

11/15/2024 MN

Teri Gardner 11-15-24

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. The cost to program participants may be considered as a factor when evaluating for recognition and continued recognition. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

NEWTech Energy and Power Pre-Apprenticeship Program

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

NEWTech PREP Skills Center

Contact Information:

Individual Authorized to Represent the Program

Name: Patrick Lenihan

Organization: NEWTech PREP Skills Center

Title: Assistant Director

Phone: 509.354.7412

Email: patrickl@spokaneschools.org

Mailing Address: 4141 N. Regal, Spokane WA 99207

Physical Address: 4141 N. Regal, Spokane WA 99207

Point of Contact for Outreach and Enrollment

Name: Jacob Snyder
Organization: NEWTech PREP Skills Center
Title: Energy & Power Instructor
Phone: 509.354.7491
Email: jacobsn@spokaneschools.org
Mailing Address: 4141 N. Regal, Spokane WA, 99207
Physical Address: 4141 N. Regal, Spokane WA, 99207

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

Name: Marie Miller
Organization: NEWTech PREP Skills Center
Title: Career Readiness & Pre-Apprenticeship Coordinator
Phone: 509.354.7421
Email: mariem@spokaneschools.org
Mailing Address: 4141 N. Regal, Spokane WA, 99207
*Physical Address: **4141 N. Regal Spokane WA, 99207***

Summary of Preparatory Program

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

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*
- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
- 3. Describe the primary needs you have identified in your service area the program will address.*
- 4. Describe the target populations and geographical area.*
- 5. Describe the program. Please include the following:*

- a. *The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*
 - b. *How the program will be staffed (i.e., instructors, administration, etc.);*
 - c. *Participant support/resources during program; and*
 - d. *Apprenticeship navigation and articulation plan.*

6. *Describe the program outcomes. Please include the following if applicable.*
 - a. *Successful completion (required)*
 - b. *Industry recognized certificate(s)/certification(s)*
 - c. *Educational credit*
 - d. *Target articulation rate (required)*

7. *Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

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

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

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

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

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

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

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

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

Students are prepared to enter any electrical apprenticeship or any entry-level position in energy or construction trades.

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

We anticipate 15% of our graduates to enter into a registered apprenticeship.

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

6 Months

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

Because we serve high school students, we are utilizing the 12 month option.

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

We expect between 10 and 14 participants each year. We offer one cohort each year.

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

In order to complete the pre apprenticeship program graduates must earn a final grade of C+ or higher, an attendance record of 90% or higher, a score of 100% on all safety tests, and a portfolio which includes certifications, resume, and a sample employment application.

SECTION 3: ARTICULATIONS AND PARTNERSHIPS - (WSATC Policy 2012-03 Sec. II E, Sec. I E)

Apprenticeship preparation programs training participants for a specific occupation must provide at least one articulation agreement at the time of application. Preparatory programs training individuals in multiple occupations must provide a minimum of two articulation agreements at the time of application. Articulation agreements must contain the following components:

The names of the organizations entering into the agreement (Apprenticeship Preparation Program and Registered Apprenticeship Program).

The specific apprenticeship program and occupation(s) that the apprenticeship prep program graduates will be prepared to enter.

One or more of the following considerations for graduates of the prep program:

- a. A preferred entry clause;*
- b. An advanced standing or credit clause;*
- c. Additional point(s) awarded in the application/interview process; or*
- d. Guaranteed interview with registered apprenticeship program.*

Be executed or renewed no more than three months prior to the date of application.

Please select the option which best characterizes your program.

Registered Apprenticeship Program specific apprenticeship preparation (*goal is preparation of apprentices for one specific registered apprenticeship*)

General apprenticeship preparation program (*goal is preparation and support to succeed in a variety of apprenticeships*)

Please complete the chart below with the requested information for each registered apprenticeship with which your program has a formal articulation agreement. A copy of each articulation agreement must be attached to this application. A Memorandum of Agreement/Understanding, a formal contract, or a signed letter of commitment are acceptable forms of articulation agreements.

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

| | | | | | |
|---|---|---|--|--|--|
| Inland Empire Electrical Apprenticeship | Residential or commercial electrician | X | | | |
| Construction Industry Training Council | Residential or commercial electrician, HVAC | 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> |
|---|---|
| Spokane Regional Plan Center | Financial Support, Industry consultant, Member participation in school events, Member support in work-based learning |
| TC Energy | Class presentations, Industry consultant, Grant opportunities |
| Labor and Industry Apprenticeship Director | Advisory Board Member |
| Labor and Industry Youth Employment | Workbased learning consultant |
| CITC (Construction Industry Training Council) | Advisory Board Member, Student Mentorship, Participation in school events, Class presentations; Apprenticeship tours |
| McKinstry | Class presentations; job shadows, mentorship] |
| American General Contractors (AGC) | Class presentations; hiring events, participation in school events. |
| Associated Builders & Contractors (ABC) | Class presentations, hiring events, participation in school events. |
| ARC Electric | Non-paid internships, advisory board member, class presentations, mock interviews, student mentorship. |
| Colvico | Non-paid internships, advisory board member, class presentations, mock interviews, student mentorship. |

| | |
|--|---|
| BL Best | Non-paid internships, student mentorship. |
| Electric City | Non-paid internships, student mentorship. |
| NECA National Electrical Contractors Association | Advisory board, career fairs |

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 curriculum covers a two-year span encompassing 1080 hours of training. This includes both hands on and classroom-based training on a mixture of theoretical electrical principles, residential and commercial wiring, safety and tool skills. Students also learn leadership and basic financial management skills.

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.*

Both CITC and the NJATC have input on both the curriculum and shop projects conducted in the class, and have places on the advisory board.

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

The program's instructor is Jacob Snyder; a Washington licensed 01 journeyman with 10 years of experience in the trade. He has been teaching at NEWTech teaching. He has extensive experience in residential, commercial, and industrial settings. He has experience with motor controls as well.

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

The participants receive no post-secondary credit for college, but successful completion of the course allows them opportunities as outlined in the agreements with both CITC and the NJATC.

Please complete Appendix B – Curriculum Outline.

SECTION 5: PARTICIPANT RECRUITMENT AND RETENTION - (WSATC Policy 2012-03

Sec. II D)

Preparatory program recruitment and retention plans must contain the following elements:

The target demographics of the population their enrollees will be drawn from;

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

The cost of the program to participants.

Please respond to the following questions regarding your programs recruiting and retention plans.

- 1. Please describe the general demographics of the intended program participants (i.e., age, gender, race/ethnicity, geographic area, etc.). Is the program limited to a specific population (i.e., students at a particular high school, veterans, WIOA-eligible, etc.)? If so, explain:*

The intended demographics of our program are any high school student from our 11 school districts, 16 to 19 years of age, in their second year in one of our skilled trades programs at NEWTech PREP. The program demographics are predominately white males ages 16 to 18. A small percentage of students have a documented disability that qualifies them to have an Individualized Education Program. These numbers change from year to year. The metropolitan area of Spokane was 593,466 in July of 2021. We are an urban area with students from surrounding rural and farming areas. We are working to attract Black Indigenous People of Color (BIPOC) and other 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.*

Our principal assistant (PA) oversees marketing. Our pre-apprenticeship coordinator (PC) assists her with selected outreach activities and events and organizes events specifically for our trade programs. Every Wednesday, we have students from different school districts tour NEWTech PREP. Students pick three programs they are interested in and visit with the program's student ambassador. The PA visits junior high and high schools to inform students, teachers, and counselors about our programs and reach students in underrepresented populations. We put on an eighth-

grade career fair, where SPS students participate in hands-on activities with tradespeople and our students. Every year the public is invited to visit NEWTech PREP to explore our programs on Career Night. Our PA and PC also market our programs through regional and local events.

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

For students who cannot afford uniforms or certifications, we have barrier funding available. Program instructors keep in regular contact with parents or guardians if there are any concerns. We utilize the Multi-Tier System Support (MTSS) model to mitigate risk and increase success. Tier 1: Students are taught program expectations. Tier 2: Students who do not achieve benchmarks, or are not responding to universal supports, are provided additional evidence-based interventions. Tier 3: A small percentage of students require more intense instruction or support beyond the interventions in Tier 2 because they have not shown progress. If a student is not showing progress, they are referred by the instructor to the MTSS team who offers additional support. The focus is on the whole child and making sure all their needs are met.

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 pre-apprenticeship coordinator works in groups and one-on-one with students to assist with apprenticeship applications. She makes sure they have all the factors they need for employment. For example, one student did not have a driver's license and needed a permit. Our coordinator helped him get barrier funding through our school for his driver's permit and helped him register for the test. Before graduation, students receive information about adult employment services, such as Work Source and Next Gen Zone, and training facilities, such as Spokane Community College. Our pre-apprenticeship coordinator is available to students after they graduate as well.

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.*

Because we are a public school, there is no cost to students except for uniforms and certifications. For students who cannot afford uniforms or certifications, we have barrier funding. We also receive a Labor and Industry grant for certifications.

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.

The apprentice coordinator will pull data from our Spokane Public Schools software application that tracks student demographics and enter it into the Administrative Requirements Spreadsheet (Appendix C) provided by Labor and Industries, as we are exempt from using the Apprenticeship Registration & Tracking System (ARTS) under WSATC. The apprenticeship coordinator will pull data from the ARTS to track program completers and their enrollment in registered apprenticeships by April 30 and October 31 yearly as required by WSATC policy.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

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

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

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

Please submit your completed application via email to:

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

APPENDIX A – PROGRAM SUMMARY

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

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.

NEWTech PREP (NTP) has been in operation since 1982. It is a consortium school encompassing 11 districts and nearly 30 high schools. Six of the consortium districts have Inter-Local Agreements to send students to NTP. An administrative council, made up of career and technical education (CTE) directors, governs NTP. Spokane Public Schools is the host district responsible for facility management and fiscal services.

The mission of NTP is to prepare youth with relevant knowledge and skills to become productive citizens in a changing world. We provide students with leadership opportunities, industry-recognized certifications, and college credit. In our skilled trades programs, students experience what being in a registered apprenticeship is like. Students receive rigorous industry-based academics as well as hands-on learning. In addition, work-based learning is a daily part of their program, where they learn from industry experts making our pre-apprenticeship preparation a perfect 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.

Our program is state funded per FTE (full time equivalency) of each student enrolled in the skills center. To further explain, a student in a traditional high school is funded 1.0 FTE. Our students are funded at .54 as they are here only half a day. We receive funding per FTE at the enhanced skill center rate. We also receive Perkins grant which we use to purchase major industry standard equipment which would otherwise not be feasible with the program budget.

3. Describe the primary needs you have identified in your service area the program will address.

Energy & Power projects in the Inland Northwest are increasing, and companies need more workers to fill positions. The Washington economy is experiencing a skills gap, especially in the construction sector. Baby boomers are reaching retirement age, leaving ample space for younger workers. As the energy sector evolves with new technology and sustainability demands, there is a need for a workforce trained in both traditional and emerging energy skills, such as renewable energy, smart grid technologies, and energy efficiency. This program aims to bridge the skill gap by equipping students with the knowledge and hands-on experience required to meet the demands of modern energy and power careers.

In collaboration with business and industry partners, NTP prepares our students for the industry, closing the skills gap and preparing a qualified workforce for tomorrow's high-skilled, high-demand, high-wage careers. NTP programs are developing Washington's most valuable resource – its youth.

4. *Describe the target populations and geographical area.* NTP serves 800 juniors and seniors from our 11 consortium-member school districts: Central Valley, Cheney, Deer Park, East Valley, Freeman, Mead, Medical Lake, Nine Mile, Riverside, Spokane, and West Valley. NTP provides access to rural and high-density area students aligned with regionally identified high-demand occupations. Our student population reflects the diversity of our consortium schools. We serve Black Indigenous People of Color (BIPOC) students and students who receive special education, English language development services, and students preparing for nontraditional fields, such as female students in construction trades. To recruit these students, we invite them and community members to attend events at NTP. In addition, we actively market to area schools and participate in professional networking events.

5. *Describe the program. Please include the following:*

a. *The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*

Structure: Our NEWTech Prep pre-apprenticeship program includes students in our Energy in their second year of our Energy & Power Program. We anticipate between 10 and 14 students. Students attend their Energy & Power course for 2.5 hrs. (equivalent to three class periods in a traditional high school) each day, five days a week. Students spend half of their day in their NTP program and the other half at their sending high school. We offer a 540-hr. year-long course in all of our NTP programs.

Anticipated number: We anticipate between 10 and 14 participants each year.

Duration: 9 months (one academic year).

Costs: NEWTech PREP is a public education and free to students. Students are responsible for purchasing uniforms and any earned certifications; however, we have barrier funding for students who cannot afford these costs.

b. *How the program will be staffed (i.e., instructors, administration, etc);* Our program instructor is journeyman electrician and is in his second year of teaching at NTP. In addition to the instructor, there are building administrators, a counselor, a career readiness and pre-apprenticeship coordinator, a business manager, a special education case manager, and instructional assistants who support the programs and students.

c. *Participant support/resources during program; and* While attending their pre-apprenticeship program at NTP, students can connect with our pre-apprenticeship coordinator and our work-based learning support staff person if they need additional help with application materials. Our instructor works closely with industry partners to provide mock interviews, job shadows, and industry tours. Apprenticeship Director, Jon Medaris, with the Inland Empire Electrical Apprenticeship provides aptitude testing and retakes for all our pre-apprentices who plan on applying to the IBEW. We also have support funds for students who have financial hardships that are barriers to employment. Such funding covers industry certifications, tools, uniforms, driver's licenses, and other needs that may arise. Students are connected to appropriate school resources depending on their needs. For example, our special education case manager works with instructors and students to meet their IEPs goals. NTP also has a MTSS Team (Multi-Tiered System of Supports) whose purpose is to offer additional support to any student who is struggling in our programs.

d. *Apprenticeship navigation and articulation plan.* Apprenticeship coordinators and industry partners are invited to NTP to present to the students. Students learn about the apprenticeship application process, requirements, and wages of all the apprenticeship opportunities related to construction and welding. Students then have the chance to visit apprenticeships. Our pre-apprenticeship coordinator is available to assist students with the application process if they need help. NTP has articulation agreements with Inland Empire Electrical Training Trust and the Construction Industry Training Council.

6. *Describe the program outcomes. Please include the following if applicable.*

a. *Successful completion (required).*

- a. a final grade of C+ or higher
- b. an attendance record of 90% or higher
- c. a score of 100% on all safety tests
- d. a portfolio

b. *Industry recognized certificate(s)/certification(s):*

- CPR/First Aid
- Forklift
- OSHA 10
- Flagger

c. *Educational credit* Students who successfully complete a one-year (540 hr.) Construction Trades or Welding Technology course earn 3.0 Career and Technical Education credits. Energy & Power students also earn a lab science equivalency credit toward graduation.

d. *Target articulation rate (required).* Our minimum apprenticeship articulation goal shall be at least 15% of graduates. Articulation will be measured 12 months following the date of apprenticeship preparation program graduation.

7. *Additional Details.* NTP strives to engage industry and community partners to support students. In addition to the support activities described in 5c, our industry partners are mentoring and teaching our students. Students participate in leadership activities, and we have student ambassadors and ASB representatives from each program. We are preparing our first-year students for the rigors of our pre-apprenticeship. Two NTP students completed Avista's Craft Student Program, a year-long paid internship. Last school year we placed seven students in non-paid internships with the help of Inland Empire Training Trust. Students were mentored by industry professionals while on their internships and we have already reached a 15% percent articulation rate following our June graduation. We also held our first annual Apprenticeship Information Night, which was a huge success. We invited parents and students from all over Spokane. Several apprenticeship coordinators reported it was the most meaningful and useful event attended. We have the next Apprenticeship Information Night scheduled for March. We continue to grow in our approach to successfully prepare students for entry into registered apprenticeships.

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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. Career Planning – Planned # of Hours: 10

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Prepares students for industry by allowing them to explore their path forward into the field.

b. Prepares students by having them prepare a relevant resume and cover letter.

2. Industry Health and Safety Standards – Planned # of Hours: 30

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains federal, state, and local safety standards, including OSHA-10 and EPA requirements.

b. Reviews safety requirements on a job site, including PPE, HAZCOM and JHAs.

3. Hand and Power Tools – Planned # of Hours: 10

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Describes electrical specific power tools, including meters, conduit-bending equipment, conduit threading equipment, and other hand tools.

b. Explains the proper usage of torque equipment.

4. Blueprints – Planned # of Hours: 20

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Provides a foundation for reading electrical blueprints and ladder diagrams.

5. Applied Mathematics for the Electrical Industry – Planned # of Hours: 30

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains how to apply the conceptual math from the previous year in an electrical application.

b. Provides reinforcement of tape measure reading, and calculatorless math usage.

6. NEC Regulations – Planned # of Hours: 30

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Provides a basis for reading code regulations.

b. Explains how the NEC is organized, and how to use keywords to navigate it.

7. Electric Power Transmission – Planned # of Hours: 60

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains the electric power transmission process, basic electrical circuit concepts, and an overview of DC Theory.

b. Explains the methods of electrical transmission, both locally and long-distance.

c. Understands how to control current and resistance.

8. Residential Wiring – Planned # of Hours: 125

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains the process of electrical wiring in a residential system.

b. Reviews the NEC code requirements for residential installations, including wire size, panel calculations, box fill, load calculations, and residential blueprint reading.

9. Commercial Wiring – Planned # of Hours: 150

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains the process of electrical wiring in a commercial system.

b. Reviews the NEC code requirements for commercial installations, including wire size, panel calculations, pipe bending, box fill, load calculations, and commercial blueprint reading.

10. Motor Controls and PLCs – Planned # of Hours: 60

Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains how to build and read ladder diagrams in order to control motors.

b. Reviews the NEC requirements to wiring motors and disconnects, and how to use them in a system.

11. Financial Planning – Planned # of Hours: 15


Curriculum Elements:

Industry/occupation specific safety training and education

Employability skill development

Industry/trade specific skills and knowledge

a. Explains the basics of budgeting, personal finance management and how to save money for the future.

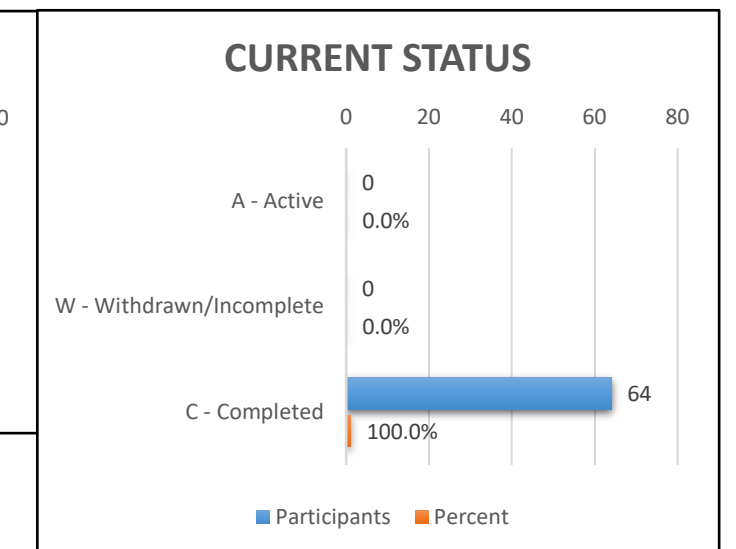
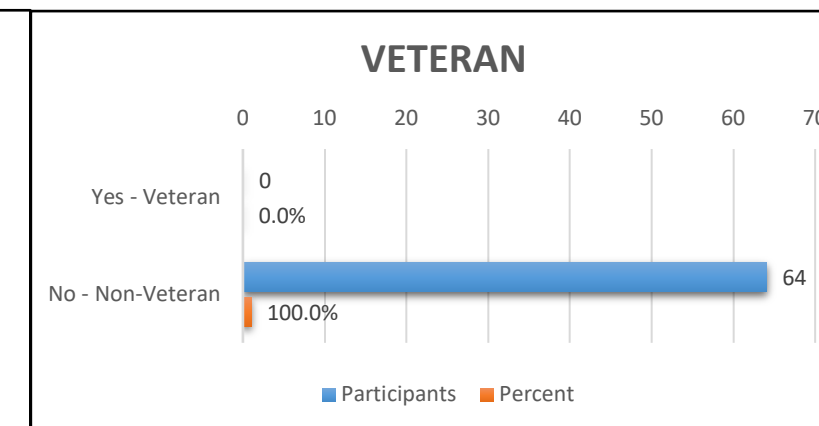
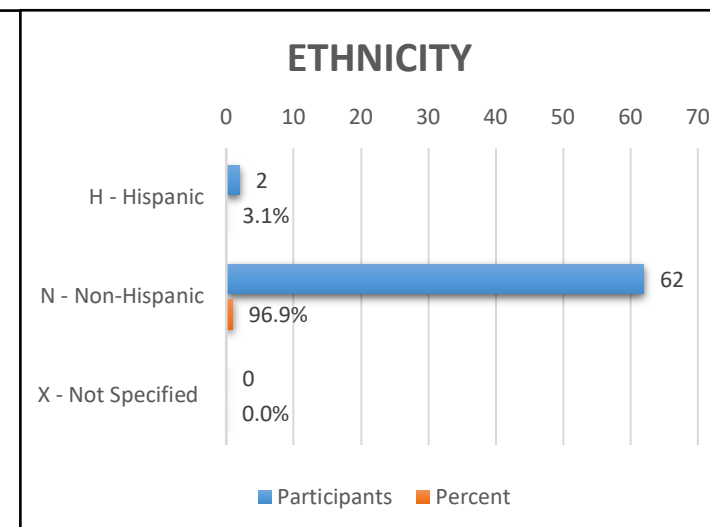
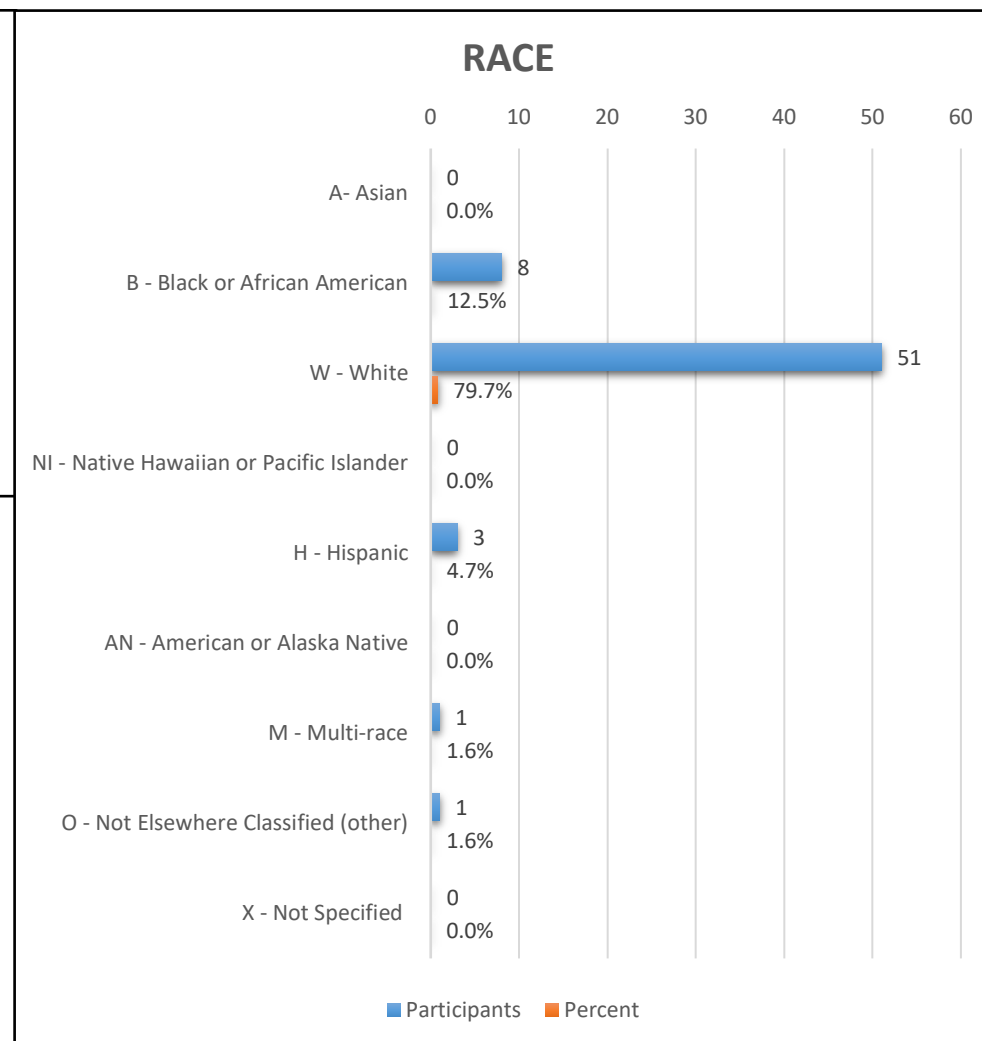
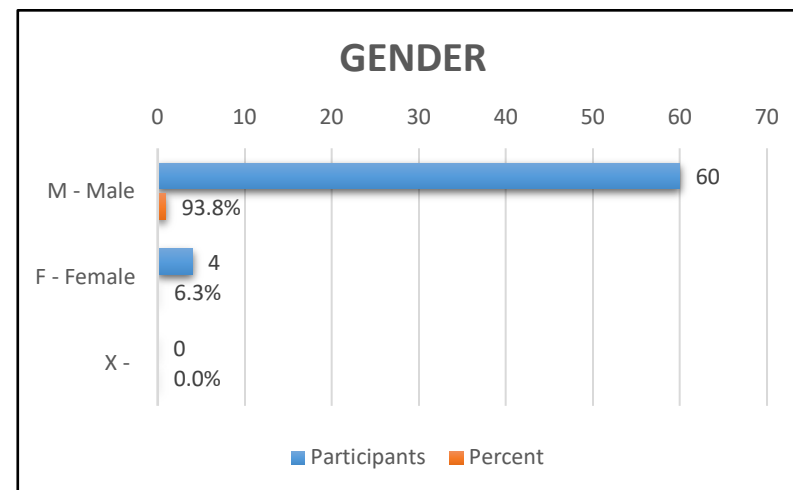
| | | | | |
|----------------------------------|--------------|--|----|---|
| Preparatory Program Name: | NEWTech PREP | Total Number of Participants: | 64 |  |
| Reporting Period, Earliest Date: | 1/1/2021 | Total Participant Graduates: | 64 | |
| Reporting Period, Latest Date: | 10/31/2024 | Total Withdrawals/Incomplete: | 0 | |
| | | 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 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 |
| 64 | 64 | 64 | 64 | 64 | 64 | 64 | 64 | 64 | 64 | 14 | 14 | 14 | 15 |

Articulation Rate
23.44%

Hide Chart Hide Chart Hide Chart Hide Chart Hide Chart



Teri Gardner 11-15-24

11-15-24 MN



November 12, 2024

To Whom It May Concern:

This letter serves as support and an articulation agreement between NEWTech PREP Skills Center Energy and Power Pre-Apprenticeship and the Construction Industry Training Council of Washington.

NETech PREP Skills Center Pre-Apprenticeship Programs students who meet the standards of successfully completing the program as set by NETech PREP Skills Center and Advisory Board will receive:

- 1.) Direct Entry into CITC's electrical apprenticeship program.

We strongly support NETech PREP Skills Center (NTPSC) as a Washington State Pre-Apprenticeship. CITC sits on the advisory board, and we actively support the program by participating in school initiatives such as career fairs, mock interviews, class presentations, and tours of our facility.

Students who complete NTPSC Pre-Apprenticeship are well prepared to enter registered apprenticeships and understand the dedication and hard work ahead of them. This agreement will be valid for three years from the date of signing and can be renewed as needed. Please feel free to contact me with any questions.

Sincerely,

Halene Sigmund, president
Construction Industry Training Council of Washington (CITC)

Cc: file

Teri Gardner 11-15-24

11-15-24 MW



INLAND EMPIRE ELECTRICAL TRAINING TRUST

**3210 EAST FERRY AVENUE
SPOKANE, WA 99202
(509) 534-0922**

November 12, 2024

Dear NEWTech PREP,

This letter serves as support and an articulation agreement between NEWTech PREP Skills Center Energy and Power Pre-Apprenticeship and Inland Empire Electrical Training Trust (IEETT). NEWTech PREP Skills Center Pre-Apprenticeship Programs students who meet the standards of successfully completing the program as set by NEWTech PREP Skills Center and Advisory Board will receive:

- 1.) Opportunity to sit for the Electrical Industry Aptitude Test prior to graduation.
- 2.) Opportunity be selected for direct entry into one of the IEETT apprenticeship programs.

We strongly support NEWTech PREP Skills Center (NTPSC) as a Washington State Pre-Apprenticeship. We have worked with students in the program since its inception and have granted direct entry to multiple students each year. We support the program by attending career fairs, participating in mock interviews, presenting to classes, and mentoring the students. In addition, I help facilitate non-paid internships in the industry so students can gain hands-on real-world experiences under the supervision of journey level electricians. We also offer our aptitude test and retake to students at no cost. I sit on the advisory board and can attest to the quality of the program.

Students who complete NTPSC Pre-Apprenticeship are well prepared to enter registered apprenticeships and understand the dedication and hard work ahead of them. Three cohorts have graduated from NEWTech PREP and 18 of the graduates have been granted direct entry into our apprenticeship program. These numbers are outstanding compared to other regions in Washington. We are honored to continue our support and articulation.

Please feel free to contact me with any questions.

Jon Medaris
Training Director
Inland Empire Electrical Apprenticeship
3210 E Ferry Avenue
Spokane, WA 99202
(509) 534-0922
jon.medaris@inlandelectrical.org