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Teri Gardner 5-19-25

Teri Gardner 5-30-25

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:

XwLemi Chechey'ew'xw

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

Lummi Indian Business Council (LIBC)/ Lummi Tribal Employment Rights Office (TERO)

Contact Information:

Individual Authorized to Represent the Program

Name: Teresa Ray S. Bumatay

Organization: Lummi TERO

Title: TERO Director

Phone: 360-312-2245

Email: Teresarayb@lummi-nsn.gov

Mailing Address: 2665 Kwina Rd., Bellingham WA 98226

Physical Address: 2665 Kwina Rd., Bellingham WA 98226

Point of Contact for Outreach and Enrollment

Name: Lisa M. Pantalia
Organization: Lummi TERO
Title: Compliance Officer
Phone: 360-312-2483
Email: Lisamp@Lummi-nsn.gov
Mailing Address: 2665 Kwina Rd., Bellingham WA 98226
Physical Address: 2665 Kwina Rd., Bellingham WA 98226

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

Name: Teresa Ray S. Bumatay
Organization: Lummi TERO
Title: TERO Director
Phone: 360-312-2245
Email: Teresarayb@Lummi-nsn.gov
Mailing Address: 2665 Kwina Rd., Bellingham WA 98226
Physical Address: 2665 Kwina Rd., Bellingham WA 98226

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:*

A program graduate will have Heavy Highway Construction and Commercial Construction industries training. XwLemi Chechey'ew'xw will also have refinery readiness classes available, which would include the RSO and OSHA 10 Safety. The curriculum XwLemi Chechey'ew'xw offers give our students the ability to move between each industry with ease, giving them an upper hand in starting out with in any of these fields or direct entry into an apprenticeship.

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

XwLemi Chechey'ew'xw expect at least 20% of graduates to enter 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)

Our program does not serve K-12 participants or currently incarcerated individuals, as such we selected the 6 month articulation time frame.

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

XwLemi Checchey'ew'xw would enroll a maximum of 20 students per cohort and have 2 cohorts that are 15 weeks long per year, totaling 40 students for the Pre-Apprenticeship.

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

A student has successfully completed the program after attending classes, actively participating throughout the class and during classroom discussions, assignments, and activities. Our students must maintain an attendance rate of at least 90% and have above 75% (C letter grade) on every assignment from the instructor. If a participant fails, they are granted an additional test to take after going over their failed attempt. So they can acquire the missing skills necessary for passing. A prepared and successful student also leaves the class with an updated, completed, and vetted resume by the instructional staff. There are multiple certificates in the program and their skill demonstration must meet certification requirements to achieve each certificate which are; OSHA 10, Flagging, Small Rigging, High Hazard Facility, Asbestos, Fall Protection, CPR/First Aid, Fall Protection and Construction safety certificate for each cohort completed.

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

Northwest Laborers Employers Training Trust	Laborers	X		X	
Cement Masons & Plasterers Training Center of Washington	Cement Masons	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>
Bellingham Technical College	Training Provider
Northwest Indian College (NWIC)	Training Provider
Safety West Coast Services	Training Provider, Industry consultant, Support services provider
Lummi Workforce Development	Training provider, supportive services provider
Baker Technical Institute	Training provider, Industry Consultant

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.

Lummi Pre-Apprenticeship Program is 454 hours and was created for job seekers who want to kick start their careers in the construction/refinery industry and was designed as a bridge between the community and local apprenticeships. Our classes will be 15 weeks long, 30 hours per week and the curriculum will cover Heavy Highway Construction and Commercial Construction industries training. The topics included are: Shop Safety, Intro into Carpentry, Portable Power Tools, Introduction to Industrial Safety and Health, Welding Principles, Forklift Operator, Heavy Equipment Operator, Basics of Land Grade, HAZMAT First Responder, Concrete Asphalt, Basics of Asphalt, Construction Math, Blueprint Reading, Commercial Vehicle Inspection, Load Securement, Trenching and Excavating Safety Awareness, Fall Protection and Confined Spaces Awareness, Rigging and Hoisting, Construction Certificates, Construction Site Field Trip, Portfolio Development, and Financial Tools for the Trades. The curriculum will be delivered via in-person in classroom instruction setting, hands on in a shop and hands on in outdoor settings.

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.*

Over the past 18 months, our Pre-Apprenticeship Program has actively collaborated with several registered apprenticeship programs to ensure alignment with industry standards

and strengthen the transition from training to employment. We've established formal engagement with the Northwest Laborers and Carpenters Unions, and are currently developing partnerships with the Electrical and Boilermakers apprenticeship programs. Our curriculum has been shaped in coordination with union representatives to reflect the core competencies and entry-level expectations of each trade, including trade math, blueprint reading, safety, and hands-on tool training. Our instructional methods and class activities are modeled after real-world jobsite scenarios and union training center techniques. Evaluation tools such as skills assessments and mock interviews were created with input from apprenticeship coordinators to help participants meet or exceed entry benchmarks. Union representatives have also participated in classroom visits, mentorship, and jobsite tours, helping ensure our program remains current, responsive, and aligned with apprenticeship requirements to support long-term participant success.

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

Our program instructors include certified trade professionals from the Northwest Laborers, Carpenters, , who bring years of direct field experience and serve as active union representatives. Their qualifications include journey-level status, union training credentials, and a deep understanding of apprenticeship entry requirements. The instructors rotate between who is available at the time of scheduling classes. We also partner with Dave Hanson of Safety West Coast Services, who is an OSHA-authorized trainer with over 30 years of experience in workplace safety instruction. This instructional team provides a comprehensive and industry-aligned training experience for our participants.

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

XwLemi Chechey'ew'xw has partnered with Northwest Indian College (NWIC), allowing our students to enroll and earn Continuing Education Units (CEUs) for all topics covered in our Pre-Apprenticeship Program. Participants can earn approximately 8.0 CEUs through NWIC, based on the instructional hours provided. Additionally, Bellingham Technical College has partnered with us to offer a similar opportunity, awarding approximately 8.0 CEUs for successful completion of the program. These credits support academic advancement and may be applied toward continuing education or future credential pathways, further strengthening career development opportunities for our participants.

Please complete Appendix B – Curriculum Outline.

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

Sec. II D)

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

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

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

The cost of the program to participants.

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

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

Our target participant population would be all genders, and non-gender conforming, Native Americans, First Nations, and spouses of or guardians of tribal members that are 18 years and older, residing on or near the Lummi Indian Reservation. The geographical area served is anywhere the target population may reside. The reason for our target population is historically, Lummi tribal members and other Native Americans have suffered discrimination in employment on and near the Lummi reservation. As a result, Native Americans were excluded from the employment market and suffered poverty and high unemployment rates; lost opportunities to learn needed skills or to participate in job training programs; lost opportunities for permanent/full time employment; weren't paid equal wage for equal work. If there are remaining spaces available in the cohorts, XwLemi Chechey'ew'xw would open the participant population to non-Natives who reside in Whatcom County

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.*

XwLemi Chechey'ew'xw would recruit students through social media notices, flyers, career fairs, word of mouth, and notifying our current clients. XweLemi Chechey'ew'xw would also share the information with tribal and local partners, programs and businesses to help spread the word to candidates XwLemi

Chechey'ew'xw might not otherwise reach. The recruitment notices will prominently feature Native American/First Nations preference, while also mentioning that non-Natives may be able to attend if space is available.

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

To retain participants through graduation, the XwLemi Chechey'ew'xw Pre-Apprenticeship Program provides a range of supportive services, tools, and barrier-removal strategies tailored to meet the needs of our Lummi Tribal members. Supportive Services are available to enrolled Lummi Tribal members, subject to eligibility, funding availability, and program approval. To directly address the high rates of poverty, unemployment, and underemployment within the Lummi Nation, TERO provides essential items such as tools, work clothing, and safety footwear related to employment in the construction trades. We also offer year-round training opportunities to ensure participants remain labor-ready and eligible for placement. Additionally, TERO provides direct support for driver's license reinstatement through our Relicense Program, which offers up to \$500 per eligible Lummi Tribal member to assist with reinstating their Washington State driver's license. This is an active and ongoing service, not just a goal. Because many job postings require a valid license as a condition of employment, this program plays a critical role in removing barriers and supporting job readiness. These combined services create a structured and supportive environment that helps participants overcome systemic challenges, remain engaged in the program, and successfully transition into employment or apprenticeship opportunities.

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.*

Support services are available to any Lummi tribal member wishing to join a union or non-union apprenticeship, they will have their initiation fees, application fees and first month of dues paid by TERO. Our office will also supply the applicants with boots, clothes, tools, and other safety gear as needed. If at any time our clients fall behind on dues because of sickness, bereavement, or unforeseen circumstances, TERO will pay up to 6 months of dues. XwLemi Chechey'ew'xw has knowledgeable, friendly staff on hand to help with the application process, as it can become confusing and often

lead to clients not completing the whole process. XwLemi Chechey'ew'xw will be a job coach for the students and help individualize a plan and navigate through the apprenticeship application process. The job coaches will help support and advocate for the students as they build soft-skills such as emailing and calling, submitting resumes online and going through the interview process. XwLemi Chechey'ew'xw has also decided to do 30hr work weeks for the Pre-Apprenticeship curriculum in order to help our clients, the last day of the week will be for check-ins to see what XwLemi Chechey'ew'xw can improve on with the learning process.

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 for participants to enroll in the XwLemi Chechey'ew'xw Pre-Apprenticeship Program. The program is fully funded through tribal, federal, and other supporting grant sources, which allows us to provide training, certifications, and supportive services at no charge to the participant. This includes covering costs for instruction, safety certifications (such as OSHA-10, First Aid/CPR, and Flagging), as well as access to tools, workwear, and transportation assistance when eligible. By removing financial barriers and not requiring tuition or fees, the program ensures equitable access for Lummi Tribal members and others facing economic hardship. This structure is intentional and central to our mission of creating pathways to family-wage employment, particularly for individuals from underrepresented and underserved communities.

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 have a dedicated person that uploads our cohort information on the ARTS Program.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

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

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

Applications are due no later than 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*

Teri Gardner 5-19-25

APPENDIX A – PROGRAM SUMMARY Teri Gardner 5-30-25

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.*
 - Historically, Lummi tribal members and other Native Americans have suffered discrimination in employment on and near the Lummi reservation. As a result, Native Americans were excluded from the employment market and suffered poverty and high unemployment rates; lost opportunities to learn needed skills or to participate in job training programs; lost opportunities for permanent/full time employment; weren't paid equal wage for equal work. To eliminate this discrimination, the Lummi Nation established a Tribal Employment Rights Ordinance (TERO).
 - Mission Statement - To preserve, promote and protect our Schelangen through creating employment and training opportunities and to eradicate discrimination against Lummi Tribal members and other Indians on or near the Lummi Indian Reservation. Develop and maintain a cooperative working relationship with contractors and subcontractors while working under the guidelines of the TERO Ordinance. Referring qualified tribal members for employment and training.
 - We understand the challenge of respecting our traditions while making progress in the modern world. We know we must listen to the wisdom of our ancestors, care for our lands and waterways, educate our children, provide family services, and strengthen our ties with outside communities. We continue to invest in our tribal economic development and training our people to use the most modern technologies available while staying attentive to our tribal values.
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.*
 - TERO will not charge any tribal person, Lummi or other tribal, a participation fee to attend the apprenticeship preparation program. The Tribal Employment Rights Ordinance/Office (TERO) was created to effectively administer the Ordinance with the purpose of creating employment and training opportunities and working to eradicate discrimination against Lummi tribal members. The Lummi Indian Business Council (LIBC) may impose fees and taxes as are necessary to achieve these goals. The Employment Rights Tax has been enacted to raise revenue for the operation of TERO, making TERO a self-sustaining department. Every Construction Employer with a construction contract of \$5,000 or more shall pay a tax of five percent (5%) of the total amount of the contract. The tax may be used to fund training programs for tribal members who wish to participate in apprenticeships, join unions, a college or trade school.
3. *Describe the primary needs you have identified in your service area the program will address.*
 - The primary need identified in our service area is the shortage of qualified workers in construction and skilled trades, particularly in infrastructure-related fields such as transportation, broadband installation, industrial maintenance, and energy. Local and regional employers, including union contractors and industry partners, have expressed ongoing difficulty filling positions with trained, job-ready individuals, especially from underrepresented populations. At the same time, Lummi Tribal members continue to face high rates of poverty, unemployment, and underemployment, with limited access to training pathways that lead to sustainable, family-wage careers.
 - The XwLemi Chechey'ew'xw Pre-Apprenticeship Program directly addresses these dual challenges by preparing Native American participants with the skills, certifications, and work-readiness required to enter

registered apprenticeship programs or secure direct employment. Our program fills a critical gap by producing qualified entry-level candidates to meet the labor demands of local industry, while also advancing tribal self-sufficiency and workforce equity. Through this preparation, we aim to increase the representation of Native Americans in high-demand trade careers and support long-term economic development in both the tribal community and surrounding region.

4. *Describe the target populations and geographical area.*

- Our target population is: 1) enrolled Lummi Nation members, 2) other Native Americans who are a parent or legal guardian of a child enrolled in the Lummi Nation or biological child born to a Lummi tribal member, 3) other Native Americans who are a spouse of an enrolled member of the Lummi Nation, 4) biological child or grandchild of an enrolled member of the Lummi Nation whether or not that person is enrolled or enrollable, 5) other local Native Americans, 6) and other non-local Native Americans. The geographical area served is Whatcom County and other nearby reservations for the target population of #1-4 is the reservation they may reside, target population of #5 living in Whatcom County, and target population #6 the reservation they may reside in.

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;*

- The Curriculum will be training for various construction trades, where we will touch on each subject to give the students a feel for different fields of the labor industry. The classes will be 454 hours in total, 2 cohorts a year, 15 weeks, 30 hours a week with up to 20-30 participants. That gives us time on Fridays to review, meet one on one and assess what is needed for each student to support them in the success of obtaining each certificate.

b) *How the program will be staffed (i.e., instructors, administration, etc.);*

- TERO has an administrative staff of 8 right now, we plan to expand with 2 more potential hires, a Program Manager and Program Coordinator to help with the program requirements.

c) *Participant support/resources during program; and*

- To address the deplorable rate of poverty, unemployment and underemployment that exists with Lummi tribal members, TERO assists with Tools, Work clothes, and footwear that are related to apprenticeship preparation. Support services are available only to enrolled Lummi tribal members enrolled in the Lummi apprenticeship preparation program, as funding is available and subject to eligibility. TERO also addresses the need for all training necessary to obtain or retain a position, classes are held throughout the year to maintain successful labor ready tribal members. The removal of these barriers are a few of the goals set by TERO.

d) *Apprenticeship navigation and articulation plan.*

- All participants are provided with either direct entry or bonus interview points to apply into each class/cohort they have successfully completed. TERO will be a job coach for the students and help individualize a plan and navigate through the apprenticeship application process. The job coaches will help support and advocate for the students as they build soft-skills such as emailing and calling, submitting resumes online and going through the interview process.

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

- a) *Successful completion* - In the past 2 years, TERO has used a pass/fail testing grade for our participants and have had a 90% attendance requirement. If a participant fails they are granted an additional test to take after going over their failed attempt. So, they can acquire the missing skills necessary for passing.

TERO has had a 100% graduation success rate for the following cohorts and participant numbers: totaling 63 graduates.

- b) *Industry recognized certificates* - Yes, certificate of completion recognized by employers. A student who completes the program will have a OSHA 10, Flagging, Small Rigging, High Hazard Facility, Asbestos, Fall Protection, CPR/First Aid, Fall Protection and Construction safety certificate for each cohort completed.
- c) *Educational credit* – Program outcomes include completion of safety certifications (OSHA-10, First Aid/CPR, Flagging), hands-on training, and job readiness for apprenticeship or employment. Participants earn Continuing Education Units (CEUs) through our partnership with Northwest Indian College, totaling just over 7 CEUs per quarter. These CEUs are counted similarly to electives and support continued education and career advancement.
- d) *Target articulation rate (required)* - 20%

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.)*

- The Lummi Indian Business Council (LIBC) realizes that it is important to create employment and training opportunities and to eradicate discrimination against Lummi tribal members and other Native Americans on or near the Lummi Reservation. An integral part of attaining this goal is by structuring employment and training opportunities and to provide for the hiring of Native Americans who are qualified, and through training where there are no sufficient qualified Native Americans to meet the employment opportunities.
- The Relicense Program was established to reinstate Lummi tribal members WA State Driver's License. TERO has funded the program to help all Lummi Tribal Members with \$500 put towards reinstating their WA License and help reduce barriers for employment. The purpose of this is to provide a service to clients who would not be able to gain employment due to lack of driver's license. On many if not all job descriptions/openings a driver's license is part of the prerequisite for hiring, the removal of this barrier is one of the goals for TERO.

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APPENDIX B – CURRICULUM OUTLINE Teri Gardner 5-30-25

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.

454 Total hours.

By the end of this course, a student should be able to:

- Identify and properly use hand and power tools
- Setup and use a welder
- Demonstrate jobsite safety by following all safety procedures and use of appropriate personal protective equipment (PPE)
- Prepare for the physical demands of the trades
- Professional development of skills necessary to succeed in job preparedness

1. Shop Safety – Planned 8 Hours

Curriculum Elements:

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

- a. Identify the engineering controls, administrative controls, and personal protective equipment necessary to help prevent injuries and hazardous exposures
- b. Recognize a shop's environmental, material, and machine-related hazards

2. Portable Power Tools – Planned 8 Hours

Curriculum Elements:

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

- a. Identify a variety of hand and power tools and describe their purpose and application
- b. List the hazards of using hand and power tools and the workplace practices that will help to use them safely i.e., Screwdrivers, Wrenches, Linear-Motion Saws, Circular Saws, etc.

3. Introduction to Industrial Safety and Health - Planned 10 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
 - ☒ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Learn how to identify, reduce, and prevent accidents, illness and injuries and increase safety awareness
 - b. Describe and demonstrate how to access safety information and resources

4. Intro to Carpentry - Planned 20 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
 - ☐ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Carpenter's Power Tools, Estimating Carpentry Costs, Layout and Hand Tools
 - b. Explain why building codes are necessary in the construction industry

5. Intro to Electrical - Planned 75 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
 - ☐ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Explain the relationship between current, voltage, resistance, and power
 - b. Construct a variety of circuits while understanding their operation

6. Welding Principles - Planned 40 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
 - ☐ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Explain and demonstrate safe and efficient operation of welding equipment

- b. Identify materials used in the construction industry; demonstrated proficiency in welding fabrication and layout

7. Forklift Operator - Planned 8 Hours

Curriculum Elements:

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

- a. Explain and demonstrate motor operation, steering and maneuvering, including fork adaptation, operation, use, and limitations
- b. Understand load manipulation, stacking, and unstacking

8. Heavy Equipment Operator - Planned 60 Hours

Curriculum Elements:

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

- a. Explain and demonstrate how to safely operate heavy equipment, including loading and unloading materials
- b. Explain the principles of operation and maintenance required to operate and support heavy equipment

9. Basics of Land Grade- Planned 2 Hours

Curriculum Elements:

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

- a. Ensure a proper drainage system and reduce environmental impact by ensuring water runoff and reducing erosion and pollutants
- b. Comply with any relevant local rules, restrictions, and regulations

10. HAZMAT First Responder - Planned 6 Hours

Curriculum Elements:

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

- a. Recognize what hazardous materials are, the problems they pose, and the risks and outcomes hazmat events present
- b. Describe the value, methods, and limitations of stabilizing the hazmat incident through safe containment; and describe protective action options available to first responders

11. Concrete Asphalt- Planned 30 Hours

Curriculum Elements:

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

- a. Learn the safety and dangers of working with concrete products.
- b. Study and practice the proper placement, vibration and striking off concrete slabs and walls

12. Basics of Asphalt - Planned 3 Hours

Curriculum Elements:

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

- a. Understand the safety precautions necessary when working with, raking, and placing asphalt
- b. Practice the preparation of the surface, having the tools ready, and cleaning of the tools and machinery

13. Construction Math - Planned 80 Hours

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☐ Employability skill development

☒ Industry/trade specific skills and knowledge

- a. Demonstrate understanding of numbers (place value, reading and writing numbers, rounding numbers, estimating sums, differences, products, and quotients) associated with the construction trades
- b. Calculate area, perimeter, surface area, and volume of simple and compound shapes

14. Blueprint Reading - Planned 4 Hours

Curriculum Elements:

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

- a. Understand, interpret, and follow the directions on both building and highway blueprints
- b. Relate information on blueprints to specific parts and locations

15. Commercial Vehicle Inspections - Planned 4 Hours

Curriculum Elements:

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

- a. Ensure that everything is in correct working order, prior to the truck and driver, departing on a trip
- b. Identify and detect any potential malfunctions or failure points on the vehicle to keep drivers safe and prevent expensive repairs

16. Load Securement - Planned 8 Hours

Curriculum Elements:

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

- a. Understand and demonstrate how loads are secured properly to reduce the likelihood of shifting, falling, or creating an unsafe condition
- b. Understand and follow the number and type of tie-downs needed depending on the length, weight, and types of articles/cargos carrying

17. Trenching and Excavation Safety Awareness - Planned 20 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
 - ☐ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
- a. Understand the hazards of cave-in, asphyxiation, inhalation of toxic fumes, drowning, and falls
 - b. Understand how soil and rock classification greatly impacts safety, as well as the protective systems and equipment needed

18. High Hazard Facility Training - Planned 20 Hours

- ☒ Industry/occupation specific safety training and education
 - ☐ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
- a. Identify and assess common high-risk hazards encountered in industrial facilities, such as chemical exposure, fire and explosion risk, and high-pressure systems. Explain standard operating procedures and safety protocols used to prevent incidents, including PPE usage, lockout/tagout procedures, and emergency response actions.
 - b. Demonstrate knowledge of high hazard work zones by interpreting hazard communication (HAZCOM), signage, and safety data sheets (SDS). Describe how to respond appropriately to alarms, restricted area breaches, or environmental safety violations in compliance with OSHA and refinery-specific standards.

19. Rigging and Hoisting- Planned 4 Hours

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
- ☐ Employability skill development

☒ Industry/trade specific skills and knowledge

- a. Identify which OSHA standard addresses rigging for construction
- b. Understand and apply the knowledge needed to rig safely on the jobsite

20. Construction Certificates - Planned 12 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

- a. Successfully satisfy L & I requirements and hold and document a job site safety meeting, set up an extension ladder, name the basic parts of a fall protection system and assemble the system, obtain interpret MSD Sheets, be able to safely use common construction tools to complete lab projects, learn traffic safety and control of roads
- b. Using four abilities: critical thinking, written and oral communication, quantitative skills, and group interaction

21. Construction Site Field Trip - Planned 8 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

- a. Seeing how a real construction site operates in a regular workday
- b. Observe tribal members in the same craft and trade that our class is interested in

22. Portfolio Development - Planned 16 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☐ Industry/trade specific skills and knowledge

- a. Introduction to the communication skills needed to locate, interview for, and negotiate employment in the construction, maintenance, and manufacturing trades
- b. Develop a job search plan, resume and cover letter


23. Financial Tools for the Trades - Planned 8 Hours

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
 - ☒ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Demonstrate an understanding of the apprenticeship model and career opportunities in the commercial trades
 - b. Demonstrate an understanding of the financial management skills needed for the transient nature of the construction trades

RB

Teri Gardner 5-19-25

Preparatory Program Name:	XweLemi Chechey'ew'xw	Total Number of Participants:	51	
		Total Participant Graduates:	51	
Reporting Period, Earliest Date:	1/2/2024	Total Withdrawals/Incomplete:	0	
Reporting Period, Latest Date:	12/20/2024	Total Grad's Articulated into Reg' Apprenticeship:	1	

*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
51	51	0	51	51	0	0	51	51	51	1	1	1	1

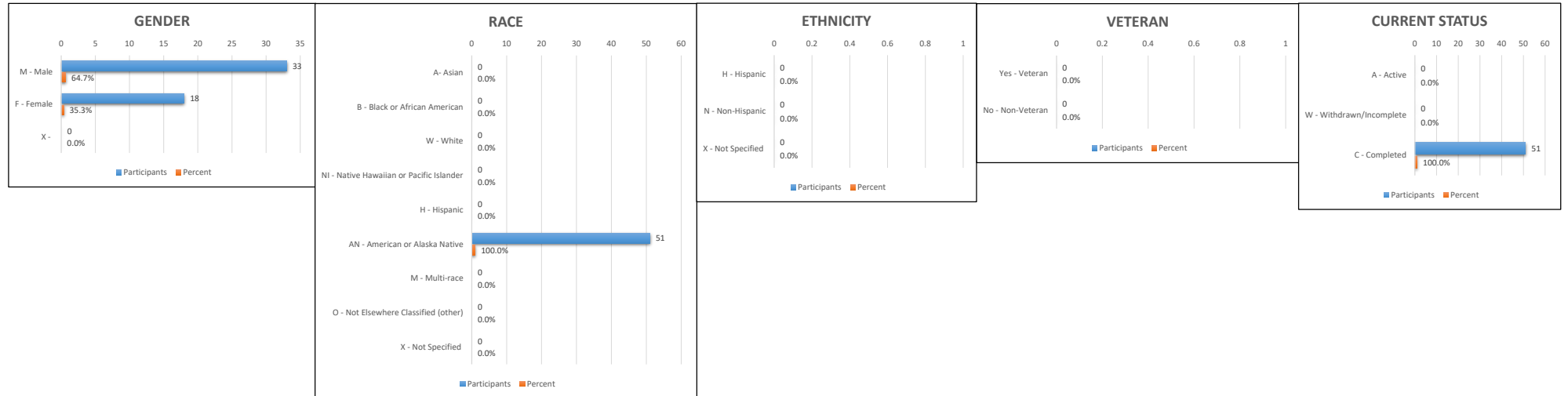
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Articulation Rate
1.96%



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Teri Gardner 5-19-25

Memorandum of Understanding

Between

XwLemi Chechey'ew'xw

And

Cement Masons & Plasterers Training Centers of Washington

THIS IS AN AGREEMENT, by and between the **XwLemi Chechey'ew'xw**, 2665 Kwina Rd. Bellingham, WA 98226, and **Cement Masons & Plasterers Training Centers of Washington, 6737 Corson Ave S, Seattle, WA, 98108**, is made to provide graduates the option to have preferred enrollment and advances placement in the **Cement Masons & Plasterers Training Centers of Washington**. It is the intent of this cooperative effort to provide the student with a 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 and advance placement in the **Cement Masons & Plasterers Training Centers of Washington** apprenticeship program may be granted through this agreement. Preferred enrollment means that XwLemi Chechey'ew'xw graduates who, because of the quality of preparation at the XwLemi Chechey'ew'xw meet criteria identified below in Section 2 may bypass the standard **Cement Masons & Plasterers Training Centers of Washington** assessment stage of the application process and get directly placed on eligibility list for the Cement Masons 80-hour pre-apprenticeship. The awarding of such preferred enrollment 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. Preferred enrollment places you on Cement Masons & Plasterers Training Centers of Washington eligibility list to attend the Cement Masons pre-apprenticeship cohort.
 - b. Preferred enrollment and advanced placement will only be given for students who complete all Lummi TERO Pre-Apprenticeship Program courses with a 2.5 GPA.
 - c. Letter of strong recommendation from program.
 - d. First year **Cement Masons & Plasterers Training Centers of Washington** certification classes must be taken regardless of Lummi TERO Pre-Apprenticeship Program certifications. Among others, these classes include OSHA 30, Scaffold User, Fall Protection, and Silica Awareness, Anti-harassment, and Mentorship Matters.
 - e. Preferred enrollment will be contingent on the current employment needs.
3. Students must complete XwLemi Chechey'ew'xw in its entirety and submit a letter of strong recommendation and completion certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement bi-annually (every 2 years) and in the context of student benefits, program efficiency, and effectiveness. XwLemi



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Chechey'ew'xw must maintain its level of quality as determined by **Cement Masons & Plasterers Training Centers of Washington** program evaluation.

5. This agreement shall begin date of 05-19-25
6. This agreement is subject to change or cancellation by either party at any time.
7. If in any case the XwLemi Chechey'ew'xw curriculum is changed substantially, XwLemi Chechey'ew'xw will notify **Cement Masons & Plasterers Training Centers of Washington.**
8. This agreement may be revised/modified by mutual agreement as needed.
9. Both parties may advertise this agreement.

The undersigned parties accept and approve THIS AGREEMENT.

Teresa Ray Bumatay
Director
Lummi Nation TERO

05/19/2025

Date

Michael Raymond
Training Director
Cement Masons and Plasterers Training Centers of Washington

5-19-25

Date



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PH: 360.312.2287

Received 05/13/2025
RB

Teri Gardner 5-19-25

Memorandum of Understanding

Between
Xwelemi Chechey'ew'xw
And
NWLETT

THIS IS AN AGREEMENT, by and between the **Xwelemi Chechey'ew'xw**, 2665 Kwina Rd. Bellingham, WA 98226, and **Northwest Laborers-Employers Training Trust(NWLETT)**, 27055 Ohio Ave NE, Kingston, WA 98364, is made to provide Laborers graduates the option to have preferred enrollment and advances placement in the NWLETT Apprenticeship Program. It is the intent of this cooperative effort to provide the student with a non-duplicative program of study leading to enhancing employment opportunities.

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

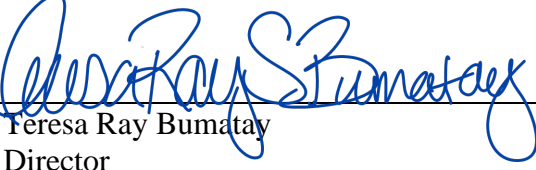
1. Preferred enrollment and advance placement in the NWLETT apprenticeship program may be granted through this agreement. Preferred enrollment means that Xwelemi Chechey'ew'xw graduates who, because of the quality of preparation at the Xwelemi Chechey'ew'xw meet criteria identified below in Section 2 may expedite the standard NWLETT application process. Preferred enrollment does not constitute direct entry because candidates must demonstrate skills and ability acquired through the Xwelemi Chechey'ew'xw. The awarding of such preferred enrollment and 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. Preferred enrollment and advanced placement will only be given for students who complete all Xwelemi Chechey'ew'xw courses.
 - b. Demonstration of acquired NWLETT skills via testing and skills assessment.
 - c. Students must demonstrate proficiency in basic math fundamentals – specifically fractions and decimals.
 - d. Letter of strong recommendation from program.
 - e. First year NWLETT certification classes must be taken regardless of Xwelemi Chechey'ew'xw certifications. Among others, these classes may include OSHA10, First Aid/CPR, Scaffold User, Fall Protection, and Ergonomics.
 - f. **Xwelemi Chechey'ew'xw graduates will receive 10 points in the Northwest Laborers Apprenticeship CCL Class section on application.**
 - g. Preferred enrollment will be contingent on the current employment needs.
3. Students must complete Xwelemi Chechey'ew'xw in its entirety and submit a letter of strong recommendation and completion certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement biannually (every 2 years) and in the context of student benefits, program efficiency, and effectiveness. Xwelemi Chechey'ew'xw must maintain its level of quality as determined by NWLETT program evaluation.



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PH: 360.312.2287

-
5. This agreement shall begin date of 5/12/2025
 6. Xwelemi Chechey'ew'xw referrals must demonstrate strong retention within the program and contribute to the diversity needs of the NWLETT by referring qualified women and minority candidates.
 7. This agreement is subject to change or cancellation by either party at any time.
 8. If in any case the Xwelemi Chechey'ew'xw curriculum is changed substantially, Xwelemi Chechey'ew'xw will notify NWLETT.
 9. This agreement may be revised/modified by mutual agreement as needed.
 10. Both parties may advertise this agreement.

The undersigned parties accept and approve THIS AGREEMENT.



Teresa Ray Bumatay
Director
Lummi Nation TERO

05/13/2025

Date



Brandon Jordan
Director
Northwest Laborers-Employers Training Trust

5/13/2025

Date

Teri Gardner 5-19-25

**WESTERN STATES REGIONAL COUNCIL OF CARPENTERS
&
SOUTHWEST CARPENTERS TRAINING FUND
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by and between the Western States Regional Council of Carpenters ("WSRCC"), the Southwest Carpenters Training Fund the managing fund for the Washington State UBC JATC and Lummi Nation TERO.

A. Purpose

The purpose of this agreement is to support the Lummi Nation TERO efforts to provide students with exposure to careers in the construction industry through the introduction of a pre-apprenticeship program. This agreement memorializes the pre-apprenticeship programs efforts to provide its participants with skills suitable for entry into various construction registered apprenticeship programs and to establish the conditions and procedures, herein agreed to, for the apprenticeship program referral and intake process.

This partnership may provide direct entry to completers in the Lummi Nation TERO pre-apprentice programs meeting in accordance with the qualifications set out in Section C paragraphs 1-6

B. Roles and Responsibilities

1. The role and responsibility of the Western States Regional Council of Carpenters (WSRCC") and its training partner the Southwest Carpenters Training Fund ("SWCTF") is to offer support to the Lummi Nation TERO Administrators, and Instructors/Teachers in the successful implementation of the Career Connections curriculum. The "WSRCC" commits to providing a Career Connections Outreach Specialist ("CCOS") who will offer direct support in book orders, classroom set up, curriculum delivery, certificate ordering, and certificate presentations. The "SWRCC" may attend program related activities, events, and host student tours at one of the Apprenticeship Training Centers.
2. The role and responsibility of Lummi Nation TERO shall be to provide the "WSRCC" either within Career Connections Learning Management System ("CCLMS") or documentation including the participants full name, grade level, and course title. Lummi Nation TERO will work with "WSRCC" to determine the eligibility of program participants for direct entry into an apprenticeship program ("Eligible Program Graduates"). Eligible Program Graduates shall be those participants that obtain all 3 certificates signifying completion and understanding of each of the project books provided by the "WSRCC" and containing Carpenters International Training Fund ("CITF") curricula ("Career Connections").
3. "WSRCC" shall collaborate with the appropriate staff at Lummi Nation TERO to calendar a mandatory orientation with new Instructors and attend annual Instructor/Teacher curriculum workshops.
4. Each party shall defend a third-party claim against the other party arising from the death or physical injury to any person or damage to the indemnified parties to the extent proximately caused by the

negligence of the indemnifying party or its agents or employees from and against damages, liabilities and reasonable costs and expenses, including reasonable legal fees incurred in connection therewith.

C. Procedures

During the period covered by this agreement:

1. “WSRCC” in partnership with the “SWCTF” shall review for suitability the curricula of the Lummi Nation TERO programs. In cases where there are possible skill deficiencies for entry level success, “WSRCC” will require the program to utilize the “CITF” curricula and competencies. (“Career Connections”)
2. Program participants will be required to:
 - a. Complete a minimum of 40 hours of Project Book 1 or similar projects which includes safety operation check lists, and individual projects. (Eligible for Level 1 Certificate)
 - b. Complete a minimum of 160 hours of Project Book 2 or similar projects which includes safety operation check lists, and teamwork building projects. (Eligible for Level 2 Certificate)
 - c. Complete a minimum of 300 hours individually or combined of Project Book 3 Residential and Project Book 3 Commercial or similar projects which includes safety operation check lists, plan reading, and advanced teamwork building projects. (Eligible for Level 3 Certificate)
 - d. Students who complete levels 1,2,3 and a minimum 500 hours of classroom instruction and projects may qualify for direct entry into the Western States Carpenters Training Fund.
3. “WSRCC” will provide instructions to successful candidates that meet the eligibility requirements listed above stating how to request consideration for direct entry. “WSRCC” will provide all Eligible Program Graduates with information sheets on “How-to-Join” which lists the process for apprenticeship application to the desired trade program.

4. Southwest Carpenters Training Fund - Washington State UBC JATC

- a. Collaboration – When participants are not able to complete all three Career Connections certificates to qualify for direct entry, the above will collaborate with the “entity” to assure all curriculum aligns with industry standards and provides participants with the skills and knowledge needed to succeed in the carpentry field.
- b. Allow Application - Graduates that have successfully completed carpenter and carpenter-related pre-apprenticeship programs will be granted direct entry upon approval of the JATC sub-committee, providing that the applicant meets the current minimum qualifications. Such priority is granted without regard to race, color religion, national origin, or sex and is contingent upon industry needs.

SPS graduates who apply to the apprenticeship will receive up to 2 points for having completed a CTE Construction program and may also receive another 2 points for completing safety certs: Osha 10, First Aid. /CPR, Confined Space, and Forklift

5. Both parties agree that the partnership's success depends on the availability of job opportunities and that, at times, job opportunities may be limited due to many variables including a downturn in

construction or the economy. When these conditions exist, one or both parties may give thirty-day notice to terminate this agreement, and each party shall be held harmless.

D. Reporting and Funding

Each party to this agreement will collect and disseminate reports on outcomes related to the roles and responsibilities described above and agree to share information as required or requested. Furthermore, each party will maintain separate funding.

E. Timeframe

- 1) This “MOU” will commence on the executed signature dates below and will continue until dissolved by either party of this agreement.
- 2) This “MOU” is the complete agreement between the parties signed below. The agreement may only be amended by written agreement signed by each of the parties involved.

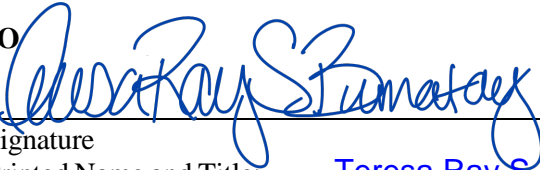
Western States Regional Council of Carpenters

Authorized Official: _____
Signature
Printed Name and Title: Sean Hartranft, President
Address: 3250 E. Shelby St., Ontario CA 91764
Telephone(s): (909) 373-4683
E-Mail Address: CareerConnections.Dpt@wscarpenters.org
Date: _____

Southwest Carpenters Training Fund

Authorized Official: _____
Signature
Printed Name and Title: Louis A. Ontiveros, Executive Director
Address: 3250 E. Shelby Street Suite 210 Ontario, CA 91764
Telephone(s): (213) 739-9336
E-Mail Address: fundoffice@swctf.org
Date: _____

Lummi Nation TERO

Authorized Official:  _____
Signature
Printed Name and Title: Teresa Ray S. Bumatay - TERO Director
Address: 2665 Kwina Rd. Bellingham WA 98226
Telephone(s): 360-595-4999
E-Mail Address: Terasarayb@lummi-nsn.gov
Date: 05/13/2025



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PH: 360.312.2287

Teri Gardner 5-19-25

Received 5-19-25RB

Memorandum of Understanding
Between
XwLemi Chechey'ew'xw
And
Cement Masons & Plasterers Training Centers of Washington

THIS IS AN AGREEMENT, by and between the **XwLemi Chechey'ew'xw**, 2665 Kwina Rd. Bellingham, WA 98226, and **Cement Masons & Plasterers Training Centers of Washington, 6737 Corson Ave S, Seattle, WA, 98108**, is made to provide graduates the option to have preferred enrollment and advances placement in the **Cement Masons & Plasterers Training Centers of Washington**. It is the intent of this cooperative effort to provide the student with a non-duplicative program of study leading to enhancing employment opportunities.

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 - c. Letter of strong recommendation from program.
 - d. First year **Cement Masons & Plasterers Training Centers of Washington** certification classes must be taken regardless of Lummi TERO Pre-Apprenticeship Program certifications. Among others, these classes include OSHA 30, Scaffold User, Fall Protection, and Silica Awareness, Anti-harassment, and Mentorship Matters.
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3. Students must complete XwLemi Chechey'ew'xw in its entirety and submit a letter of strong recommendation and completion certificates to be eligible for preferred acceptance.
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Chechey'ew'xw must maintain its level of quality as determined by **Cement Masons & Plasterers Training Centers of Washington** program evaluation.

5. This agreement shall begin date of 05-19-25
6. This agreement is subject to change or cancellation by either party at any time.
7. If in any case the XwLemi Chechey'ew'xw curriculum is changed substantially, XwLemi Chechey'ew'xw will notify **Cement Masons & Plasterers Training Centers of Washington.**
8. This agreement may be revised/modified by mutual agreement as needed.
9. Both parties may advertise this agreement.

The undersigned parties accept and approve THIS AGREEMENT.

Teresa Ray Bumatay
Director
Lummi Nation TERO

05/19/2025

Date

Michael Raymond
Training Director
Cement Masons and Plasterers Training Centers of Washington

5-19-25

Date