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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:

Interlake High School Building Industry Technologies - Core Plus Construction Pre-Apprenticeship Program

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

WANIC Skill Center/Bellevue School District

Contact Information:

Individual Authorized to Represent the Program

Name: William Selset
Organization: Interlake High School
Title: Instructor
Phone: 425-456-7276
Email: selsetw@bsd405.org
Mailing Address: 16245 NE 24th Street, Bellevue, WA 98008-2492
Physical Address: 16245 NE 24th Street, Bellevue, WA 98008-2492

Point of Contact for Outreach and Enrollment

Name: Jess Moyer
Organization: Bellevue School District
Title: CTE Director
Phone: 425-456-4186
Email: moyerj@bsd405.org
Mailing Address: 12011 NE 1st Street, Suite 308, Bellevue, WA 98005
Physical Address: 12011 NE 1st Street, Suite 308, Bellevue, WA 98005

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

Name: Jess Moyer
Organization: Bellevue School District
Title: CTE Director
Phone: 425-456-4186
Email: moyerj@bsd405.org
Mailing Address: 12011 NE 1st Street, Suite 308, Bellevue, WA 98005
Physical Address: 12011 NE 1st Street, Suite 308, Bellevue, WA 98005

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:*

   Graduates of the Interlake High School Program will be prepared to enter both the Northwest Laborers Training (NWLETT) and Western States Regional Council of Carpenters (WSRCC) Apprenticeship Programs.

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

   15% or higher

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)*

Students are enrolled in a K-12 program so we opt for the 12-month option.

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

15-25 students in 1 cohort/year

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

Students are enrolled in a K-12 system in which a 10-point grade scale is used to determine a grade for the program. Successful completion of the program includes 90% attendance, achieving Core Plus Construction, OSHA 10, and First Aid/CPR certifications (NWLETT). The Interlake Program will also meet the WSRCC requirements for three levels of skill demonstrations.

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 Training	**Laborers**			**X**	
Western States Regional Council of Carpenters	**Carpenters**	**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)** *(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)*
GLY Construction: Bill DeJarlais	Advisory Board Chairperson
Turner Construction: Tamaka Thornton	Advisory Board Member
Laborers Local 242: Billy Heatherington	Advisory Board Member
Exxell Pacific, Inc: Alex Grage	Advisory Board Member
Anderson Construction: Sunde Aileen	Advisory Board Member

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.

Through both traditional classroom instruction and hands-on skills practice, this 540-hour course covers an introduction to construction materials and tools, fasteners and adhesives, measurement, print reading, rigging, hydraulics, and project planning/estimating. Safety is emphasized throughout the program, including OSHA 10 and First Aid/CPR certifications.

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.*

   The program was initially developed in partnership with the Associated General Contractors (AGC) Education Foundation and fully utilizes the Core Plus Construction curriculum. More recently, a partnership has developed with Western States Regional Council of Carpenters (WSRCC) to utilize the Career Connections curriculum outcomes. Work-based learning is heavily integrated into the program, including building tiny homes, construction site visits, and guest speakers from industry.

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

The instructor, William Selset, has been in the construction industry since 1985. While in college, he worked various roles including 1st story laborer, painter, and carpenter on various crews and projects. From 1996 to 2019, he owned a remodeling business (kitchens, bathrooms, additions, and decks) and curated a number of skills that are the foundation for his teaching role in the Interlake High School Program. He started teaching Introduction to Construction Trades and Woods Tech courses at Interlake in February 2018, and then in September 2021 began teaching the 3-hour Core Plus Construction curriculum for which this pre-apprenticeship application is aligned with.

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

Participants earn 7 post-secondary credits (CONST 160 and CONST 250) toward the Construction Management Program at Renton Technical College. Through the WSRCC articulation, students are eligible to earn Skill Certificates which are recognized by the International Carpenters Training Fund.

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:*

Students in the Interlake High School Program are aged 16-18 years old. The program is open to enrollment from both Bellevue School District students and Washington Network of Innovative Careers (WANIC) Consortium students from Lake Washington, Mercer Island, Northshore, Riverview, Issaquah, and Snoqualmie school districts. There is no gender or race/ethnicity qualification to enter this program.

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.*

There are several recruitment methods including open houses which include locations at Interlake High School, as well as at the WANIC Consortium Open House at Lake Washington Institute of Technology (LWIT) campus. Each Bellevue School District and WANIC Consortium school districts have College and Career Advisors who meet with students to discuss their postsecondary plans and recommend programs aligned with their interests. Flyers and information about the program are posted within the BSD schools and on the school district website. Students from underrepresented genders and race/ethnicity are encouraged to enroll in the program when aligned with their postsecondary plans. Current students and industry representatives from these populations are available during open houses to share their experiences.

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

As a K-12 institution, we have many resources available to students enrolled in the program. All tools and materials are provided to students free of charge. If a student is unable to purchase appropriate work clothes, they are purchased for them. Meals are available to those who meet the Free/Reduced Meals requirements. Mental health and other counseling services are available, and students are provided social emotional learning (SEL) as part of their school day.

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.*

Apprenticeship partners will visit the Interlake High School Program to provide information about the application process and outcomes of enrolling in an apprenticeship. Additionally, these partners will provide students with feedback related to resume writing and interviewing skills.

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

There is no cost to students as this is a fully funded K-12 public education institution,

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 will be using the ARTS system and meeting the requirements of Appendix C Administrative Requirements.

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

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APPENDIX A – PROGRAM SUMMARY

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

1. The Interlake High School Building Industry Technologies - Core Plus Construction Pre-Apprenticeship Program, an integral part of the Washington Network of Innovative Careers (WANIC) Skill Center, is an innovative three-hours per day program that began its journey in the academic year 2021-2022. Situated within the Bellevue School District, the program is accessible to students from several surrounding districts, including Lake Washington, Mercer Island, Northshore, Riverview, Issaquah, and Snoqualmie Valley school districts. By offering hands-on learning opportunities, serving the community, and preparing students for apprenticeships, the program plays a crucial role in shaping the future of aspiring construction professionals.

The primary mission of the program is to provide practical and hands-on learning experiences by focusing on real-world skills and knowledge. The program aims to prepare students for an apprenticeship, immediate employment in the construction industry or further education in fields such as construction management or architecture.

One of the standout features of the Interlake High School Building Industry Tecnologies - Core Plus Construction Pre-Apprenticeship Program is its commitment to community service through the construction of tiny homes for the homeless. This annual project not only benefits the local community but also serves as a comprehensive learning experience for the students. Through the construction of these tiny homes, students gain invaluable insights into various aspects of building structures, including reading blueprints, understanding angles, applying mathematical concepts, and safely operating tools and equipment.

The program's curriculum is designed to integrate hands-on learning with academic subjects, providing students with both math and science credits. This approach ensures that students are not only equipped with practical skills but also meet their educational requirements in an engaging learning environment.

The Core Plus Construction Program at Interlake High School is particularly well-suited for apprenticeship preparation. By offering a blend of theoretical knowledge and practical application, the program provides a solid foundation for students who wish to enter the workforce immediately after high school. Apprenticeships in the construction industry demand a strong understanding of construction processes, safety protocols, and technical skills—all of which are covered extensively in the program.

The program's focus on real-world projects, such as building tiny homes, enables students to experience the complexities and challenges of construction work firsthand. This experiential learning approach not only enhances their skill set but also boosts their confidence and readiness for apprenticeship programs.

2. Vocation Education apportionment is the primary source of funding for the Interlake High School program. The state government allocates funds based on student enrollment numbers, which includes funding for all operational costs of the program. As part of the WANIC Consortium, this program has been sustained and fully funded since the 2021-2022 school year. For special program upgrades, we seek additional state funding which is available to Core Plus Construction programs. When there are larger capital projects, such as the newly completed outdoor classroom, we utilize capital project levies and seek business and labor unions' financial support.

3. King County is a rapidly growing region that is home to a diverse economy, encompassing industries such as technology, healthcare, manufacturing, and construction. The Bureau of Labor Statistics illustrates the ten-year growth in employment across these sectors, including employment for skilled tradespeople in the construction sector. The Interlake High School program can address these needs by providing foundational skills and knowledge to individuals interested in pursuing careers in construction trades. By providing hands-on training and classroom instruction, the program ensures that graduates are job-ready and can meet the immediate demands of employers in the construction industry. With the renewal as a pre-apprenticeship program, the program can continue to partner with apprenticeships to facilitate job placements for graduates and a smooth transition from training to employment.

4. The Interlake High School program serves students within the Bellevue School District, as well as other WANIC Consortium members, including Mercer Island, Lake Washington, Issaquah, Snoqualmie Valley, Northshore, and Riverview School Districts. Students are aged 16-18 years old and complete the program as part of their K-12 public school education.

5. The Interlake High School program is a school year program from September- June, for a total of 540 hours. There is no cost to participants and the enrollment varies between 15-25 students per school year. The program is staffed with an instructor, who has been teaching the program from its inception. Additionally, there is an assistant who provides additional support for ensuring safety and supervision of students.

Since the program is part of the K-12 system, participants are provided supports for all learning disabilities and language learning needs. The instructor works with other secondary educators to ensure that all students have equitable access to the learning. This may include additional tutoring during after school hours, free breakfast and lunch if meet income qualifications and mental health resources through school counselors.

For preparation for postsecondary career planning, the Interlake High School program includes several career readiness curricular activities. These include teaching essential skills such as resume writing, interview techniques, job search strategies, and professional behavior. Students interact with several industry guest speakers and mentors to explore potential employment

pathways. These activities and skills are crucial for successfully navigating the job market and securing employment.

6. As a K-12 institution, participants are graded on a traditional 10-point grading scale. Their attendance and demonstration of knowledge and skills are recorded and reported quarterly to ensure students are aware of their progress in the program.

Successful completion of the program includes achieving certifications: Core Plus Construction, OSHA 10, and First Aid/CPR. To meet the requirements of the Western States Regional Council of Carpenters, we will be issuing their Skill Certificates to ensure qualifications are met for direct entry. Students can earn 7 educational credits toward the Construction Management Program at Renton Technical College, from completion of the Interlake High School program.

The Interlake High School Program's target articulation rate with apprenticeships is 15% or higher to meet the state requirement.

7. During the 2023-2024 school year, a large, stand alone, outdoor classroom was built for the Interlake High School program. Through a public, competitive bid, the BSD School Board awarded a contract to Kassel Construction to construct the structure alongside the students in the Interlake High School program. Not only did this project provide an all-weather space for students to build tiny homes for the community, the contractor provided students with real-world learning, including experiencing site inspections from the City of Bellevue. These learning opportunities were recorded to provide experiences for future students in the program.

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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. Introduction to Construction – 15 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Describe the essential elements of the Built Environment and their necessity in successful contemporary construction practice.
b. Explain construction project roles, their responsibilities, and their interdependencies.
c. Explain the critical function of construction management including cost management, schedule, budget, prints/drawings, quality, safety, compliance, communications and technology.
d. Describe the fundamental components in the anatomy of a building.

e. Explain the phases of construction and why they are sequenced as they are

2. Materials Science - 50 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Define and explain the importance of materials sciences
    - Identify construction materials
    - List several common materials used in the design and construction of structures.
    - Define simple properties of materials, such as strength, flexibility, transparency.
b. Calculate the density and bearing capacities of several soil and fill materials. Given building specifications, determine which materials area suitable for foundation support on the project.
c. Examine various options of building materials and draw conclusions from graphical data on material performance, suitability, and sustainability.

3. Materials Safety- 40 Hours

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain the advantages and disadvantages of common materials used in engineering structures.
b. Conduct a safety meeting with a project team and present a hazard analysis of the materials.

4. Materials Application - 50 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Select suitable materials for making a particular object based on their properties.
b. Develop cost models for construction budgets based on material quantities and structure size.
c. Write an installation procedure for a selected construction material noting installation techniques, tools and equipment required, fastening approach, and safety procedures that must be observed.
d. Select a construction material that fosters sustainable construction principles and argue for its use in a building project.

5. Construction Tools - 25 Hours

   Curriculum Elements:

   ☒ Industry/occupation specific safety training and education

   ☐ Employability skill development

   ☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Identify a variety of hand tools, portable power tools, and stationary equipment.
b. Explain and demonstrate safety considerations for their correct use, features, distinguishing characteristics, normal operating techniques, and the applications for which they are commonly applied.
    - Explain personal choices that reduce the risk of safety hazards.
    - Name and properly don personal protective equipment for the use of basic construction tools.
    - Identify common hazards associated with tool use.
    - Describe the importance of tool inspection and care in preventing injuries.
    - Discuss how the ergonomics of tools use prevents injuries.

6. Construction Safety- 35 Hours

   Curriculum Elements:

   ☒ Industry/occupation specific safety training and education

   ☐ Employability skill development

   ☐ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain the purpose and organization of OSHA and use the 29 CFR 1926 to research and identify applicable safety regulations
b. Perform Hazard identification, site inspections, and hazard communication particularly related to:
    - Focus Four Hazards

- Fire hazards
- Explain the concept of Hazard mitigation and prepare written plans and procedures that address:
- Safety Plans and Shop Safety
- Proper use of PPE
- Material handling, communication, and safety data sheets
- Ergonomics
- First aid and safety equipment
- Drug-free workplace

c. Explain the meaning of and critical role of safety with the Focus Four hazards: fall, electrical, struck-by, caught-in/between

7. Construction Measurement - 20 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Use a standard rule, metric ruler, and measuring tape and read to the 1/16th inch to measure lengths
b. Add, subtract, divide, and multiply: fractions, decimals
c. Convert fractions to decimals and decimals to fractions
d. Convert decimals to feet and inches
e. Measure dimension Strings and Grids
f. Calculate area, perimeter, surface area and volume
g. Determine vertical plumb using measurement, builder levels, and laser levels
h. Determine horizontal level using measurement, builder levels, and laser levels
i. Calculate crane radius calculations
j. Determine arcs of pipe bends for electrical conduit
k. Measure large scale dimensions and grades using string measure, laser level, surveying equipment

8. Introduction to Drawings, Print Reading, & Layout - 40 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Demonstrate ability to draw isometric and orthographic views and interpret construction projects from sketches and prints.
    - Identify lines, symbols, abbreviations, and nomenclature within prints
    - Demonstrate correct interpretation of drawing/print information and specifications to the correct location on the plan.
    - Perform necessary mathematics to determine scale and measurements
    - Describe how specifications and construction drawings are used together on construction projects
    - Demonstrate how to layout the foundation of a project
    - Translate drawing information into operational plans

9. Construction Math - 40 Hours

    Curriculum Elements:

    ☐ Industry/occupation specific safety training and education

    ☐ Employability skill development

    ☒ Industry/trade specific skills and knowledge

    a. Explain and demonstrate knowledge of mathematical concepts as they relate to construction activities.
        - Equations and inequalities
        - Linear equations and functions
        - Linear systems and matrices
        - Quadratic functions
        - Attributes and relationships of geometric objects
        - Counting methods and probability
        - Data analysis and statistics
        - Trigonometric functions
    b. Observation of correct and accurate applications of mathematic concepts in the performance of practical construction activities in the classroom and shop.

10. Applied Physics - 30 Hours

    Curriculum Elements:

    ☒ Industry/occupation specific safety training and education

    ☐ Employability skill development

    ☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Demonstrate knowledge of the primary laws of physics and how they apply to construction, including safety considerations involving the workplace use of force and power.
    - Matter and mass
    - Force, work, and power
    - Simple machines, stress, and motion
    - Heat and pressure
    - Gas laws and fluid mechanics

b. Design and produce a set of deep throated C-Clamps able to provide at least 200lbs of pressure measured on a scale.

11. Construction Rigging - 20 Hours

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Determine lifting task and job-site requirements, characterization of the load, selection of rigging equipment, safety precautions, and techniques and procedures for lifting, maneuvering, and moving the load.
    - Lift planning
    - Calculating the load
    - Rigging hardware
    - Cranes, hoists and lifting devices at work sites
    - Signaling

b. Demonstrate proper rigging principles and signaling techniques for moving/relocating a simple load of lumber.

12. Hydraulics - 30 Hours

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain and demonstrate knowledge of hydraulics/pneumatics concepts as they relate to construction activities:

- Explain the physics guiding hydraulics.
- Calculate problems related to fluid power using Pascal's Law, Force, Work, and Power equations.
- Identify the major historical events (and figures) behind the science of fluids.
- Describe the advantages and disadvantages of fluid power.
- Identify and explain the factors to consider when setting up a hydraulic system.
- Define terminology common to hydraulics.
- List the typical components of a basic hydraulics system.
- Recognize the fluid power components from schematics.

b. Learn and practice safe handling procedures of hydraulics.
c. Apply the knowledge of hydraulics while building a hydraulic can crusher from syringes, fittings, hose and common building materials.

13. Fasteners - 15 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Identify the correct fastener for various materials and construction processes.
    - Fastening systems
    - Permanent fasteners
    - Screws
    - Nails
    - Adhesives
b. Provided a fastener schedule, and applicable fastener specifications, properly install the fasteners required in the class projects.

14. Electricity in Construction - 40 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain and demonstrate knowledge of electrical concepts as they relate to construction activities:
    - Science of Basic Electricity
    - Voltage, Current, and Resistance
    - Electrical Circuits

15. Company Organization & Operations - 5 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain and demonstrate knowledge of company organizational and operational concepts of as they relate to construction activities.
    - Basic organization of a construction company
    - Systems, processes, and procedures
    - Regulatory agencies
b. Work in groups to develop and establish organizational roles in completing a small-scale building project. Roles will address project needs of pre-planning, planning, project execution, project close-out.

16. Planning & Scheduling - 30 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain and demonstrate knowledge of planning and scheduling as they relate to construction projects:
    - Creating a new project schedule
    - Organizing a project schedule
    - Formatting and printing in MS Project
    - Managing the project schedule
b. Demonstrate professional communication and collaboration skills while developing a construction schedule for a simple building project

17. Estimating - 40 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Explain the purpose and function of cost estimating in construction projects
b. Describe the organization of the Construction Specification Institute Divisions and how they relate to estimating
c. Demonstrate common estimating techniques including square foot estimating and Materials/Material Take Off by CSI code
d. Explain the basic considerations for estimating Earth work, concrete, steel, and wood
e. Calculate labor costs and productivity rates
f. Complete a project cost estimate with overhead and profit built in.
g. Explain the importance of a risk analysis in preparing a cost estimate.
h. Provided a set of plans and a preliminary budget, students will work in groups to estimate the materials costs and labor costs in producing a simple, finished, building project.

18. Capstone Project - 15 Hours

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☒ Employability skill development

☒ Industry/trade specific skills and knowledge

Student will be able to:

a. Work as a team to apply the knowledge, skills and abilities gained through the previous units of instruction to complete a scaled construction project.
b. Work in groups to build a physical structure, complete with essential structural and building materials, practices and quality assurances. The project will incorporate key components of other units included in these Frameworks.
c. Demonstrate responsibility by showing up to class on time and prepared to work and except the same of their classmates.
d. Work collaboratively as a team to complete assigned project that will require them to design, schedule and execute a work plan to successfully build out a construction project.

e. Reflect on their decisions, actions, and skill development through self-evaluations on assigned project.
f. Demonstrate professional communication and behavior through peer evaluations on assigned project.
g. Work together as peer evaluators to provide constructive feedback on skill improvement.
h. Demonstrate respect for themselves and others by maintaining a safe working environment in the shop/lab setting at all times.
i. Enforce all safety procedures in the shop/lab setting using professional and constructive language.

Teri Gardner 2-24-25
Teri Gardner 2-17-25

2/21/25 MN
2/17/25 MN

Preparatory Program Name:	**Interlake BIT - CorePlus Construction**	**Total Number of Participants:**	**56**
		Total Participant Graduates:	**52**
Reporting Period, Earliest Date:	**9/1/2021**	**Total Withdrawals/Incomplete:**	**4**
Reporting Period, Latest Date:	**6/18/2024**	**Total Grad's Articulated into Reg' Apprenticeship:**	**1**

Washington State Department of Labor & Industries

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

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
		YYYY/MM/DD	M,F,X	A,B,W,NI,H,AN,M,O,X	H,N,X	Yes,No	YYYY/MM/DD	A,W,C	YYYY/MM/DD			YYYY/MM/DD	
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**
56	56	56	56	56	56	56	56	56	56	1	1	1	1

Articulation Rate 1.79%

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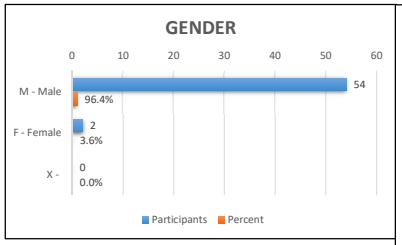

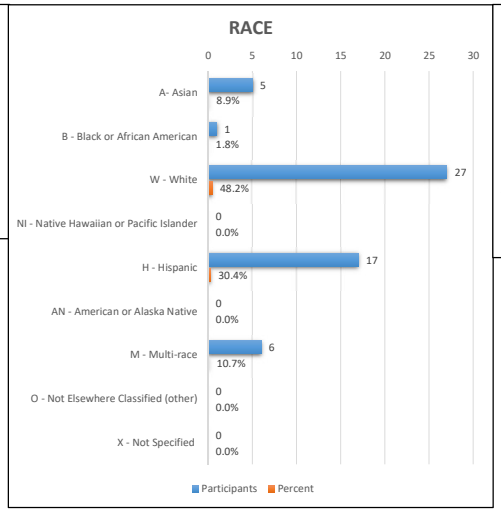

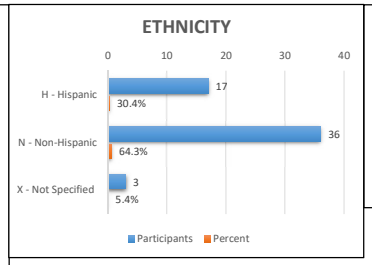

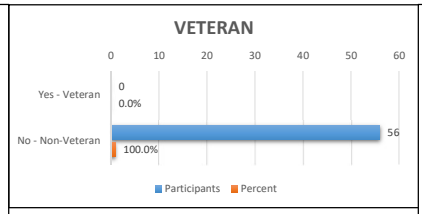

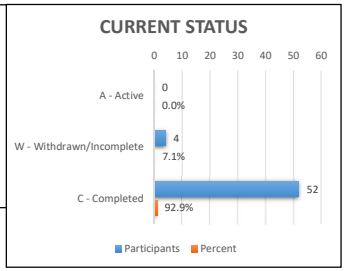

2/17/25 MW
Teri Gardner 2-17-25

WESTERN STATES REGIONAL COUNCIL OF CARPENTERS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Western States Regional Council of Carpenters ("WSRCC"), and Interlake High School.

A. Purpose

The purpose of this agreement is to support the Interlake High School 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 Interlake High School pre-apprentice programs meeting in accordance with the qualifications set out in Section C paragraphs 1-5.

B. Roles and Responsibilities

1. The role and responsibility of the Western States Regional Council of Carpenters ("WSRCC") is to offer to support the Interlake High School 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 "WSRCC" may attend program related activities, events, and host student tours at one of the Apprenticeship Training Centers.

2. The role and responsibility of Interlake High School 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. Interlake High School 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 Interlake High School 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 party's 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" shall review for suitability the curricula of the Interlake High School 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. Both parties agree that the partnerships 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: 533 S. Fremont St. 10thFloor, Los Angeles, CA 90071
Telephone(s): (909)887-2524
E-Mail Address: careers@wscarpenters.org
Date: 2/13/2025

Interlake High School

Authorized Official: _____
Signature
Printed Name and Title: Jess Moyer, BSD Director of Career and Technical Education
Address: 12111 NE 1st Street. Bellevue, WA 98005
Telephone(s): 425-456-4186
E-Mail Address: BellevueCTE@bsd405.org
Date: 2/11/2025

Interlake High School

Authorized Official: _____
Signature
Printed Name and Title: _____
Address: _____
Telephone(s): _____
E-Mail Address: _____
Date: _____

2/17/25 MN

Teri Gardner 2-17-25

January 22, 2025

Memorandum of Understanding between
Bellevue School District Apprenticeship Prep Program (APP) and Northwest Laborers-Employers Training Trust (NWLETT)

Bellevue School District APP Instructor will contact NWLETT representative (Coordinator/Director/Administrator) who will go to Interlake High School and present an overview of NWLETT apprenticeship program to the students of Bellevue School District's Apprenticeship Prep program.

- Bellevue School District Instructors will determine which BSD APP scholars are interested in taking part of the NWLETT application process.
- Bellevue School District Instructor will email NWLETT's Apprenticeship Coordinator a list of preferred applicants to apply and gain a preferred status upon successful completion of application and interview with NWLETT's Laborer Apprenticeship.
- NWLETT will send a representative to be a member on the Bellevue School District APP advisory Committee to help Bellevue School District Pathways over time.

Bellevue School District APP Preferred Applicant

- Preferred applicants will need to maintain at least a 90% attendance rate.
- Preferred applicants will need to obtain all certifications offered by Bellevue School District's APP.
- Preferred applicants will need to bring a letter of recommendation from the instructor and copies of all certificates of program completion to the NWLETT orientation.
- Preferred applicants must graduate the Bellevue School District Apprenticeship Prep Program.
- Once all requirements are completed, preferred applicants will receive 10 extra points on the Northwest Laborers Apprenticeship New Entrant Assessment.

Steps a Qualified Bellevue School District Apprenticeship Prep graduate Must Take – Application Process

- Contact NWLETT for information on next orientation.
- Graduate must meet the minimum requirements of the NWLETT Apprenticeship
  1. Applicant must be at least 18 years of age.
  2. Applicant must have a valid state-issued identification.
  3. Applicant must pass a drug test.
  4. Applicant must be physically able to perform the duties of the Apprenticeship.
- Graduate must attend an Orientation and interview at Laborers Local 242.

Approved By:

Brandon Jordan, Training Director, NWLETT

Either party, for any reason, may terminate this MOU by giving 30 days written notice.

LiUNA! Northwest Laborers-Employers Training Trust
Feel the Power
nwlett.edu

KINGSTON
27055 Ohio Avenue NE
Kingston, WA 98346
360.297.3035

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

SPOKANE
3921 E. Francis
Spokane, WA 99217
509.467.5239

SATSOP
116 Tower Boulevard
Elma, WA 98541

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