the apprentice can request the forms to apply for benefits.