

Teri Gardner 5-13-24

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:

Northwest Washington Electrical Industry Joint Apprenticeship and Training Committee Pre-Apprenticeship Program

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

Northwest Washington Electrical Industry Joint Apprenticeship and Training Committee

Contact Information:

Individual Authorized to Represent the Program

Name: Robert Bartel

Organization: Northwest Washington Electrical Industry JATC
Pre-Apprenticeship Program

Title: Training Director

Phone: 360-428-5080

Email: rob@nwejatc.org

Mailing Address: **306 Anderson Road, Mount Vernon, WA 98273**

Physical Address: **306 Anderson Road, Mount Vernon, WA 98273**

Point of Contact for Outreach and Enrollment

Northwest Washington Electrical Industry JATC |

*Name: Robert Bartel
Organization: Northwest Washington Electrical Industry JATC
Title: Training Director
Phone: 360-428-5080
Email: rob@nwejatc.org
Mailing Address: 306 Anderson Road, Mount Vernon, WA 98273
Physical Address: 306 Anderson Road, Mount Vernon, WA 98273*

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

*Name: Robert Bartel
Organization: Northwest Washington Electrical Industry JATC
Title: Training Director
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Email: rob@nwejatc.org
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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. positive 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:*

Graduates will be prepared to start as a registered apprentice with Northwest Washington Electrical Industry JATC. They will begin at first progression in the Inside Wireman apprentice program with 200 hours of related supplemental instruction credit. Completers may also choose the Limited Energy or Residential program.

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

The target goal for students graduating from the pre-apprenticeship program to be a registered apprentice with NWEJATC is a minimum of 20%. However, we expect that number to be much greater.

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 timeframe for the pre-apprenticeship program is six months as not of the exemptions apply.

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

We are anticipating a minimum of two cohorts per year with approximately 10 to 16 students per cohort.

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

Pre-apprentices must complete all classroom and lab work, demonstrate professionalism, reliable attendance, and an aptitude for the trade. Completers must have 100% attendance and participation in the classroom and lab. In the event of an absence, students must make up all attendance, homework, and tests. Satisfactory minimum GPA is 75%. Make-up classes are offered weekly on an as-needed basis.

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 pre-apprenticeship (*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 <i>(select all that apply)</i>			
		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
Northwest Washington Electrical Industry JATC	Inside Wireman	Yes	Yes	Yes	Yes
Northwest Washington Electrical Industry JATC	Limited Energy	Yes	Yes	Yes	Yes
Northwest Washington Electrical Industry JATC	Residential Wireman	Yes	Yes	yes	Yes

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>
Cascade Chapter NECA / Cindy Austin	Committee Member
Ewing Electric / Erik Sorensen	Committee Member & Training Agent
ANEW	Supportive Services Provider
IBEW Local Union #191 / Randy Curry	Supportive Services Provider
Career Safe	Training Provider

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. At a minimum, the curriculum must include the following elements:

Industry/occupation specific safety training and education;

Employability skill development;

Industry/trade specific skills and knowledge; and

Course hours.

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.

Our curriculum is developed through a partnership with IBEW/NECA and the Electrical Training Alliance. The delivery method includes in-classroom instruction, hands-on lab work, and computer mediated learning which is done independently. A minimum of 200 hours is spent in the classroom or lab. Our curriculum for pre-apprenticeship is much of our Inside Wireman curriculum including the following courses: Applied Codeology, Conduit System Fabrication, Constructing Your Future, Electrical Job Information, Electrical Theory, Harassment Prevention, Introduction to Apprenticeship, Reading Comprehension, Tech Math, OSHA-10, and First Aid.

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.*

NWEJATC Pre-Apprenticeship Program will closely follow the curriculum, class activities, evaluations, and teaching techniques already in practice by NWEJATC. Our pre-apprenticeship classes will follow most of the curriculum and labs as a registered first-year student with NWEJATC.

In addition, our instructors attend training every year to improve their skills and to learn new teaching tools for adult learners. NWEJATC instructors use the curriculum provided by the electrical training ALLIANCE to develop hands-on activities and lab projects that go hand in hand with the curriculum for our Pre-Apprenticeship Program.

Electronic evaluations are used for instructors to fill out on students and for students to fill out on the instructor/course. As with NWEJATC, NWEJATC Pre-Apprenticeship will address any issues/problems brought up on the evaluations swiftly. We will also ensure students and instructors know the excellent assessments.

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

Krystal McCann has been an instructor with NWEJATC for over 5 years. She is a licensed journeyman electrician with Washington State, and she is our first year instructor. Krystal also instructs our 4th year students and is a Subject Matter Expert (SME) in journeyman exam preparation. Krystal was the instructor for our pre-apprenticeship class through the Electrical Training Alliance DOL grant.

- 3. What, if any, post-secondary credit do program participants receive?
Our students will receive 21 credits from Skagit Valley 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:*

The general demographics intended for program participants include, but are not limited to, females, minorities, and veterans who live in the following Washington State Counties: Chelan, Douglas, Okanogan, Grant, Snohomish, Whatcom, Skagit, Island, and San Juan.

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.*

Underrepresented populations (females, minorities, and veterans) that applied for NWEJATC but were not selected to start the apprenticeship program will be offered entry into the NWEJATC Pre-Apprenticeship program. We will go down our holding list until the class is full. In addition, we will work with the IBEW, Local Union #191, to offer the pre-apprenticeship classes to material handlers who have been unable to start the apprenticeship program in the past due to qualifications or they did not rank high enough on the applicant holding list.

We continue to participate in career fairs in our geographic area. We make a special effort to spend more time with females, veterans, and minorities at the events. We speak to individual classrooms at Regional Apprenticeship Pathways (RAP) facilities, Tulalip and Lummi Tribes, and other pre-apprenticeship programs. Many pre-

apprenticeship classes come to our facility for tours, which is an excellent opportunity for us to talk to individuals who are interested in our program.

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

Participants are in direct contact with their instructors, who often take on the role of advisor and mentor. Our instructors can direct students and give them the necessary resources to succeed. If our students are in financial hardship, they could direct them to services through the IBEW or ANEW. They will refer them to our Member Assistance Program (MAP) if they need legal advice or have personal or mental health issues. In addition, we have an advanced and experienced administrative staff that can help with whatever needs arise for our students and refer them to the services mentioned above. Our Training Center also has posted resources for childcare access and 988 suicide prevention.

- 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.*

After successful completion of our pre-apprenticeship program, we will place them with a contractor and register them with NWEJATC as soon as we have secured a job for them with a Training Agent. Our pre-apprentices will not be required to pay for books or tuition. While they are attending our Pre-Apprenticeship program, if they are available, we will assist them in possible job placement with the IBEW as a Material Handler.

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.

Our staff use ARTS daily. We are familiar with the system.

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*

APPENDIX A – PROGRAM SUMMARY

Construction Experience:

The NWCI Pre-apprenticeship program is designed to give students daily exposure to both hands-on applications as well as the math that is required to survive and excel in the industry. The 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.

Currently the grants are funded in part by public agencies such as WSDOT, Port of Seattle, City of Seattle, City of Tacoma, Boys & Girls Clubs of King County, LNI and other programs sponsored by local workforce agencies.

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 works with all types of populations from those coming from incarceration, homelessness, high school to markets specific to women and people of color. NWCI's geographical area cover the border of Canada to Southwest Washington to Northern Idaho/Eastern Washington

NWCI offers craft specific pre-apprenticeship cohorts in which supports the Carpenters crafts such as General Carpentry, Interior Systems 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, metal stud framing, drywall applications and acoustical ceiling. 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 15 cohorts with 10-12 students per each class. 2025 we are expected to run another 15 cohorts with 10-12 students per each cohort. NWCI's cohorts are traditionally 3 weeks long 40 hours each week. We do have 2- cohorts targeted to high school graduates and/or those who are between the ages of 18-24. The two cohorts will be 4 week cohorts, 40 hours per each week and will target General Carpentry and Pile Driver; successful graduates will make a decision as to the craft they would like to be placed in.

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.

NWCI also has it written into the awarded grants that we will pay for their first-year apprenticeship tools, work clothes, work boots, weekly gas cards and union dues

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. For scaffold cohorts, students will receive their high hazard facility training and TWIC cards and scaffold user.

Successful students will receive RSI credit for their first (introduction) class.

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APPENDIX B – CURRICULUM OUTLINE

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education. (WSATC Policy 2012-03 Sec. II C)*

Please use the format below for the program’s curriculum outline. Identify all curriculum elements and provide primary learning objectives that apply to each course.

Please copy and paste the format below to add additional course sections and/or primary learning objectives as needed.

1. Course Name/Module – Core Employability Skills

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

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

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 – Core trade Math

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

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 pile driving layout operations

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 – Core Elective

Curriculum Elements:

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

Students must successfully complete one of the below elective courses to gain full credit as part of the apprenticeship preparation program

- Site visits
- Elective

7.) Course Name/Module – Elective- Pile Driver

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

8.) Course Name/Module –Elective- Interior Systems

Curriculum Elements:

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

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


9.) Course Name/Module – Elective- Scaffold Erector

Curriculum Elements:

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

- Demonstrate the hand signals used to call out for number and type of scaffold components.
- Properly tie the knots used in scaffolding to raise and lower material.
- Assemble three pre-designed scaffold projects
- Identify the various components associated with Systems Scaffold.
- Familiarize and interpret a System Scaffold working drawing.
- Demonstrate the ability to safely layout and erect a single bay, multi bay, multi lift, inside/ outside corners, and bridging with trusses.
- Identify the sequence and importance of proper inspection of a finished systems scaffold.
- Demonstrate the ability to safely dismantle a Systems Scaffold.
- Pass a competency based examination of the rules and regulations that pertain to Systems scaffolds.
- Identify and name the five types of welded frames used today.

- Familiarize and interpret a Frame Scaffold
- Properly layout and erect a Single bay, Multi bay, Multi lift, Rolling tower, and Bridge with Putlogs.
- Perform a proper inspection on all finished Frame projects.
- Pass a competency based examination of the rules and regulations that pertain to frame and rolling tower scaffolds.
- Students will also receive their High Hazard Facility Training & TWIC card

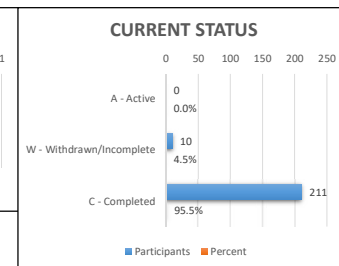
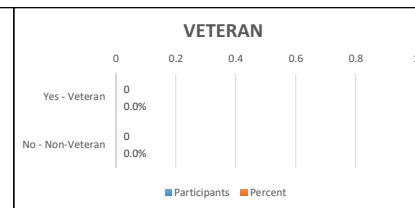
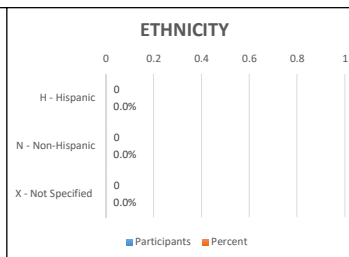
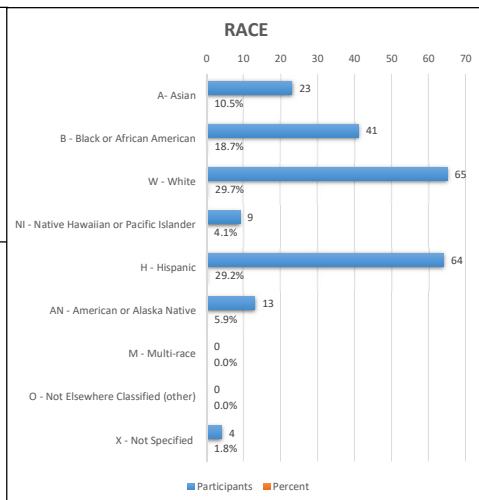
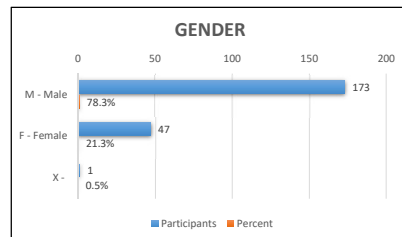
Preparatory Program Name:	NWCI Pre-Apprenticeship	Total Number of Participants:	221	
Reporting Period, Earliest Date:	1/25/2021	Total Participant Graduates:	211	
Reporting Period, Latest Date:	12/14/2023	Total Withdrawals/Incomplete:	10	
		Total Grad's Articulated into Reg' Apprenticeship:	170	

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

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
Last Name	First Name	Birth Date	Gender	Race	Ethnicity	Veteran	Cohort Start Date	Current Status	Graduation Date	Registered Apprenticeship Name	Occupation	Date of Registration	Apprentice ID Number
221	221	0	221	221	0	0	221	221	221	170	170	0	170

Articulation Rate
76.92%

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

Articulation Agreement- TIER 1

Between

Carpenters-Employers Apprenticeship & Training Trust Fund

And

Northwest Carpenters Institute (NWCi)

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 **Northwest Carpenters Institute** 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 **Northwest Carpenters Institute** program graduates who, because of the quality of preparation at the **Northwest Carpenters Institute** 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 **Northwest Carpenters Institute** 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. **Northwest Carpenters Institute** program will appear on the transcript and/or supporting documentation
 - b. Direct entry will only be considered for students who complete all **Northwest Carpenters Institute** 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.



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- e. First year CEATT certification classes must be taken regardless of **Northwest Carpenters Institute** 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 **Northwest Carpenters Institute** 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. **Northwest Carpenters Institute** must maintain its level of quality as determined by CEATT program evaluation.
 5. **Northwest Carpenters Institute** 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 **Northwest Carpenters Institute** 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. **Northwest Carpenters Institute** 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 **Northwest Carpenters Institute** Curriculum is changed substantially, **Northwest Carpenters Institute** 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

Marianna Hyke

Program Coordinator, NWCI

5/31/24
Date

5/31/24
Date



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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 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.