

11/13/2024 MN

Teri Gardner 11-14-24

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:

Edmonds College Construction Trades Pre-Apprenticeship Program

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

Edmonds College (AMSC)

Contact Information:

Individual Authorized to Represent the Program

Name: Rikki Pierotti

Organization: Edmonds College (AMSC)

Title: Associate Director of Trades and Training

Phone: 425-758-5495

Email: rikki.pierotti@edmonds.edu

Mailing Address: 3008 100th St SW, Everett, WA 98204

Physical Address: 3008 100th St SW, Everett, WA 98204

Point of Contact for Outreach and Enrollment

Name: Rikki Pierotti

Organization: Edmonds College (AMSC)
Title: Associate Director of Trades and Training
Phone: 425-758-5495
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Mailing Address: 3008 100th St. SW, Everett, WA 98204
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Primary User of Apprentice Registration and Tracking System (ARTS) Portal

Name: Rikki Pierotti
Organization: Edmonds College (AMSC)
Title: Associate Director of Trades and Training
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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 CAP Pre-Apprenticeship Program prepares graduates to enter a variety of skilled trades within the construction industry, equipping them with foundational knowledge and hands-on experience in multiple occupations. Program participants will be prepared for apprenticeships in the following fields:

- 1. Ironworkers** – Working with structural steel, reinforcing steel, and installing metal components in buildings, bridges, and other infrastructure projects.
- 2. Carpenters** – Specializing in the construction, installation, and repair of building frameworks, structures, and fixtures, including walls, floors, and roofing.
- 3. Laborers** – Performing physical tasks on construction sites, including excavation, materials handling, and general site preparation and cleanup.
- 4. Sheet Metal Workers** – Fabricating and installing sheet metal products such as HVAC systems, roofing, and siding.

5. **Cement Masons** – Working with concrete to pour, finish, and repair surfaces like floors, roads, and foundations.
6. **Electricians** – Installing, maintaining, and repairing electrical systems in residential, commercial, and industrial settings.
7. **Plumbers** – Installing and repairing piping systems for water, gas, and sewage in residential and commercial buildings.

Graduates will be equipped with the skills and safety knowledge necessary to pursue apprenticeship opportunities in these high-demand fields, helping them build a strong foundation for successful careers in the construction industry.

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

15% of program graduates will articulate into Registered Apprenticeships within 6 months of graduation.

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)*

6 months was selected because none of the exemptions apply.

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

The CAP program runs 4-5 cohorts a year with 10 students per cohort (40-50 students per year) and boasts a completion rate of ~94%.

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

To successfully complete the Pre-Apprenticeship Construction Program, students must meet the following requirements:

1. **Attendance:** Students are required to maintain a minimum of 90% through the duration of the course. Attendance is graded as part of participation.
2. **Participation:** Active participation in class and hands-on activities is required, and students must demonstrate teamwork, engagement, and appropriate behavior in line with the expectations of the program.
3. **Skill Demonstrations:** Students must show proficiency in basic trade skill competencies, including math principles, knowledge of construction techniques, plumbing and electrical basics, and blueprint reading. Additionally, students will complete a final pre-approved building project integrating both theory and hands-on experience.
4. **Grades:** Students must achieve a minimum of **70% overall** in the course to pass. Grades will be determined based on the following breakdown:
 - **Projects:** 25%
 - **Quizzes:** 15%
 - **Participation:** 15%
 - **Capstone Project:** 25%
 - **Final Exam:** 20%
5. **Certifications:** Students earn the following trade industry certificates:
 - OSHA 10
 - CPR/First Aid
 - Flagger
 - Forklift
 - Scissor Lift
6. **Graduation Documentation**
 - Graduates earn a badge showing successful program completion from Edmonds College, demonstrating their readiness for entry-level apprenticeship opportunities in the construction industry.

To ensure success, students must meet all academic and participation requirements, including timely completion of assignments, quizzes, and projects, as well as active involvement in class activities and safety training.

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 <i>(select all that apply)</i>
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		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
PNW Ironworkers and Employers Local #86 Apprenticeship	Ironworkers	X		X	
NW Laborers #292 Apprenticeship	Laborer	X		X	
Construction Industry Training Council of WA	Carpentry Electrical (01,02,06) Glaziers-eastern WA only, HEO HVAC Laborers Painting Plumbing Scaffold Erectors Sheet Metal	X			

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

Program or Organization Name	Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
Western States Carpenters	visits to training center, guest speaker, industry consultant
Electrical IBEW Local 191	visits to training center, onsite guest speaker and hands on project
Cement Mason and Plasterers Local 528	visits to training center, hands on projects

Plumbers and Pipefitters #26	visits to training center, guest speaker, industry consultant
Western WA Sheet Metal JATC Local 66	visits to training center with hands on activity
Sound Transit	Job site tours, guest speakers, financial support, industry consultant
Haggard Electric	Job site tours, industry consultant
Hoffman Construction Corp	Job site tours, industry consultant
Cares of WA	Supportive Services Provider
Habitat of Humanity of Snohomish County	partner- students spend 1 day participating in their rehabilitation of Bayside Home project in Everett (2023-2024)
LIHI: Low Income Housing Institute	tiny house capstone project partner
RISNW: Refugee Immigrant Services Northwest	outreach and support services partner
LETI: Latino Educational Training Institute	outreach and support services partner
BECU	Financial Literacy Training and Financial Support 2024
Snohomish County	Financial Support 2024
Madden Industries	Guest Speaker
Dewalt Stanley Black and Decker	Financial Support 2024

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 Construction Pre-Apprenticeship Program is a 300-hour full-time in-person training course designed to provide participants with a foundational understanding of the construction industry. The curriculum includes both classroom instruction and hands-on lab application, ensuring that students gain practical experience in addition to theoretical knowledge. Modules include Construction Trades Math (50 hours), Worksite Behaviors, Readiness and Safety (50 hours), Basic Tools, Basic Construction, Basic Blueprints (80 hours), Construction Trades Industry Awareness (40) and Capstone Project (80 hours). The program culminates in a capstone project, allowing students to apply their skills in a real-world context. Instruction is delivered through a combination of lectures, demonstrations, and practical exercises, preparing students for entry-level positions in the construction field.

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.*

Our construction pre-apprenticeship program works closely with multiple registered apprenticeship programs and local unions to enhance our curriculum, class activities, evaluation methods, and teaching techniques. Using the Career Connections Curriculum (Carpenters) as a foundation, we align our content with industry standards and incorporate feedback from apprenticeship partners (such as Laborers, Ironworkers) to ensure students develop the

necessary skills for success in the field. An example of this has been the addition of agility stations, where students develop accuracy and endurance through repetitions of rebar carry, lumber carry, measuring and hammering stations, etc.

We also supplement with the Teach Construction Curriculum, particularly for video-based learning, to enhance instruction and provide visual, hands-on examples of key construction concepts. This combination of hands-on activities, real-world scenarios, and multimedia resources helps us refine teaching methods and assessment criteria, ensuring our program remains relevant and effectively prepares students for registered apprenticeships.

We have recently attended the construction pre-apprenticeship training program workshop put on by RPAC (Regional Pre-Apprenticeship Collaboration) and incorporated ideas such as students completing timecards into our curriculum. We will continue to build relationships with RPAC members for continuous program improvement and support.

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

Shawn Kenyon, CAP Facilitator is a seasoned training professional with over 15 years of experience in construction, manufacturing, and continuous improvement. He brings hands-on expertise in construction techniques, project design, and team management. With a strong background in Lean principles and training development, they have successfully led multiple training initiatives, improving productivity and safety. Certified in Lean leadership, Continuous Improvement, and Training Within Industry (TWI), and holding an Associate's Degree in Architectural Drafting, he excels in preparing students for apprenticeships by teaching construction basics, blueprint reading, and trade readiness, while fostering teamwork, safety, and hands-on learning.

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

The CAP program is non-credit and is currently housed in Continuing Education. Graduates receive a badge of completion from Edmonds College.

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:*

As a work training program, eligible participants must be 18 years old and authorized to work in the US. Potential participants without high school equivalency are allowed to participate. The program is completely free to participants. By removing the financial barrier, the program is better able to reach its intended program participants of traditionally underrepresented populations.

- 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.*

The AMSC retains a full-time Marketing Manager dedicated to marketing all AMSC programs, including CAP. The AMSC holds open public tours every Wednesday. We regularly run ads on social media as well as attend local career fairs and hold high school tours of our facilities. We also have relationships with LETI (Latino Educational Institute Training) and RISNW (Refugee Immigrant Services Northwest) and the ELA (English Language Acquisition department on main campus) to refer qualified students our way.

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

Our course is fully in person. Students receive a badge and clock in and out every day. This allows us to determine early on if a student is developing patterns of attendance behavior and provides us opportunities to address these issues early. In addition, we have Cares of WA come in to meet individually with every student the first week of the program to identify and reduce any barriers

they may have. We also employ a full time Student Support Coordinator who can connect them to additional wrap around support if needed. We also maintain funds for wrap around support if support cannot be located elsewhere. All CAP students are Edmonds College students and have access to all campus resources (ie. campus food pantry, etc). We supplemental the Career Connections curriculum with Teach Construction which is built into Canvas. This way Teach Construction curriculum videos and presentations are available for students to review after they return home. We added this to our program after we realized that 20% of our students were not native speakers of English. We can also assign students to review Teach Construction curriculum from home if they have a barrier that momentarily prevents them from coming in person to class. This way, they can keep up with the curriculum and not be behind when they return. We added 2 ESL support classes in 2024, students were higher level ESL students (ESL levels 4-6). These courses extended the 10 week program to 12 weeks and added in 90 minutes of ESL trade focused instruction in addition to the 300 hours. The ESL course was taught by an ELA faculty member from main campus who was also embedded into the CAP lab portion for 120 hours to assist with any additional explanation needed. We have a proven track record of responding to the needs of our students to get them to the finish line.

- 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.*

Our Student Support Coordinator meets with every students throughout the course to help them identify which trades they are interested in. Throughout the course, they visit various job sites and participate in hands on activities at union training centers. The Coordinator assists students with resume writing support, job search assistance and interview preparation. Students create a goals with an action plan to achieve the apprenticeship. After students graduate, we check in with students to check their progress on their plan and provided additional assistance and resources if needed. If students have hands on assessments coming up for union testing, we open our facilities up to them to come in and practice measuring, hammering, etc. to make sure they are at the top of their game for their assessment. The course includes preparation for soft skills, workplace success and employability. In addition, students take a 5 hour course on financial literacy to make sure they are positively prepared to handle the financial intricacies of working in the trades.

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

There is no cost to program participants.

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

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

New participant demographics

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

Outcome measures (Individual-level Information)

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

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

We use ARTS for reporting our demographics. The Associate Director obtains the information required through a form and inputs all information into the ARTS system. Daily attendance is taken. We have a 3 step corrective action plan that is utilized before any students are dismissed. All documentation is kept on file. We have several worksheets that are used to track outcomes, such as the Grade Book, Master Grad List, etc. We regularly run reports through ARTS to have full visibility on graduates.

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*

11/13/2024 MN

Teri Gardner 11-14-24

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.

1. Founded in 1967, Edmonds College (EC) is an accredited institution with a mission to provide accessible, high-quality education that fosters student success and prepares individuals for careers in a diverse global economy. Located in Lynnwood, WA, the college serves a diverse student body from Snohomish County, with nearly half of its students identifying as people of color and 47% residing in priority hire-eligible zip codes. The college’s strong focus on equity and closing achievement gaps, particularly for low-income and historically marginalized communities, makes it well-suited to operate apprenticeship preparation programs that align with regional workforce needs and help students access sustainable career opportunities.

The CAP program is implemented through the Edmonds College (EC) Advanced Manufacturing Skills Center (AMSC), which has supported several successful short-term high-impact vocational education programs. The AMSC (formerly named the Business Training Center) opened the Washington Aerospace Training & Research Center (WATR Center) in June 2010. The WATR Center is an educational resource for career pathways in the aerospace and manufacturing industry. It is located at the Paine Field airport in Snohomish County and is managed by EC. To date the WATR Center has trained 2,643 graduates that have gone to work in the aerospace industry and over 2000 incumbent workers have been trained while employed.

2. The CAP program started in October 2021 with startup funding provided through Sound Transit. Initially set up as a non-credit program and offered completely free to students, we successfully received a nearly \$600,000 grant from Snohomish County to fund the program in 2024. Financial sustainability as a non-credit program has proven to be challenging with the continuation of the program required to rely on grants and donations.

We have learned that similar programs have found sustainable solutions through workforce funding programs that provide financial assistance to individuals seeking education and training to improve their job skills and career prospects. These programs often target low-income individuals, unemployed workers, and those in high-demand industries. Funding may cover tuition, fees, books, and other related expenses.

As a current non-credit program, CAP students are ineligible for these funds. Therefore we have held conversations at the college to transition the program to a for-credit program. We anticipate that this process could take up to 1 year. In the interim, we have secured financial support from Sound Transit (pending WSATC’s approval of continuation of our recognized program) to continue the program in 2025. See letter of support from Sound Transit attached.

3. Between 2023 and 2042, Sound Transit anticipates nearly 54 million additional labor hours will be required to complete its expansion program and consequently, the Puget Sound region is predicted to face a 6.2% construction labor supply shortage. To meet the labor demand to build the voter-approved projects, Sound Transit foresaw the need to increase and retain skilled workers in the construction trades. In an effort to then meet these demands, Sound Transit Board set aside funding to support the development of a

Pre-Apprentice Training with a focus on under-represented populations groups and targeted occupations. As a result, EC, Sound Transit, the City of Lynnwood, and others partnered to offer “Construction Trades Pre – Apprenticeship Program,” a ten-week 300 hour pre-apprenticeship program that provides the skills needed by new workers entering the construction trades. The class introduces students to several construction-related careers while developing life skills for workplace success. Offered free of cost to participants, the program encourages members of traditionally underrepresented communities, namely low-income, BIPOC, and LGBTQ+ communities, English learners (representing 20% of enrolled students), women, and veterans. Skilled journey-person-level workers earn family-supporting wages with benefits, which is critical to ensuring not only a vibrant local economy, but also representing a community in which all residents can thrive.

4. Edmonds College (EC) is located in Lynnwood, WA, and primarily serves students from Snohomish County. With an estimated 822,083 residents, Snohomish County (SnoCo) has the third-highest county population in WA. SnoCo is home to an increasingly diverse population, especially south SnoCo and the areas that Edmonds largely serves. Edmonds School District, which encompasses most of south SnoCo serves 8% Black or African American students, 23% Hispanic or Latino students, 13% Asian American students, and 11% students that identify with more than one race. Whereas SnoCo overall has approximately 22% residents of color, Edmonds School District serves 54% students of color, and EC has 48% students of color.

This population concentration is especially important in considering the needs of the communities that EC serves and the workforce needs of historically marginalized communities. According to the 2019 Snohomish County Low Income Community Needs Assessment, 8.8% of residents live below the poverty level. Poverty has been shown to disproportionately affect vulnerable communities in our county, who are more likely to live on or near the poverty line, as shown in the table below.

5. a. The program duration is 300 instructional hours. Each cohort has a maximum of 10 students. We typically run 4-5 cohorts a year serving 40-50 students annually.

b. The program has a dedicated full-time Facilitator, as well as shared access to staff including: Student Support Coordinator, Associate Director of Trades and Training, Program Manager, Administrative Services Manager, Facilities Manager, Marketing Manager and Executive Director.

c. The facilitator is responsible for supporting the students on a daily basis for academic and training. Each student has access to a laptop for use in the classroom and they can access the course through Canvas in class and at home if there are lessons that need to be reviewed for comprehension. We use Career Connections as well as Teach Construction to supplement specially due to the video access that it provides. Additionally, the Student Support Coordinator provides support with resume writing, interview preparation, mock interviews and job search assistance. As Edmonds College students, all participants have access to campus resources and services. In addition, every student meets with Cares of WA during the first week of the program to assist with needs such as gas cards, work boots, etc. We are currently bringing on a work study student to assist with compiling jobs available for regular distribution to students and graduates.

d. The Student Support Coordinator provides 8-10 job site visits and tours of union training sites for networking opportunities and industry awareness. In the program, the students create a goal plan complete

with an action plan and timeline to accomplish their goals. Soft skills, such as communication, teamwork, time management, etc. are incorporated throughout the course and in assessments to ensure that students are prepared to successfully enter the workforce. Upon successful completion of the program, students receive a badge and are provided with information on our articulation agreements.

6. a. Students must maintain an attendance rate of 90% and achieve a minimum overall grade of 70% in order to receive the completion badge. Graduates of the program are able to utilize math concepts in practice, demonstrate professional behavior and safety protocols, apply basic construction techniques, collaborate on project planning and effectively communicate to problem solve with a team.

b. During the course, students receive industry training and certification in OSHA 10, Flagger, Forklift, Scissor Lift, CPR/First Aid which can boost resumes, especially for students that may not have much industry experience before the program.

c. CAP is a non-credit program currently organized under Continuing Education

d. The articulation rate goal is 15% of all program graduates will enter into a WA state registered apprenticeship within 6 months of graduation of our program.

7. CAP is proud to represent Snohomish County. While the primary focus of the CAP program is on developing practical skills for participants, it also emphasizes fostering a sense of community support and connection. The program not only teaches technical skills but also encourages collaboration, mutual aid, and a supportive environment for participants, perhaps offering resources like mentorship, networking opportunities, or emotional support to help individuals succeed both personally and professionally.

This has been proven through its work with community partners, such as LIHI to build tiny houses, which provide technical training for students while bringing awareness and solutions to the local housing crisis. Since Fall 2023, we have collaborated with Habitat for Humanity of Snohomish County where our students spend a day on their active house rehabilitation job site (Bayside Project) in Everett volunteering on the build.

Additionally, after noticing that 20% of our enrollment were students whose first language was not English, we created 2 cohorts of classes in 2024, that supported higher level ESL students in bridging the gap between ESL and access to an opportunity in working in the trades. These 2 cohorts received 300 instructional hours of CAP as well as an additional 90 hours of trades focused ESL courses. The ESL course was taught by an EC ESL faculty member and classes were held onsite at the AMSC which removed the barrier of students having to travel to campus for ESL. In addition, the ESL faculty was embedded in the CAP course for an additional 120 hours to assist the CAP Facilitator if further explanation was needed.

11/13/2024 MN

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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. Construction Trades Math –Planned Number of Hours- 50

Curriculum Elements:

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

- a. Develop basic math skills
- b. Apply measurement techniques
- c. Understand mathematical concepts in construction

2. Worksite Behaviors, Readiness and Safety -Planned Number of Hours- 50

Curriculum Elements:

- Industry/occupation specific safety training and education

- Employability skill development
- Industry/trade specific skills and knowledge
 - a. Demonstrate professional worksite behavior
 - b. Understand safety protocols and emergency procedures
 - c. Apply basic financial literacy skills
 - d. Prepare for job search success

3. Basic Tools, Basic Construction, Basic Blueprints - Planned Number of Hours-80

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge
 - a. Demonstrate proficiency in basic tool usage
 - b. Apply basic construction techniques
 - c. Interpret basic blueprints and plans

4. Construction Trades Industry Awareness -Planned Number of Hours-40


Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge
 - a. Experience real-world applications
 - b. Evaluate safety and best practices
 - c. Network with industry professionals

5. Capstone Project - Planned Number of Hours- 80

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge
 - a. Collaborate on project planning
 - b. Implement construction techniques
 - c. Evaluate and present project outcomes

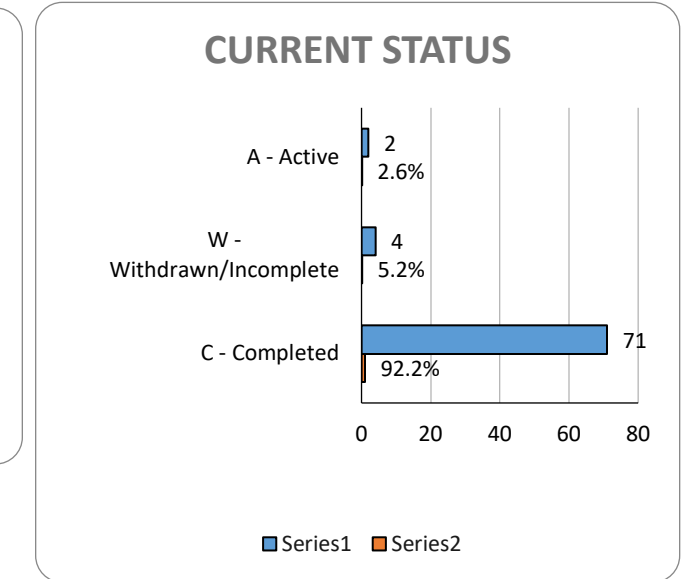
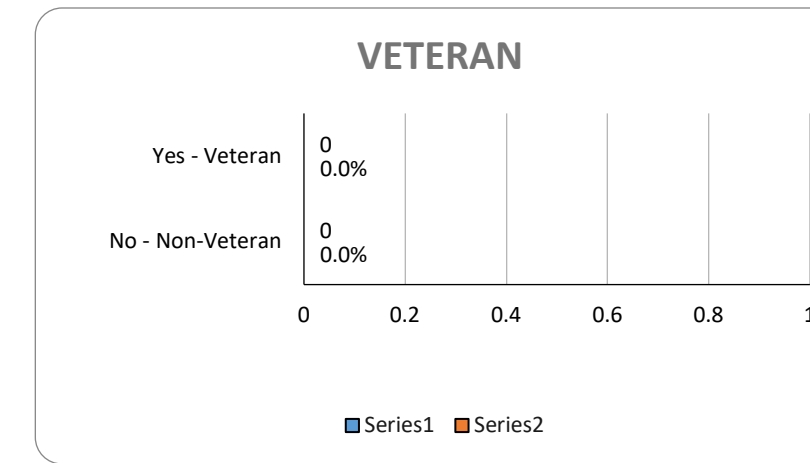
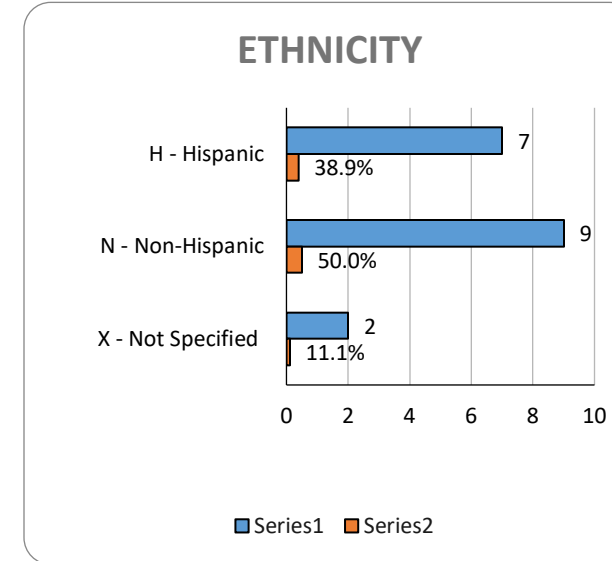
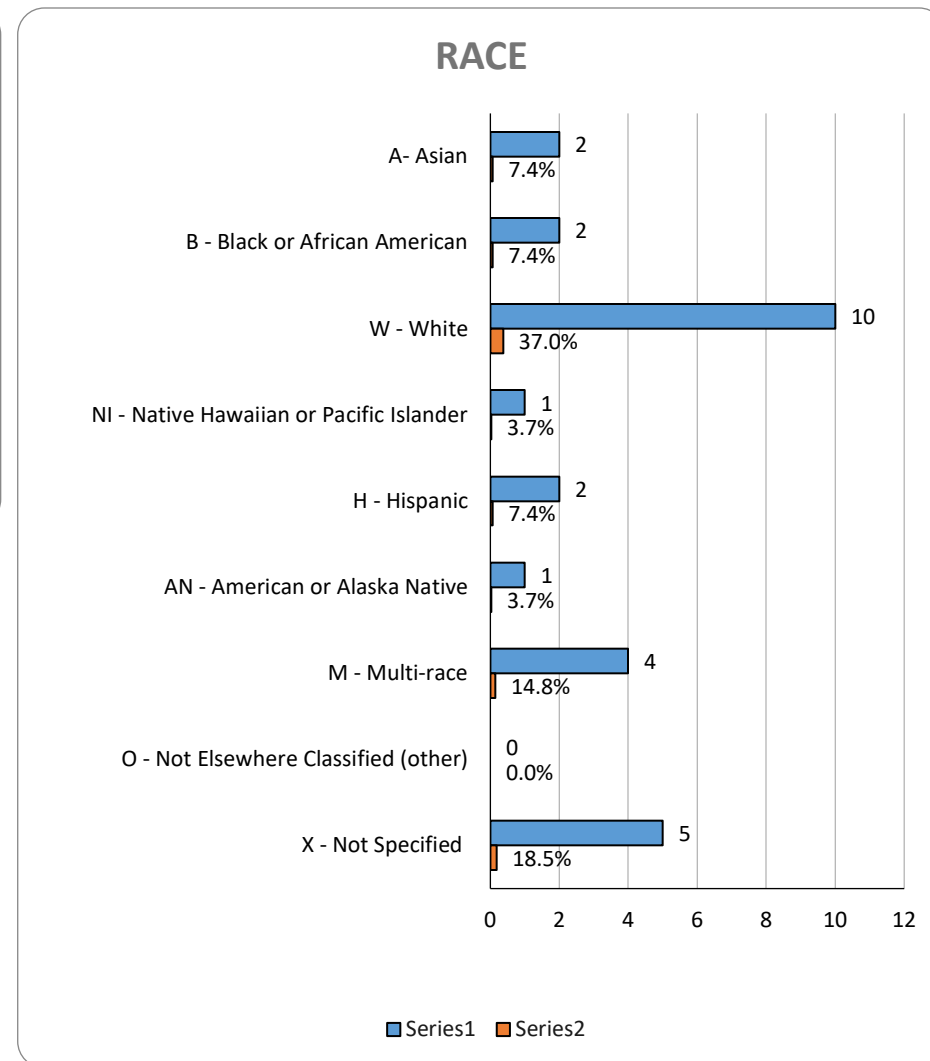
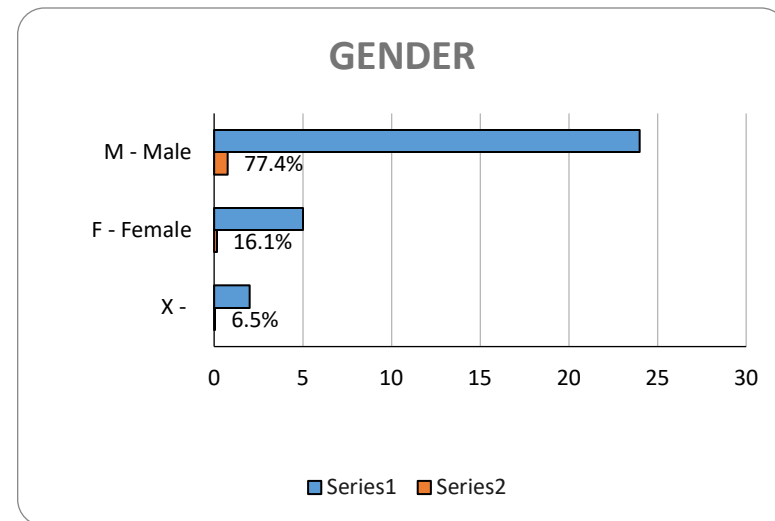
Preparatory Program Name: Edmonds College Construction Trades Pre-Apprenticeship	Total Number of Participants: 74	
Reporting Period, Earliest Date: 10/4/2021	Total Participant Graduates: 71	
Reporting Period, Latest Date: 12/20/2024	Total Withdrawals/Incomplete: 4	
		Total Grad's Articulated into Reg' Apprenticeship: 15

*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	First	Birth YYYY/MM/DD	Gender M,F,X	Race A,B,W,NI,H,AN,M,O,X	Ethnicity H,N,X	Veteran Yes,No	Cohort YYYY/MM/DD	Current A,W,C	Graduation YYYY/MM/DD	Registered	Occupation	Date of YYYY/MM/DD	Apprentice
74	74	20	78	74	20	0	78	78	74	15	15	15	15

Articulation Rate
20.27%

Hide Chart Hide Chart Hide Chart Hide Chart Hide Chart





11/13/2024 MN

Teri Gardner 11-13-24

October 28, 2024

Re: Letter of Support for Edmonds College Construction Trades Pre-Apprenticeship Application

Please accept this letter as proof of our support for the Edmonds College Construction Trades Pre-Apprenticeship Program application as a state-recognized pre-apprenticeship program. We applaud Edmonds College's efforts to develop a program focused on helping men and women of color a pathway into an occupation providing a livable family-sustaining wage.

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

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

In support of Edmonds College Construction Trades Pre-Apprenticeship Program, we can provide the following services:

- Direct entry to Edmonds College Construction Trades Pre-Apprenticeship program graduates into any one of our 12 state registered apprenticeship programs.
- Guidance and consultation regarding training needs and industry trends for employment.
- Field opportunities for Edmonds College Construction Trades Pre-Apprenticeship students to visit apprenticeship training centers.
- Industry experts who can present career information to Edmonds College Construction Trades Pre-Apprenticeship students.

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

Sincerely,

Halene Sigmund

Halene Sigmund, president

Construction Industry Training Council of WA

Cc: file

11/13/2024 MN



PACIFIC NORTHWEST IRONWORKERS AND EMPLOYERS
APPRENTICESHIP & TRAINING COMMITTEES

Teri Gardner 11-13-24

Memorandum of Understanding

Between

Iron Workers Local Union 86

And

Apprenticeship & Edmonds College (CAP)

This agreement between the Iron Workers Local Union 86 and Apprenticeship & Edmonds College (CAP) is made to provide Edmonds College (CAP) graduates the option to earn preferred enrollment in the Iron Workers Local 86 Pre-apprenticeship and Apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

Now, therefore, it is agreed by and between the parties as follows:

1. Preferred enrollment in the Iron Workers Local 86 Pre-apprenticeship and Apprenticeship program may be granted through this agreement. Preferred enrollment means that Edmonds College (CAP) graduates who, because of the quality of preparation at Edmonds College (CAP) meet the criteria identified in section 2, to receive preferred entry status upon application and receive a guaranteed 10 points through the application process. Preferred enrollment does not constitute direct entry because the candidates must demonstrate skills and abilities acquired through the Edmonds College (CAP) program. The awarding of such direct enrollment is contingent upon the joint cooperation of the two institutes.
2. The courses articulated for preferred enrollment credits are outlined below. Preferred entry requirements include:
 - a. Edmonds College (CAP) will appear on the transcript and application.
 - b. Preferred enrollment will only be given for students who successfully complete all **Edmonds College (CAP)** courses.
 - c. Considered preferred enrollment will be contingent on the current employment needs and out of work list of Iron Workers Local 86 Apprenticeship program.
3. Students must complete the **Edmonds College (CAP)** program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.



PACIFIC NORTHWEST IRONWORKERS AND EMPLOYERS
APPRENTICESHIP & TRAINING COMMITTEES

4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. Edmonds College (CAP) will maintain its level of quality as determined by the Iron Workers Local 86 Apprenticeship program evaluation.

5. This agreement shall begin November 1, 2024.

The undersigned parties accept and approve THIS AGREEMENT

Kim Chgoman

Edmonds College Representative

Kim Chgoman, VPI

11-1-24

Date

Eric Sanchez

Eric Sanchez

Coordinator

Iron Workers Local Union 86

11/1/2024

Date

11/13/2024 MN

Teri Gardner 11-13-24



Articulation Agreement

This Articulation Agreement is made and entered into as of October 31, 2024 by and between:

- NW Laborers Employers Training Trust Fund ("NWLETT"), a Washington State Registered Apprenticeship located at 27055 Ohio Avenue Ne, Kingston, Wa, 98346.
- Edmonds College Construction Trades Pre-Apprenticeship ("CAP"), part of the Advanced Manufacturing Skills Center located at 3008 100th St. SW, Everett, WA 98204.

WHEREAS, NWLETT is dedicated to providing skilled labor for the construction industry through training program.

WHEREAS, CAP offers a pre-apprenticeship program designed to prepare students for careers in the construction trades.

WHEREAS, NWLETT and CAP desire to collaborate to create a seamless pathway for qualified graduates of the CAP pre-apprenticeship program to enter the NWLETT training programs.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual covenants contained herein, the parties agree as follows:

1. Purpose

The purpose of this Agreement is to establish a formal partnership between NWLETT and CAP to:

- **Facilitate** the transition of qualified CAP pre-apprenticeship program graduates into NWLETT apprenticeship programs.
- **Provide** a preferred applicant status for CAP pre-apprenticeship program graduates during the NWLETT application process.
- **Award** additional points on the NWLETT New Entry Assessment to qualified CAP pre-apprenticeship program graduates.

2. Preferred Applicant Status

CAP pre-apprenticeship program graduates who meet the following criteria will be granted preferred applicant status when applying to NWLETT apprenticeship programs:



KINGSTON
27055 Ohio Avenue NE
Kingston, WA 98346
360.297.3035

DES MOINES
22323 Pacific Hwy S
Des Moines, WA 98198
206.424.2770

SPOKANE
3921 E. Francis
Spokane, WA 99217
509.467.5239

SATSOP
116 Tower Boulevard
Elma, WA 98541

UTAH
5667 W. Dannon Way
West Jordan, UT 84041
801.280.7195

1. A preferred entry in the NWLETT apprenticeship program may be granted through this agreement. Preferred enrollment means that CAP program graduates, who, because of the quality of preparation at the CAP program, meet criteria identified below in Section 2 will be granted preferred entry on their application upon successfully completing an application at our next available Trade Orientation (Trade Orientations are scheduled twice a month), preferred entry into the NWLETT state-recognized apprenticeship. Preferred enrollment does not constitute direct entry for students that complete the CAP program. The awarding of such preferred enrollment is contingent upon the joint cooperation of the two institutions.
2. The courses articulated for preferred enrollment are outlined below:
 - a. The CAP program will appear on the transcript and/or supporting documentation.
 - b. Successful completion of the CAP pre-apprenticeship program with a badge/certificate as supporting documentation.
 - c. The student must meet the minimum requirements of the NWLETT Apprenticeship as shown in the Northwest Laborers Committee Apprenticeship Program Standards (<https://lni.wa.gov/licensing-permits/apprenticeship/docs/0071.pdf>) (Be 18 years of age upon date of application).

3. New Entry Assessment Points

Qualified CAP pre-apprenticeship program graduates will receive 10 additional points in the Technical/Trade Related section of the NWLETT New Entry Assessment.

4. Responsibilities

a. NWLETT:

- Develop and maintain communication with staff and students outlining the benefits of the articulation agreement for CAP pre-apprenticeship program graduates.
- Work collaboratively with CAP to promote the articulation agreement and NWLETT apprenticeship programs to CAP students.
- Provide clear and timely application and enrollment procedures for CAP pre-apprenticeship program graduates.
- Award the agreed-upon additional points (10 Points) on the New Entry Assessment to qualified CAP pre-apprenticeship program graduates.
- NWLETT will help to support the CAP program as guest speakers and help to support training center tours.

b. CAP:

- Advise program participants about the articulation agreement and its benefits.
- Assist graduates in completing NWLETT apprenticeship program applications.
- CAP will support the referred students as a mentor and provide needed resources for student success.

5. Terms and Termination

This Agreement will be effective for a period of 2 years from the date of execution. This Agreement may be terminated by either party upon 60 days' written notice to the other party and is subject to change by either party at any time.

1. The agreement may be revised /modified by mutual agreement as needed.
2. Both parties may advertise this agreement.

6. Entire Agreement

This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous communications, representations, or agreements, whether oral or written.

7. Amendment

This Agreement may be amended only by a written agreement signed by both parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

NW Laborers Employers Training Trust Fund
(NWLETT)

By:



Name: Brandon Jordan
Title: Training Director

Edmonds College Construction Trades Pre-
Apprenticeship (CAP)

By:

Name: Dr. Kim Chapman
Title: Vice President of Instruction