

## **APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM**

*Recognized Apprenticeship Preparation Programs are education and training programs which maintain formal articulation agreement(s) with one or more registered apprenticeship program sponsors. The purpose of the recognized preparation programs is to prepare participants for successful entry into registered apprenticeship programs. Preparatory programs are designed to increase the participation of underrepresented populations in registered apprenticeship. (WSATC Policy 2012-03 Sec. I B).*

*An apprenticeship preparation program may apply for recognition or continuing recognition from the WSATC. The WSATC may grant initial recognition for a period of up to 18 months, and continuing recognition for a period of up to three years. To apply for initial recognition, programs must have participants enrolled in training at the time of application, and provide individualized demographic data for the first/ current cohort of participants. (WSATC Policy 2012-03 Sec. III).*

### **SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY**

#### **Name of Apprenticeship Preparation Program:**

Pre- Apprenticeship Construction Education (PACE) and Trades Rotation Program (TRP). These programs follow the same curriculum, the difference is that TRP is for women and those who identify as women only and the PACE Program is for anyone.

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

Apprenticeship and Non-Traditional Employment for Women (ANEW)

#### **Contact Information:**

##### **Individual Authorized to Represent the Program**

*Name: Karen Dove*

*Organization: ANEW*

*Title: CEO*

*Phone: 406-799-7259*

*Email: karen@anewaop.org*

*Mailing Address: 18338 Andover Park W, Tukwila, WA 98188*

*Physical Address: 18338 Andover Park W, Tukwila, WA 98188*

##### **Point of Contact for Outreach and Enrollment**

*Name: Douglas Webster  
Organization: ANEW  
Title: Pre-Apprenticeship Coordinator  
Phone: 206-710-1016  
Email: doug@anewcareer.org  
Mailing Address: 18338 Andover Park W, Tukwila, WA 98188  
Physical Address: 18338 Andover Park W, Tukwila, WA 98188*

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

*Name: Teion Freeman  
Organization: ANEW  
Title: Finance Assistant  
Phone: 206-710-2939  
Email: teion@anewcareer.org  
Mailing Address: 18338 Andover Park W, Tukwila, WA 98188  
Physical Address: 18338 Andover Park W, Tukwila, WA 98188*

### **Summary of Preparatory Program**

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

- *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.*
- *Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
- *Describe the primary needs you have identified in your service area the program will address.*
- *Describe the target populations and geographical area.*
- *Describe the program. Please include the following:*
  - a. *The structure of preparatory program including the anticipated number of participants/cohorts per year and approximate duration of the program;*
  - b. *How the program will be staffed (i.e., instructors, administration, etc);*
  - c. *Participant support/resources during program; and*

- d. Apprenticeship navigation and articulation plan.*
6. *Describe the program outcomes. Please include the following if applicable.*
- a. Successful completion (required)*
  - b. Industry recognized certificate(s)/certification(s)*
  - c. Educational credit*
  - d. Target articulation rate (required)*
7. *Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

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

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

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

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

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

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

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

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

Our curriculum is meticulously crafted to strike a balance between classroom instruction and hands-on technical training. We’ve collaborated closely with apprenticeship programs and industry employers to ensure that our curriculum aligns perfectly with the demands of the construction field, thereby better preparing our participants and meeting the evolving needs of our partner apprenticeship programs. With **280** instructional hours, we’re committed to offering a comprehensive and robust learning experience that empowers our students to succeed in their chosen career path.

Students who successfully complete our program will be prepared to enter the following trades:

1. Boilermakers
2. Bricklayers
3. Cement Masons

4. Elevator Constructors
5. Electrical Workers
6. Heat and Frost insulators and Allied Workers
7. Iron Workers
8. Laborers
9. Operating Engineers
10. Painters and Allied Trades
11. Plumbers and Pipefitters
12. Roofers
13. Sheet Metal Workers
14. Teamsters
15. Carpenters

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

ANEW has a goal of 75% of graduated participants being placed into a state-registered apprenticeship and/or family wage careers with a minimum of 65% entering registered apprenticeship within 6 months of graduation.

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

**6 Months**

**12 Months** *(program serving actively enrolled K-12 participants)*

**18 Months** *(program serving currently incarcerated individuals)*

The 6 month articulation timeframe was chosen as none of the exceptions apply.

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

Below is a list of planned cohorts for each program and the target enrollment for each.

ANEW 2024 Pre-Apprenticeship Enrollment Goals		
Program	Cohort Number	Goal Number of Enrollments
Pre-Apprenticeship Construction Education (PACE)	PACE 42	20
	PACE 43	20
	PACE 44	25
	PACE 45	25
	PACE 46	25
	PACE 47	25
	PACE 48	25
	PACE 49	25
	PACE 50	25
	Trades Rotation Program (TRP)	TRP 122
TRP 123		20
TRP 124		20
TRP 125		20
		Total Number of Enrollments:
		295

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

To successfully complete the TRP and PACE programs, participants must meet several key requirements. Students cannot miss more than 5 days or 40 hours of programming. In addition, they must pass each dimension to graduate from the program. In Dimension 1, Professional Development they must pass the Elevator Pitch, Resume, Mock Interview and Apprenticeship Portfolio assignments in addition to meeting or exceeding expectations in the Personal Development Practices of Reliability, Attitude, Adaptability, Productivity, Professionalism and Problem Solving. In Dimension 2, Apprenticeship Competency Evaluations, they must meet the standard for each station which includes rebar tie, screw, nailing, measuring, grading, bricks, wheelbarrow, rebar carry, block carry, extension ladder, plywood carry and lumber carry. For Dimension 3, Construction Career Exploration they must pass their measuring tape, tool recognition and shop programs. In Dimension 4, Math they must pass their final with a 70% (or 80% for those who wish to enter the licensed trades). For Dimension 5, Safety Certifications they must obtain their OSHA-10, Flagger and Forklift Certification. Last, for dimension 6, they must pass their physical fitness test.

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

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

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

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

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

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

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

**Please select the option which best characterizes your program.**

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

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

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

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

<b>Cement Masons &amp; Plasterers Training Centers of Washington</b>	<b>1. Cement Mason 2. Plasterer</b>	<b>X</b>			
<b>Construction Industry Training Council (CITC)</b>	<b>1. Carpentry 2. Electrician 3. Glazier 4. Heavy Equipment Operators 5. HVAC 6. Laborer 7. Painting 8. Plumbing 9. Scaffolding Erector 10. Sheet Metal</b>	<b>X (Direct Entry)</b>			
<b>Finishing Trades Northwest</b>	<b>1. Drywall 2. Flooring 3. Glazier 4. Painter</b>	<b>X</b>			
<b>NW Laborers Employment Training Trust (NWLETT)</b>	<b>1. Laborers</b>	<b>X</b>	<b>X</b>		
<b>Pierce County Roofers JATC</b>	<b>1. Roofers</b>	<b>X (Direct Entry)</b>			
<b>United Union of Roofers, Waterproofers and Allied Workers Local 54</b>	<b>1. Roofer</b>	<b>X (Direct Entry)</b>			
<b>Seattle Pipe Trades Apprenticeship</b>	<b>1. Commercial Plumbers 2. Residential</b>	<b>X</b>			



	<b>Plumbers</b> <b>3. Steamfitters</b> <b>4. Heating, Ventilation and Air Conditioning (HVAC)/Refrigeration Mechanics</b> <b>5. Marine Pipefitters</b>				
<b>Western Washington Sheet Metal JATC</b>	<b>1. HVAC CONTROLS TECHNICIAN</b> <b>2. HVAC SERVICE TECHNICIAN</b> <b>3. HVAC TEST, ADJUST AND BALANCE TECHNICIAN</b> <b>4. MARINE SHEET METAL WORKER</b> <b>5. RESIDENTIAL SHEET METAL WORKER</b> <b>6. SHEET METAL WORKER</b>			X	X

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

<b>Program or Organization Name</b>	<b>Role(s)</b> <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
W.G. Clark	Board of Directors Member
Exxel Pacific	Board of Directors Member
Lease Crutcher Lewis	Board of Directors Member

Sellen Construction	Board of Directors Member
Seattle/King County Building Trades	Board of Directors Member
Craftsman Plumbing	Board of Directors Member
Construction Industry Training Council of WA	Board of Directors Member
Lakeside Industries	Board of Directors Member
Scarcella Bros. Construction	Board of Directors 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. At a minimum, the curriculum must include the following elements:*

*Industry/occupation specific safety training and education;*

*Employability skill development;*

*Industry/trade specific skills and knowledge; and*

*Course hours.*

**In one to two paragraphs, please provide a brief summary of the programs curriculum describing the total number of hours, topics covered, method of delivery, etc.**

The goal of ANEW's Pre-Apprenticeship programming is to ensure our pre-apprenticeship students are equipped with the competencies necessary to excel in the workforce and pursue lucrative career paths. ANEW Pre-Apprenticeship Programs are designed precisely for this purpose, offer comprehensive training and career exploration opportunities tailored for individuals aspiring to enter apprenticeship or secure family wage career in the construction craft trades.

In our 280-hour program, participants gain not only the essential skills but also the confidence and competitive edge required to thrive in higher-paying construction roles or seamlessly transition into apprenticeship programs within the building trades sectors.

<b>Dimension 1:</b> Professional Development and Professional Development Practices	45 hrs
<b>Dimension 2:</b> Apprenticeship Competency Evaluations	40 hrs
<b>Dimension 3:</b> Construction Career Exploration	96 hrs
<b>Dimension 4:</b> Math Skills	40 hrs
<b>Dimension 5:</b> Safety Certifications	26 hrs
<b>Dimension 6:</b> Physical Fitness	33 hrs
<b>TOTAL HOURS:</b> 280 hours	
<b>Dimension 7:</b> Service Learning and Speed Mentoring ( <b>outside classroom</b> )	10 hours

This curriculum, delivered through a combination of classroom instruction, hands-on training, and real-world applications, thoroughly prepares participants for successful careers in the construction industry.

**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.*

ANEW works with many registered apprenticeship programs including the eleven who have signed Articulation Agreements for our graduates (see attached). These programs participate in our classes by providing hands-on classroom activities, apprenticeship tours, curriculum development and feedback on ANEW graduates entering their programs. For example, the Laborers just provided us with scaffolding equipment and trained our instructors on new curriculum for this module. The Cement Masons come onsite to teach a concrete lesson. All of the apprenticeship programs participate in mock interviews, tours, or panel conversations with our students. We are in constant communication with our apprenticeship programs partners to ensure our graduates are not only meeting, but exceeding, their apprenticeship requirements.

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

**All ANEW's instructors are members of Laborers Local 242**

**Sydney Bennett (she/her), Pre-Apprenticeship Instructor**  
Sydney Bennett has a solid background in HVAC, having worked as a residential HVAC service technician for three and a half years. Her technical expertise and practical experience in the field provide students with valuable insights into HVAC systems and residential construction practices.

**Kerry Brothers (he/him/they), Pre-Apprenticeship Instructor**  
Kerry Brothers has over a decade of experience as a STEM instructional and training leader, working with adults and students of all ages. He has a strong focus on developing problem-solving skills, critical and creative thinking, and teamwork. In addition to his training leadership role, Kerry spent 10 years as a carpenter in residential construction

and advanced into commercial trades. He is also an alumnus of the ANEW PACE Program, bringing firsthand experience and deep understanding of the program's impact.

**Michelle Layne (she/her), Pre-Apprenticeship Instructor**

Michelle Layne is a Navy Veteran with six years of experience as a member of the Laborers Union Local 242. Her intensive laboring skills and dedication to the construction trades provide students with a disciplined and rigorous approach to their training.

**Mandy Richardson (she/her), Pre-Apprenticeship Instructor**

Mandy Richardson is a journeywoman carpenter who began her career with a four-year apprenticeship through the Northwest Carpenter's Institute. With six years of construction experience, Mandy is committed to teaching pre-apprenticeship students how to succeed in their trades. Her focus on providing students with the right tools, both mentally and physically, ensures they are well-prepared for the demands of the construction industry. Mandy is now a member of Laborers local 242 union.

**Kyla Wytko, Pre-Apprenticeship Instructor**

Kyla Wytko brings a wealth of experience from her time as a carpenter from 2014 to 2021. She spent her first year and a half building forms for concrete placement and the remainder of her career focusing on finishing carpentry. In 2021, Kyla joined the plumber's union and was a plumber's apprentice until January 2024. Her diverse experience in both carpentry and plumbing provides students with a broad perspective on construction trades. Kyla is now a member of Laborers local 242 union.

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

Participants in ANEW Pre-Apprenticeship programs can receive 18 college credits through South Seattle College through the course number TL100. To earn these credits, students must complete the full 280-hour program and meet all completion requirements.

**Please complete Appendix B – Curriculum Outline.**

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

### **Sec. II D)**

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

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

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

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

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

Our programs at ANEW are designed to be inclusive and serve a diverse population, with a strong emphasis on supporting underrepresented groups in the construction trades. Originally founded to help women and those identifying as women enter family wage construction careers, ANEW continues to target these demographics specifically with our TRP program, which are all-female (and those identifying as) cohorts. However, ANEW has since evolved to welcome participants from all demographics who wish to pursue a career in construction.

For the year 2024, ANEW has set specific demographic goals to ensure broad representation and support for various communities. These demographics include:

- People of color (POC)
- Women of color (WOC)
- Individuals identifying as LGBTQ+
- Participants enrolled in Basic Food Employment and Training (BFET)
- Priority hire students
- Justice-involved students

The intended program participants span a wide range of ages, genders, and races/ethnicities, primarily drawn from the geographic area surrounding the greater Seattle region. The program is not limited to a specific population but aims to serve those who are underrepresented in the construction trades.

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.*

Almost all participants (95- 98%) are referred to ANEW through word of mouth. Therefore, we rely on ensuring partners and community organizations have the most up to date information possible to be able to refer potential clients to our training programs. ANEW employs a multifaceted approach to recruit students into our pre-apprenticeship programs, with a strong focus on engaging underrepresented populations. These approaches include an alumni referral program, a wide range of advertising efforts, including utilizing social media platforms like Facebook and Instagram to reach potential participants, as well as deploying physical advertisements such as yard signs and distributing various printed and digital marketing materials.

In addition to the efforts of our Outreach team, ANEW's Strategic Partnerships Director plays a crucial role in building and maintaining relationships with local unions, contractors, construction companies, and apprenticeship programs. These partnerships ensure that the broader community is aware of ANEW and its mission, creating a network of support and opportunities for our participants. Word of mouth from former students also significantly contributes to our recruitment efforts, as successful graduates share their positive experiences and encourage others to enroll.

To specifically encourage underrepresented populations to enroll in our programs, ANEW employs several targeted strategies:

- **Community Engagement:** ANEW focuses on engaging with community organizations and groups that serve underrepresented populations, including women’s groups, LGBTQ+ organizations, and minority-focused community centers. By partnering with these organizations, ANEW can reach individuals who may benefit most from our programs.
- **Tailored Messaging:** Our marketing materials and outreach messages are crafted to resonate with underrepresented groups. ANEW highlights the success stories of graduates from diverse backgrounds and emphasizes the supportive and inclusive environment of our programs.
- **Financial Support Information:** ANEW provides detailed information about financial assistance and support services available to participants, such as the Basic Food Employment and Training (BFET) program, which can be particularly appealing to individuals from lower-income backgrounds.

- **Role Models and Mentors:** ANEW features diverse instructors and alumni as role models and mentors who can share their experiences and successes. This representation helps potential participants see themselves in the program and understand the opportunities available to them.
  - **Accessibility:** ANEW ensures that our program locations and schedules are accessible to a wide range of participants, including those with varying work and family commitments. This includes offering classes at convenient times and providing support services such as childcare and transportation and financial assistance when possible.
3. *Please describe the tools, processes, and resources your program will utilize to retain participants through graduation.*

To ensure high retention rates and support participants through to graduation, ANEW employs a variety of tools, processes, and resources designed to address the needs and challenges of our diverse student body. Our comprehensive approach includes:

- **Individualized Support:**
  - Program Coordinators: Each cohort is assigned a program coordinator who provides personalized support and guidance throughout the program. These coordinators help students navigate any personal or academic challenges they may face, offering resources and solutions tailored to their specific needs.
  - Check-Ins: During the cohort, students have one-on-one meetings with Program coordinators to ensure that participants stay on track and receive the assistance they need to be successful.
- **Supportive Learning Environment:**
  - Inclusive Atmosphere: ANEW fosters a supportive and inclusive learning environment where all participants feel valued and respected. This includes promoting diversity and inclusion through our curriculum and interactions.
  - Cohort-Based Learning: Participants progress through the program in cohorts, building a sense of community and peer support. This cohort model encourages collaboration and camaraderie among participants.
- **Financial and Logistical Support:**
  - Financial Assistance: Information and access to financial aid, scholarships, and other support programs like the Basic Food Employment and Training (BFET) program help alleviate financial burdens that might otherwise hinder participation. ANEW can also provide additional, income-based support services on a case-by-case basis, depending on current support service funds.



- Transportation Assistance: ANEW offer gas cards to students who are financially eligible to ensure that transportation costs are not affecting student retention.
- **Academic Support and Mentorship:**
  - Tutoring Services: Our math instructor offers tutoring for participants who need extra help with the math portion of the program.
  - Speed Mentoring: Built into our curriculum, former ANEW alumni are invited to speak to each cohort, offering insight into the program and how it helped them succeed in the trades.
- **Job Retention Specialist:**
  - Ongoing Employment Support: Our job retention specialist works with graduates to ensure their successful transition into the workforce. This specialist provides ongoing support, addressing any workplace issues and helping graduates retain their positions and advance in their careers. During the cohort, the JRS will work with students to learn what trade they are perusing a career in and will tailor their job search to the cohorts needs.
- **Continuous Feedback and Improvement:**
  - Participant Feedback: ANEW regularly solicits feedback from participants to understand their needs and experiences. This feedback informs ongoing improvements to our program.
  - Performance Monitoring: ANEW tracks participants' progress through regular assessments and evaluations, allowing us to identify and address any issues promptly.

By utilizing these tools, processes, and resources, ANEW is committed to supporting participants throughout their journey, ensuring they have the best possible chance of successfully completing the program and embarking on rewarding careers in the construction trades.

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.*

As part of the graduation requirement, all students are required to apply for at least two registered apprenticeship programs prior to graduation as well as an employment plan for the time between graduation and acceptance. The goal is for them to gain employment that will assist them with technical experience they can utilize during the apprenticeship application process. ANEW has a Job Developer position that is responsible to working with graduates to ensure they successfully follow their career

plan and assist them with holdover jobs. ANEW provides retention services to graduates for two years post-training and continues to track students through completion of their apprenticeship program.

## **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.**

ANEW has a multi-step enrollment process for all preparation program participants. Participants complete a detailed enrollment form that collects all the above demographic information. Each participant is then entered into the ANEW client database. As a participant progresses through the program milestone benchmarks are entered into the client database via case notes and data gathering points. At any point ANEW can run reports from this database and export participant data. All the above-mentioned measures and demographic information can be exported.

**Please complete Appendix C – Administrative Requirements Spreadsheet.**

## **SECTION 7: APPENDICES**

**Please complete and submit appendices with the application packet as separate files.**

**Appendices include the following:**

*Appendix A – Program Summary*

*Appendix B – Curriculum Outline*

*Appendix C – Administrative Requirements Spreadsheet*

*Appendix D – Articulation Agreement(s)*

*\*Submitted by program as individual documents*

## **SUBMISSION INSTRUCTIONS**

***Applications are due no later than 45 days prior to the scheduled quarterly meeting of the Washington State Apprenticeship and Training Council. It is strongly recommended that you submit your application 2 weeks prior to the deadline for pre-review, to ensure that your application is complete. Contact Rio Frame for questions or assistance.***

***Please submit your completed application via email to:***

*Rio Frame, Management Analyst  
Dept. of Labor & Industries, Apprenticeship Section  
Rio.Frame@Lni.wa.gov  
509-426-0985*

## APPENDIX A – PROGRAM SUMMARY

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

1. ANEW (Apprenticeship for Nontraditional Employment for Women) is the oldest, continuously running pre-apprenticeship program in the nation. For over 40 years, ANEW has built a reputation as a 501(c)(3) nonprofit that thoughtfully and effectively brings equity to a predominantly white male workforce by improving the access and advancement of underrepresented and underserved people in construction and manufacturing industries. Located in Tukwila, WA, we improve people's lives by providing quality training, employment navigation and supportive services leading to successful family wage careers that provide increased economic opportunity, health benefits, career advancement, and lifelong skills. With a talented staff of nearly 40 people, we focus on serving low-income/low-skilled individuals, women, BIPOC community members, returning citizens, Veterans, those impacted by the justice system, gender diverse individuals, unemployed or underemployed people, and others from systemically disadvantaged backgrounds. We also choose to engage residents in Priority Hire zip codes to specifically address concerns held by minorities and women regarding employment in the construction trades.

ANEW has three pillars that represent our work: training and placement, career exploration and retention services. Because we carry out multiple approaches in our service delivery, we are continuously improving our processes and finetuning our model. We have a strong history of not only placing students but providing them with the necessary support to remain in the construction industry. Staff commit to providing post-placement services and/or retention practices at monthly milestones starting at 6 months and ending at 48 months post-placement. This includes communicating with students via text, email, and telephone to provide support, assess their progress in the field and update employment information. We provide employment guidance, career navigation and advancement opportunities, counsel on wage progressions, and support with other longer-term job issues. Additionally, ANEW provides resource referrals or financial assistance to ensure the student remains working.

2. ANEW is funded through over 29 different grants and contracts as well as private donations and sponsorships. ANEW's funding is diverse, and most contracts are renewable contracts. ANEW currently has funding secured through 2025.

3. There are several needs in the Puget Sound Region and the State of Washington when it comes to the construction workforce. The aging population of the workforce demands new workers and new methods of the recruitment and retention of diverse talent. There is also a need for these underrepresented and underserved workers to have access to family wage careers with benefits.

To recruit and retain diverse talent, there is a need for quality pre-apprenticeship programs that provide foundational skills and pathways to registered apprenticeships. Other identified needs include financial support for pre-apprentices and apprentices to aid in the retention of these workers, respectful workplace training to create more inclusive work sites for all people, succession planning and knowledge transfer to include mentorship and leadership development.

4. The primary outreach targets of ANEW are women (more specifically we target women of color), BIPOC individuals, opportunity youth, Veterans, individuals previously involved with

the justice system, and those who live in Priority Hire zip codes. These areas have large youth, BIPOC, and LGBTQIA+ populations. The demographics served from 1/1/2020 – 12/31/2023 are 40% White, 18% Black, 4% Asian, 14% Hispanic, 4% Native American, 2% Pacific Islander and 15% mixed race. The age range for this period is 29% ages 16 – 22; 27% ages 22 – 29; 42% ages 30 – 54 and 1% over 55. We served 30% female and 67% male. Thirty two percent of the students are/were justice involved. These individuals come from Western Washington from Bellingham to Chehalis. Our cohorts are mainly in King, Pierce and Snohomish Counties, but we have had cohorts from Chehalis to Bellingham.

5. In 2024, ANEW expects to hold 14 cohorts for 280 students.

#### **PROGRAM STRUCTURE**

**Total Course Hours:** 280 hours + 10 hours of outside classroom

#### **PROGRAM DIMENSIONS**

<b>Dimension 1:</b> Professional Development Practices	45 hrs
<b>Dimension 2:</b> Apprenticeship Competency Evaluations	40 hrs
<b>Dimension 3:</b> Construction Career Exploration	96 hrs
<b>Dimension 4:</b> Math Skills	40 hrs
<b>Dimension 5:</b> Safety Certifications	26 hrs
<b>Dimension 6:</b> Physical Fitness	33 hrs
<b>TOTAL HOURS: 280 hours</b>	

**Dimension 7:** Service Learning and Speed Mentoring (**outside classroom**) 10 hours

ANEW's pre-apprenticeship programming is meticulously crafted to achieve specific outcomes, ensuring that participants are thoroughly equipped to succeed in their chosen career paths. Through full participation in our program, individuals can expect to achieve the following outcomes:

**Competitive Edge and Confidence:** Develop the knowledge, skills, and strategies necessary to effectively compete for entry into and retention within apprenticeships and construction jobs with confidence.

**Personal Safety and Fitness:** Receive comprehensive fitness education and training essential for personal safety and overall success in a construction career, prioritizing the well-being of our participants.

**Competency Validation:** Successfully pass apprenticeship competency evaluations, demonstrating readiness for entry into specialized trade training programs.

**Mathematical Proficiency:** Gain proficiency in the fundamental mathematical concepts essential for beginning tradecraft, ensuring competence in key areas of construction work.

**Professional Development:** Master key personal and professional principles embodied by successful apprentices, fostering a mindset conducive to long-term success in the field.

**Foundational Skills:** Acquire exposure to selected foundational construction skills, providing a solid understanding of various tradecrafts, and laying the groundwork for future specialization and career growth.

Through a holistic approach that encompasses both theoretical knowledge and practical skills, our pre-apprenticeship program aims to empower individuals with the tools and confidence needed to excel in the construction industry and beyond.

Our pre-apprenticeship programs are staffed by individuals with lived experience of those we serve. We utilize union Laborers for our technical instruction, pre-apprenticeship coordinators who provide professional development and support services, and a math instructor. The pre-apprenticeship team is led by a Vice President of Training.

During programming, each student creates an individual employment plan (IEP) and works with the pre-apprenticeship coordinator to identify and create a plan to overcome any barriers to successful entry into employment. Students may qualify for financial support services which could include gas cards or transportation assistance, utilities, rental assistance, and boots and clothing. Each IEP includes a career plan with a timeline which may include short term employment while waiting for their acceptance into apprenticeship. Students are required to apply for two apprenticeship programs while in programming.

**6.** ANEW's completion rate for calendar year 2023 is 86%. The students who graduate receive OSHA10, Flagger and Forklift Certifications. Students who qualify and complete the appropriate paperwork receive 18 credits from South Seattle College under the course WTL100. ANEWs target articulation rate into apprenticeship or family wage placement is 75%.



## **APPENDIX B – CURRICULUM OUTLINE**

**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. Professional Development Practices – 45 hours

Curriculum Elements:

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

- A. Demonstrate proficiency in workplace communication skills, encompassing listening, following verbal and written instructions, and actively engaging in asking and answering questions to foster clear and productive communication channels.
- B. Complete apprenticeship applications and craft professional resumes tailored to the specific requirements of the construction industry, ensuring readiness for the application process.
- C. Master job search techniques and interview skills, including participation in mock interviews to refine interview performance and increase confidence in securing employment opportunities.
- D. Gain comprehensive understanding of the procedures within the Washington State Apprenticeship system and the specific apprenticeship standards applicable to each trade of interest, facilitating informed decision-making and successful navigation of the apprenticeship process.
- E. Acquire insight into the nature of construction employment, including the expectations and requirements of apprenticeship programs and employers. Topics covered include drug testing protocols, transportation requirements (including familiarity with public transportation), and the potential necessity of holding a driver's license for certain positions.
- F. Identify and address issues such as harassment, hazing, bullying, retaliation, and workplace violence. Additionally, develop proficiency in conflict resolution tactics to effectively manage and resolve workplace conflicts. Emphasis is placed on promoting diversity, respect, and inclusive practices in the workplace.
- G. Develop strategies to manage essential life/work details such as reliable transportation and childcare, ensuring that participants can effectively balance personal and professional responsibilities.
- H. Develop foundational skills in budgeting and money management, empowering participants to make informed financial decisions. Additionally,

individualized support may be provided for aspects such as credit report review and debt management planning.

## 2. Apprenticeship Competency Evaluations – 40 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
  - Employability skill development
  - Industry/trade specific skills and knowledge
- A. Increase flexibility and endurance through aerobic exercises.
  - B. Improve physical strength, stamina and flexibility through skills activities derived from industry tasks.
  - C. Recognize techniques and methods to perform various exercises more easily.
  - D. Improve their ability to lift objects and move throughout a work zone safely.

## 3. Construction Career Exploration – 96 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
  - Employability skill development
  - Industry/trade specific skills and knowledge
- A. Demonstrate a strong work ethic conducive to employment in the trades, including consistent attendance, punctuality, and a positive attitude towards tasks.
  - B. Identify and safely operate basic hand and power tools commonly used in construction, such as hammers, saws, trowels, grinders, and drills. Understand the purpose and appropriate use of basic fasteners like nails, screws, and bolts.
  - C. Demonstrate knowledge of construction building materials and trade-specific terminology. Identify common building materials and understand their applications in construction projects.
  - D. Safely operate hand and power tools, performing regular maintenance checks to ensure their proper functioning. Participate in tools operation, safety, and maintenance presentations to enhance understanding and safety protocols.
  - E. Demonstrate practical applications with various construction hand and power tools used in the industry, ensuring proficiency in their correct usage.
  - F. Identify common building materials and construction processes, including site preparation, foundation and formwork, framing, and finishing work for floors, walls, and ceilings.

- G. Practice effective workplace communication and teamwork skills under the guidance of the instructor. Develop skills in giving tool safety presentations and collaborating with peers in trades activities.
- H. Gain understanding of the function and scope of various building and construction trades, including their general work processes, required skills, working conditions, and aptitudes needed for success.
- I. Identify basic machinery used in construction, such as forklifts, lifts, cranes, and pallet jacks, understanding their functions and safety protocols.
- J. Learn to effectively lead and follow within a team setting, practicing workplace leadership and collaboration with others.
- K. Participate in construction trades presentations to receive specific information on theory, practical tool applications, safety practices, and the nature of work within different trades.
- L. Exhibit work ethic through punctuality, appropriate attire, active participation, and asking relevant questions during trades activities.
- M. Participate in construction trades tours to understand various building and construction trades, including their work processes, required skills, working conditions, and aptitudes necessary for success.
- N. Receive information and an overview of building and construction trades work practices and application processes to prepare for future career opportunities.

#### 4. Math Skills – 40 hours

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge
  - A. Use and accurately read a tape measure, a fundamental skill essential for precise measurements in construction.
  - B. Demonstrate an understanding of addition, subtraction, multiplication, and division, and perform these basic math operations within trades applications.
  - C. Understand whole numbers, fractions, decimals, and percentages, and effectively use and convert them in trade applications as required.
  - D. Demonstrate an understanding of perimeter, area, and volume, and calculate these measurements accurately in trades applications to ensure proper material estimation and layout.
  - E. Understand and apply concepts of ratio, proportion, and scale in trades applications, ensuring accurate representation and scaling of drawings and models.
  - F. Utilize mathematical skills to estimate and identify mathematical functions necessary in various construction trades, enabling efficient problem-solving in real-world scenarios.

- G. Obtain knowledge of various tests administered by construction trades apprenticeship programs, preparing participants for assessment and entry into apprenticeship programs.
- H. Develop and refine skills needed to break down and solve story problems commonly encountered in construction projects, fostering critical thinking and analytical skills.
- I. Demonstrate an understanding of basic algebraic concepts and apply them in trades applications to solve unknowns and variables, facilitating accurate calculations and problem-solving.
- J. Utilize mathematical skills to estimate quantities, costs, and measurements accurately, essential for planning and executing construction projects effectively.

## 5. Safety Certifications – 26 hours

Curriculum Elements:

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

- A. Identify and correctly use standard personal protective equipment, including hard hats, respiratory protection, eye protection, hearing protection, boots, and gloves, to ensure personal safety on construction sites.
- B. Develop basic knowledge of different types of scaffolding, access methods, fall protection systems, and safe operation of aerial lifts to prevent falls and ensure worksite safety.
- C. Differentiate ergonomic factors relevant to construction work and implement measures for the prevention of musculoskeletal disorders, promoting a safe and healthy work environment.
- D. Demonstrate knowledge of industry safety standards, regulations, and best practices to ensure compliance and promote a culture of safety on construction sites.
- E. Identify hazards associated with Powered Industrial Trucks (PITs) and understand the importance of safe operation to prevent accidents and injuries.
- F. Demonstrate proficient operator skills on a forklift, including safe handling, maneuvering, and operation techniques, to ensure the safety of oneself and others in the vicinity.
- G. Understand the importance of proper flagger operations in controlling traffic flow and ensuring safety in construction zones.
- H. Learn the standard skillset of a competent flagger, including communication, signaling, and traffic control techniques, to effectively manage traffic in construction areas.
- I. Apply standard flagger control references, such as signals and procedures, to direct traffic safely and efficiently.

- J. Identify and apply standard flagger practices for various situations, ensuring smooth traffic flow and minimizing the risk of accidents or injuries in construction zones.

## 6. Physical Fitness – 33 hours

### Curriculum Elements:

- Industry/occupation specific safety training and education
  - Employability skill development
  - Industry/trade specific skills and knowledge
- 
- A. Understand basic knowledge of nutrition and its impact on physical performance, recognizing the importance of proper dietary choices in supporting overall health and fitness goals.
  - B. Understand proper stretching techniques to be implemented before beginning all workouts, promoting flexibility, and reducing the risk of injury.
  - C. Create a safe, progressive, methodical, and efficient activity-based plan to enhance improvement in physical fitness while minimizing the risk of injury, ensuring a structured approach to training.
  - D. Understand trades-specific ergonomics and proper methods for heavy lifting, materials handling, and general awareness, promoting safe work practices and injury prevention in construction settings.
  - E. Understand and utilize various training methods, including resistance training, cardiovascular training, and functional training, to improve overall fitness and performance.
  - F. Track personal fitness and aerobic capacity throughout the program to monitor progress, increase stamina, and enhance strength over time.
  - G. Perform flexibility exercises and cardiovascular exercises designed to improve body function, enhance muscle tone, and promote cardiovascular health.
  - H. Identify common health and fitness myths and trends involved with the evolving nature of physical education, fostering a critical understanding of fitness-related information.
  - I. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health, longevity, and a sustainable career in the building trades, emphasizing the importance of maintaining physical fitness throughout one's professional life.


## 7. Service Learning & Speed Mentoring – 10 hours

### Curriculum Elements:

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

- A. Students actively participate in speed mentoring sessions to gain insights into the firsthand experiences of other apprentices in the trades. These sessions offer a platform for students to interact with experienced professionals, learn from their journeys, and expand their industry network. By engaging in brief, focused interactions with mentors, students gain valuable advice, guidance, and industry insights to support their career development.
- B. ANEW emphasizes the importance of community engagement and social responsibility by incorporating service learning into its curriculum. Students apply their academic skills and knowledge to address real-life needs within their own communities through hands-on projects and initiatives. By actively participating in service-learning activities, students not only contribute to the betterment of their communities but also develop practical skills, critical thinking, and a deeper understanding of societal issues. This experiential learning approach fosters personal growth, civic engagement, and a sense of responsibility among students.

*RB*  
Teri Gardner 6-3-24

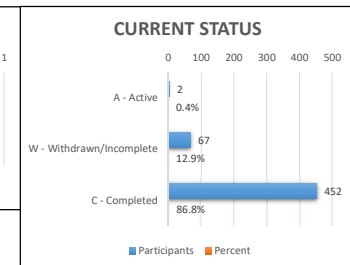
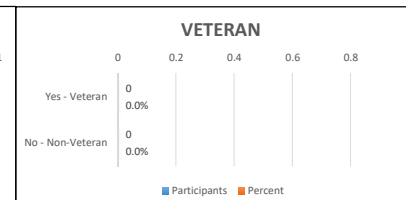
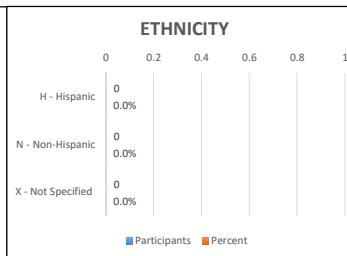
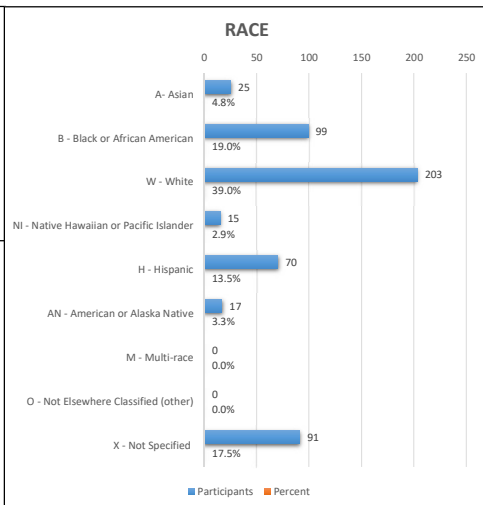
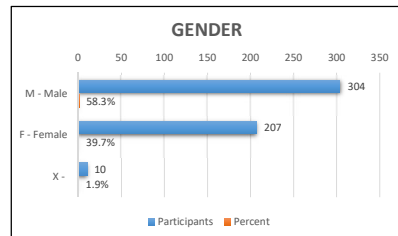
Preparatory Program Name:	ANEW	Total Number of Participants:	521	
Reporting Period, Earliest Date:	1/11/2021	Total Participant Graduates:	452	
Reporting Period, Latest Date:	12/14/2023	Total Withdrawals/Incomplete:	67	
		Total Grad's Articulated into Reg' Apprenticeship:	200	

\*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
521	521	0	521	521	0	0	521	521	454	200	200	0	200

Articulation Rate  
38.39%

Hide Chart    Hide Chart    Hide Chart    Hide Chart    Hide Chart



*RB**Teri Gardner 6-3-24*

## Memorandum of Understanding

Between

Cement Masons & Plasterers Training Centers of Washington

And

ANEW

This is a tier 2 agreement, by and between the Cement Masons & Plasterers Apprenticeship and Apprenticeship & Nontraditional Employment for Women (ANEW) is made to provide ANEW graduates the option to earn preferred enrollment in the Cement Masons & Plasterers Apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Preferred enrollment in the Cement Masons & Plasterers Training Centers of Washington may be granted through this agreement. Preferred enrollment means that ANEW Pre-Apprenticeship graduates who, because of the quality of preparation at the ANEW Pre-Apprenticeship Program meet the 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 job readiness class. The awarding of such preferred enrollment is contingent upon the joint cooperation of the two institutes.
2. The courses articulated for preferred enrollment credit are outlined below. Preferred entry requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. Preferred enrollment will only be given for students who successfully complete all **ANEW** program courses.
  - c. Competency Achievement Reports (CAR) will be provided by ANEW.
  - d. Considered preferred enrollment will be contingent on the current employment needs and out of work list of Cement Masons & Plasterers Apprenticeship.
3. Students must complete the **ANEW** program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.

ANEW

18338 Andover Park W

Tukwila, WA 98188

206-381-1384; [www.anewcareer.org](http://www.anewcareer.org)





4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the Cement Masons & Plasterers Apprenticeship evaluation.
5. This agreement shall begin May 24, 2024.

The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

5/24/24

Karen Dove  
Executive Director  
ANEW

Date

[Signature]

5-24-24

Micharl Raymond  
Training Director/ Coordinator  
Cement Masons & Plasterers Training Centers of Washington

Date



**Memorandum of Understanding**

**Between**

**Construction Industry Training Council (CITC)**

**And**

**(ANEW)**

This two tier agreement, by and between CITC and ANEW is made to provide ANEW graduates the option to apply for direct entry into a CITC Apprenticeship program, of the students choosing. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Direct enrollment in the CITC Apprenticeship program may be granted through this agreement. Direct entry of the candidates must demonstrate skills and abilities acquired through the ANEW program.
2. The courses articulated for preferred enrollment credit are outlined below. Direct entry requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. ANEW graduate will turn in upon application, all industry certifications they have received (OSHA, Flagging, Forklift etc.)
  - c. Direct enrollment will only be given for students who successfully complete all ANEW program courses.
  - d. Competency Achievement Reports (CAR) will be provided by ANEW.
  - e. Considered direct enrollment will be contingent on the current employment needs and out of work list of CITC's Apprenticeship program.
3. Students must complete the ANEW program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the CITC Apprenticeship program evaluation.



5. This agreement shall begin March 15 2024.

The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

Karen Dove

Executive Director

ANEW

Adriana Gamboa

Adriana Gamboa

Vice President of Apprenticeship

CITC

3/18/24

Date

3/10/2024

Date

*Teri Gardner 6-3-24*

## Memorandum of Understanding

Between

Finishing Trades Institute Northwest

And

ANEW

This is a tier 2 agreement, by and between the FTINW and ANEW is made to provide ANEW graduates the option to earn preferred enrollment in the FTINW Apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Direct enrollment in the FTINW Apprenticeship program may be granted through this agreement. Preferred enrollment does not constitute direct entry because the candidates must demonstrate skills and abilities acquired through the ANEW program. The awarding of such direct enrollment is contingent upon the joint cooperation of the two institutes.
2. The courses articulated for preferred enrollment credit are outlined below. Preferred entry requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. Direct enrollment will only be given for students who successfully complete all ANEW program courses.
  - c. Competency Achievement Reports (CAR) will be provided by ANEW.
  - d. Direct enrollment will be contingent on the current employment needs and out of work list of FTINW Apprenticeship program.
3. Students must complete the ANEW program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the FTINW Apprenticeship program evaluation.
5. This agreement shall begin May 21<sup>st</sup>, 2024.

ANEW  
18338 Andover Park W  
[www.anewcareer.org](http://www.anewcareer.org)



The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

5/21/24

Karen Dove

Date

Executive Director

ANEW

Sarah Swarthout

5/21/24

Sarah Swarthout

Date

Director of Training/Building Director

Finishing Trades Institute Northwest



*Teri Gardner 6-3-24*

## Memorandum of Understanding

Between

NW Laborers-Employers Training Trust (NWLETT)

And

(ANEW)

This is a tier 2 agreement, by and between the NW Laborers-Employers Training Trust (NWLETT) and ANEW is made to provide ANEW graduates the option to earn preferred enrollment and advanced placement in the NW Laborers-Employers Training Trust (NWLETT) apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Preferred enrollment and advance placement in the NW Laborers-Employers Training Trust (NWLETT) Apprenticeship program may be granted through this agreement. Preferred enrollment does not constitute direct entry because the candidates must demonstrate skills and abilities acquired through the ANEW program.
2. The courses articulated for preferred enrollment and advanced placement credit are outlined below. Requirements for advanced placement include:
  - a. ANEW will appear on the transcript and application.
  - b. Preferred enrollment will only be given for students who successfully complete all ANEW program courses.
  - c. Demonstration of acquired NW Laborers-Employers Training Trust (NWLETT) skills via admissions skills assessment (PCT).
  - d. ANEW graduates will receive 10 points through the assessment process, giving them the opportunity to be called for an interview ahead of other applicants.
  - e. Competency Achievement Reports (CAR) will be provided by ANEW for the applicant.
  - f. Preferred enrollment will be contingent on the current employment needs and out of work list.
3. Students must complete the **ANEW** program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.



4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the NWLETT program evaluation.
  
5. This agreement shall begin March 7, 2023.

The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

Karen Dove  
Executive Director  
ANEW

3/8/24

Date

Brandon Jordan

Brandon Jordan  
Training Director  
NWLETT

3/8/2024

Date



Teri Gardner 6-3-24

## Memorandum of Understanding

Between

Pierce County Roofers JATC

And

ANEW

This is a tier 2 agreement, by and between the Pierce County Roofers JATC and ANEW is made to provide ANEW graduates the option to earn direct enrollment in the Pierce County Roofers JATC. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Direct enrollment in the Pierce County Roofers JATC program may be granted through this agreement. The awarding of such direct enrollment is contingent upon the joint cooperation of the two institutes.
2. The courses articulated for preferred enrollment credit are outlined below. Preferred entry requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. Direct enrollment will only be given for students who successfully complete all ANEW program courses.
  - c. Competency Achievement Reports (CAR) will be provided by ANEW.
  - d. Direct enrollment will be contingent on the current employment needs and out of work list of Pierce County Roofers JATC program.
3. Students must complete the ANEW program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the Pierce County Roofers JATC program evaluation.
5. This agreement shall begin May 20<sup>th</sup>, 2024

ANEW

18338 Andover Park W

Tukwila, WA 98188

206-381-1384; [www.anewcareer.org](http://www.anewcareer.org)





The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

5/20/24

Karen Dove

Date

Executive Director

ANEW

Racheal Geyer

5/20/24

Racheal Geyer

Date

Apprenticeship Training Director

Pierce County Roofers JATC

ANEW

18338 Andover Park W

Tukwila, WA 98188

206-381-1384; [www.anewcareer.org](http://www.anewcareer.org)

*Teri Gardner 6-3-24*

**Memorandum of Understanding  
Between  
Seattle Area Pipe Trades Apprenticeship  
And  
(ANEW)**

This is a tier 2 agreement, by and between the Seattle Area Pipe Trades Apprenticeship and ANEW is made to provide ANEW graduates the option to waive math and non-DOT urinalysis application prerequisites otherwise necessary to apply to the Seattle Area Pipe Trades Apprenticeship program. It is the intent of this cooperative effort to provide the student with a streamlined and expedient application submittal reflecting the confidence in ANEW's screening and training.

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

1. Waiver of application requirements specified in Section 3 of this agreement will be granted to ANEW graduates by Seattle Area Pipe Trades Apprenticeship. Waiver of application requirements means **that** ANEW program graduates who, because of the quality of the screening and preparation at the ANEW program, meet criteria identified below in Section 3 may bypass the standard Seattle Area Pipe Trades Apprenticeship application prerequisites. All other prerequisites aside what is outlined in Section 3, will still be required of the applicant.
2. Waiver of application requirements does not constitute direct entry, because the candidates must demonstrate skills and abilities acquired through the ANEW program in hands-on testing and interviews. Waiver of application requirements is contingent upon the joint cooperation of the two institutes.



3. Requirements for waiver of application requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. Waiver of the following application requirements will only be given for students who complete all ANEW program courses.
  - c. Students must demonstrate proficiency in basic math fundamentals –
  - d. Specifically fractions and decimals, or waived if received an 80% on ANEW's math final with the math instructor issuing a letter from ANEW on ANEW letterhead.
  - e. Competency Achievement Reports (CAR) will be provided by ANEW for the applicant indicating final grades
  - f. Proof of negative non-DOT 5 or 10 panel UA as provided to ANEW when applicant is screened and passes for successful graduation of ANEW's program
4. Students must complete the **ANEW (TRP AND PACE)** program in its entirety and completion certificates to be eligible for preferred acceptance.
5. Students must complete the ANEW program in its entirety and submit a graduation certificate and sufficient documentation of math grade and negative DOT results in lieu of submitting application prerequisites as outlined in Seattle Area Pipe Trades' program standards.
6. Both parties agree to evaluation this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the Seattle Area Pipe Trades Apprenticeship program evaluation.
7. This agreement shall begin March 6, 2024.



The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

Karen Dove  
Executive Director – ANEW

3/7/24

Date

[Signature]  
Seattle Area Pipe Trades Local 32

3/6/24

Date



*RB*

*Teri Gardner 6-3-24*



## Memorandum of Understanding

Between

United Union of Roofers, Waterproofers & Allied Workers Local 54

And

ANEW

This is a tier 2 agreement, by and between the United Union of Roofers Local 54 and ANEW is made to provide ANEW graduates the option to earn direct enrollment in the United Union of Roofers Local 54 Apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

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

1. Direct enrollment in the United Union of Roofers Local 54 Apprenticeship program may be granted through this agreement. The awarding of such direct enrollment is contingent upon the joint cooperation of the two institutes.
2. The courses articulated for preferred enrollment credit are outlined below. Preferred entry requirements include:
  - a. ANEW will appear on the transcript and application.
  - b. Direct enrollment will only be given for students who successfully complete all **ANEW** program courses.
  - c. Competency Achievement Reports (CAR) will be provided by ANEW.
  - d. Direct enrollment will be contingent on the current employment needs and out of work list of United Union of Roofers Local 54 Apprenticeship program.
3. Students must complete the **ANEW** program in its entirety and submit a graduation certificate and other completed certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement every 3 years and in the contact of students benefits, program efficiency and effectiveness. ANEW will maintain its level of quality as determined by the United Union of Roofers Local 54 Apprenticeship program evaluation.
5. This agreement shall begin May 5<sup>th</sup>, 2024

ANEW

18338 Andover Park W

Tukwila, WA 98188

206-381-1384; [www.anewcareer.org](http://www.anewcareer.org)



The undersigned parties accept and approve THIS AGREEMENT

Karen Dove

Karen Dove

Executive Director

ANEW

5/22/24

Date

Eddy R. S.

05/21/24

Date

United Union of Roofers Local 54