



Todd Moorhead, Principal/Director
David Estes, Assistant Principal
Sisto Pina, Dean of College
& Career Success

To whom this may concern,

I am writing to the Apprenticeship Council seeking formal recognition from the Washington State Apprenticeship and Training Council (WSATC) for Puget Sound Skills Center Construction Tech program to be recognized as an education-based preparatory program that supports linking students to registered apprenticeship opportunities in accordance with chapter 49.04.160 RCW. We believe PSSC meets all criteria for being recognized as such.

The WSATC has indicated that they believe apprenticeship produces highly skilled workers and contributes to the economic vitality of the state and Puget Sound Skills Center Construction Tech program does that. This effort attempts to ensure that all who are interested have access to information about recognized pathways to registered apprenticeship programs and equal opportunity to participate in them.

The Washington State Apprenticeship and Training Council in cooperation with the Washington State Apprenticeship Coordinator's Association, Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges, the Work Force Training and Education Board provides opportunities for recognition status for the construction technology program. The Puget Sound Skills Center in Burien Washington has had a long successful construction technology program that has met the needs of many young men and women in preparing them for the construction trades. Students in the program can receive up to 1080 hours of construction trades preparation training if they remain in the program for two full years, 540 hours if they are in the program for a full year.

The PSSC Construction Tech program meets the Council's recognition requirements to be accepted as a construction training program that links to apprenticeships. The goal, is to allow students while in high school, to pursue pre training for the carpenters and other trades based apprenticeships as well as prepare them to enter the construction industry through the direct entry route of apprenticeships or through the hiring process as a career path.

Articulation agreements with identified apprenticeship training facilities is another goal of the proposed pre-apprenticeships construction program at PSSC. We hope that the PSSC application for acceptance will be strongly considered during the evaluation process. Please feel free to contact us with any questions you might have with regard to our application. We have included all necessary documents for consideration as an approved recognized training site. I look forward to the Councils response to the PSSC application request.

Sincerely,

RECEIVED BY L&I AC:

1/14/16 JR

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Thomas Mosby Ed.D.

Executive Director for Career Pathways and Partnerships,

Highline Public Schools

18010—8th Avenue South Burien, WA 98148 Office 206.631.7300 FAX 206.631.7337 www.pugetsoundsc.org
Serving students from the Federal Way, Highline, Tahoma, and Tukwila School Districts

1/14/16 JKJK

Puget Sound Skills Center

18010 8th Ave. South, Burien Wa.98148

Construction Technology Syllabus

Instructor: Tim Shaffer

Hours: 6:30 AM- 2:30PM

E Mail: Tim.shaffer@highlineschools.org Session 1 7:55 AM -10:25 AM

Phone: 206.631.7311 Classroom

Session 2 11:15 AM-1:45 PM

www.PugetSoundSC.org

Office Hours: 6:30-7:45 AM &
1:50-2:30 PM by Appointment

‘Where You Can Build Your Future & Fulfill Your Dreams’

- **High School & College Dual Credits:(59)**
- **National & Local Certifications: (11)**
- **Equivalency Credits: English, Algebra I ,Geometry ,&Algebra II,**

Class Expectations: Students will be treated as adults in a Professional Setting; they will work independently, however most work will be in Small Construction Teams, similar to this Industry. With the guidance of the Instructor they will set the Majority of Rules and Consequences, by which the class will conduct itself, including any discipline if required. Students at all times will be trained and expected to act as Professionals in this Industry. No side conversations when someone else is speaking, especially the Instructor

Instructor Rules, Non- Negotiable: Treat everyone with Respect, Come every Day with a good Attitude to Learn, have Fun, and be Safe. Follow directions, ask questions when you do not understand, No theft of anything, No Foul Language , No Cheating / Copying ,Cell phones etc. are off/vibrate mode and not used during class hours, except by Instructor Permission.

Textbooks and Materials:

National Center for Construction Education and Research (NCCER)

Multi-Craft Core Curriculum (MCCC)

Visual Materials (handouts)

Hand Tools; Tool Belt, Hammer, Tape Measure, Speed Square, Multipoint Screwdriver, Razor Knife, Nail Puller, Combination Square

Personal Protective Equipment (PPE); Safety Glasses (1st Pair), Hearing Protection, Hard Hat

Responsibilities: Student is financially responsible for all Textbooks and Materials checked out to him/her at current replacement value. Grades will be withheld until return of all items, or replacement fines are paid.

Lab Fees: The Lab fee will cover the cost of a Uniform Program Shirt, Skills USA fees, Safety glasses (1 pair only), and misc. Safety items. Lab Fee currently \$42.00 Payable to PSSC

PSSC Students enrolled in this 2 Year Program (Modified Open Entry Enrollment); study the following **Preparatory Program** for more than 180 Careers including:

Major Professions: (i.e. General Contractors, Project Managers, Estimators, Safety Officers, Engineers, Architects, Surveyors, Land Developers, Urban Planners, Mortgage Bankers, Building Officials and More.)

The Trades: (i.e.: Carpenters, Electricians, Plumbers, Roofers, Painters, Heavy Equipment Operators, and many, many more)

Construction Industry Employees account for more employment than the next 4 industries combined and with the 'baby boomers' retiring, there is an urgent need for highly skilled professionals. **Most have 6 figure incomes after 5 years**, and these trades and professions for the most part are non-transferable careers. They are right here!! Women entering this industry receive additional opportunities for great lifetime careers.

One Program focus is building a completed 1,600 square foot modular home, which is offered for sale to the public by sealed bid to the Highline School District Board.

The Professionals of the Construction Technology Advisory Board are highly involved in the Curriculum and Students in the program. These women and men take an active interest in Students being successful in this program by mentoring them through the Program and after graduation.

If you are looking for a highly rewarding, self-satisfying, and fun career, check out **RECEIVED BY L&I AC:**
Construction Technology Program. You'll be glad you did!!

1/14/16 JK

Construction Attendance and Grading Policy

Attendance Policy

**E-MAIL RECEIVED BY
CENTRAL OFFICE:**

JK

- Excused and unexcused absences are considered missed days
- Three tardies = one absence
- Truancy is the same as an absence (truancy also includes when you leave class early)
- No English or Math Equivalency credits will be allowed without two full semesters in the program with complete credit (1.5)
- The following activity days have no effect on your attendance unless you start to lose credit from your absences: photo day, mandatory school assemblies, registration, Camp Waskowitz (one week only), graduation practice, some testing days, and any days worked out with me AHEAD OF TIME.
- Students are allowed 10 absences from my class during the semester. It does not matter whether they are excused or not. On the seventh absence, the student starts to lose credit.
- All English and Math Equivalency credits require full credit from my program. Note that merely passing the class with a minimum "C" grade does not mean you will receive the Equivalency Credit without the appropriate Commensurate work for that Equivalency Credit as described by the Instructor
- Credit is based on 30 days equaling ½ credit. Under no circumstances will the instructor round up. For example, 28 days in my class does not round up to 30 days.
- Make-up time is arranged in a case-by-case basis, but generally, it is hour for hour make-up before or after school, at the discretion of the Instructor.

Grading Policy

Shop/House: 50% of your grade is based on your performance in the Program, i.e. ability to stay on task, quality of your daily work, quality of your teamwork, attitude and leadership, and quality of your daily cleanups. I give all students daily grades.

Class work: 50% of your grade is from your Math, English, and Science testing scores embedded in the Curriculum, Quizzes, and National and Local Certification testing, portfolio requirements, study chapter requirements, Team and Individual projects including On-Line Assignments. Assignments with Due dates, i.e. On-Line Assignments, End of Course Exams, Lab Practical's etc., will drop 1 letter grade for every day late past the due date. Assignments still must be completed even with a failing grade, in order to pass this class.

GPA Score/Percentage/Grade (breakdown)

3.3 to 4.0 = 90% to 100% = A- to A

2.7 to 3.3 = 80% to 89% = B- to B+

1.7 to 2.7 = 70% to 79% = C- to C+

Highline School District does not recognize as passing, any grade below a C

0.7 to 1.7 = 60% to 69% = D- to D+

0.0 to .7 = 0% to 59% = F

RECEIVED BY L&I AC:

1/14/16 JR

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Parent/Guardian: _____

Student: _____

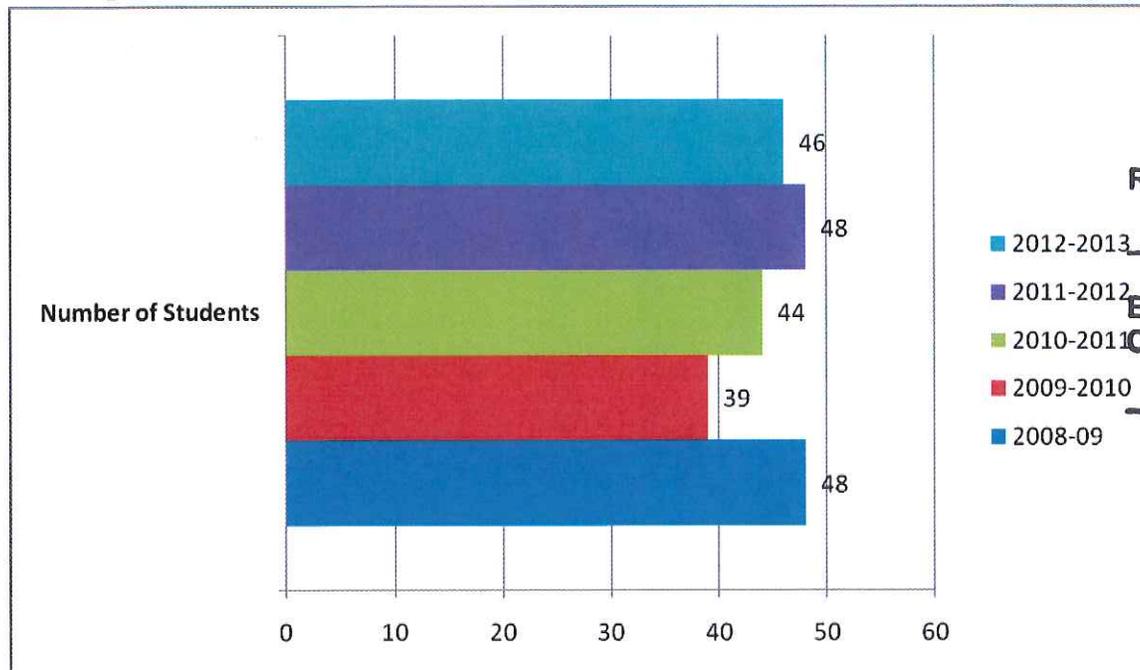
Puget Sound Skills Center 2014 Review Report

CONSTRUCTION

Meeting with instructor, Ken Pierson, conducted at 11:15 am on 11.20.2014.

BACKGROUND

The Construction program at Puget Sound Skills Center currently has 46 students (25 student in the am; and 21 students in the pm.) The program was in the low 30's average in the first few years and has grown to be consistently around approximately 45 students each year: Enrollment for the past 5 years is shown in the following chart:



RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

JK

The program focuses on addressing all of the trades and professions represented in the Construction industry. The program has a very strong Advisory Board that is actively involved in: attending year-end presentations, serving as guest speakers, providing immersion activities for students, and promoting Women in Trades. Ken Pierson is a highly qualified instructor with 11 years of teaching experience at the Puget Sound Skills Center.

TRENDS: The Construction industry is definitely a high demand, high growth career pathway. For every 8 retiring in the industry, one employee is being picked up. The aging workforce is driving the infrastructure for new construction. Carpenters have median annual earnings of \$34,900 and there will be 405,000 openings for workers. First line supervisors/managers of construction trades have a median annual salary of \$50,450 and projected openings of 209,000 workers. Painters, construction, and maintenance workers have a median annual salary of \$30,260 and projected openings of 131,000 workers. (Occupational Outlook Quarterly)

FUNDING: Sources include the state apportionate based on student FTE, materials and equipment donations from advisory board members, revenue from the sale of building a house (every 3 years the program completes a modular home). The budget, however, does not adequately cover building the house and running the rest of the program. Building materials costs have been steadily increasing.

COMMENDATIONS

Construction Advisory Board: Approximately 27 advisory members are instrumental in making this a very current and up-to-date program. They meet between 4-6 times a year. Their primary focus is the continuation of building the modular house on campus.

Industry certification opportunities: Students have many opportunities to earn several industry certifications. Through NCCER (The National Center for Construction Education and Research) students can earn 8 certifications. With the multi-core curriculum, students can earn 3 certifications. Students also earn 3 different Safety certifications.

Student opportunities for high school credit: Students also earn the following high school cross credits: .5 English, 1.0 Algebra, .5 Geometry, and .5 Algebra 2. The future goal is to add high school science credit to the program.

Post-secondary connections: Current tech prep articulations are in place for: Green River Community College, Renton Technical College, Seattle Central Community College and South Seattle Community College. The instructor serves on both the Green River Advisory Committee and the Renton Technical Center of Excellence committee. Renton Technical College is represented on the Construction Advisory Board.

Student leadership: Students participate in SKILLS USA, a Master Builders competition held every year at their main office in Bellevue, and OEM (heavy equipment competition). Recently a team of students traveled to Tennessee for an international competition. They placed 21st out of 921. Also, the construction industry model is used in the classroom: Students serve in roles as Superintendent, Building Inspector, Project Manager, Owner, Foreman, and crew members. All students have opportunity to participate as volunteer helpers for Career Fair events in Puyallup and Seattle. Students can participate in recruiting students for the program and earn points.

Diversity: As mentioned above the involvement of the Women in Trades promotion is exemplary and should act as a template for other PSSC programs in the recruitment of under-represented populations. It should also be noted that not only inclusion of females is evident in this program (and one former women student on the advisory board), but also retention with 5 of the 6 young women continuing.

RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Student Portfolio: All students who finish the program have a student portfolio that consists of the following: Letter of Introduction, Student Written Documents, Work Based Samples, Certifications and Awards, Compass Test and/or ASVAB test.

Well-qualified instructor: The current instructor in the program is well qualified both technically and instructionally (11 years at PSSC). He is an instructional leader in the building and is part of a shared teacher leadership team. He has led professional development activities in the building. He is well organized with strong classroom management and curriculum writing skills. He was one of the writers of the Master Builders Curriculum and has a good understanding of resources and how to tap into them. Personalization and relationship building skills help his students be successful.

RECOMMENDATIONS

Safety Inspection: It is recommended that a formal safety inspection be conducted periodically.

Follow Up: It is recommended that a 1, 2, and 5 Year follow-up process be established. Components of the follow up study could include: current career path, attending post-secondary schooling (2, 4 year, private career prep), apprenticeship, military, on-the-job training (OJT), working full / part-time / not working, how useful was the construction program, what grade would you give the construction program, what helped, and what would you improve.

Student Portfolio: It is recommended to look at enhancing the student portfolio by including the following: Occupational goal, secondary occupational goal, post-secondary plan, plan for paying for post-secondary, documentation of post-secondary visit, program specific resume / letter of interest, program specific occupational information (employment outlook, where the jobs are, benefits, pay range, training required, union and professional organization), informational interviews, job shadows and any other workplace experiences. Explore an electronic portfolio for the program that would be consistent with a possible building-wide format.

Student Built House: Working with the Advisory Committee, the issue surrounding the building of the modular house needs to be resolved. A short and long term plan needs to be developed to address: What is the curriculum going to look like? What is going to sell the program if a decision is made to discontinue building of the house?

Shop Floor: A plan needs to be in place to improve the supervision of students while in the shop as well as a general cleaning and re-organizing of the shop area.

Second year students: Second year students need to have more extended experiences and a differentiated curriculum.

Diversity: It is recommended to continue efforts in the areas of guidance and marketing for the recruitment and retention of underrepresented populations.

SITE VISIT with Advisory Committee input: The site visit took place on Friday, April 26, 2013.

The following advisory board members participated:

- Lee Newgent, Seattle Building Trades & Ironworkers
- Dale Wentworth, Assistant Director of Training, Seattle Pipe Trade
- Kelly Fox, Manager, Dunn Lumber Company, Normandy Park
- Don Harper, Owner, Harper Electric Inc.
- Dale Cavanaugh, Assistant Regional Administrator, OSHA
- Cathy Feole, Executive Director, Master Builders Career Connection
- Glen Martin, Green River Community College, Carpentry Program Coordinator & Instructor
- Doug Moreland, Attorney, Law Offices, Principal, Burien
- Kristi Grassman, Exec. Workforce Central, Career Days (Puyallup Fair)
- Gary Fasso, Treasurer, Northwest Carpenters
- Lela Stockley, former student (2 years ago)

PSSC CONSTRUCTION TECHNOLOGY PROGRAM

SITE VISIT

Marla Barrett: marlab1101@gmail.com

RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

JK

PURPOSE of the Site Visit: *In order to provide career-driven, quality professional technical education programs at the Puget Sound Skills Center a program review process has been established. This is an opportunity for you to provide feedback on the program in order to establish areas of improvement as well as recognize what is working well in the program.*

1. Does the PSSC Construction program meet the needs of a high demand field in Washington State? Please explain.

Yes, the Construction program is current with the demand occupations in Washington and prepares students for jobs in the industry. As construction projects increase, there will be a critical demand for educated construction workers. Shortages in our state are expected by Fall. Construction industry market in Seattle and San Francisco are leading the country for highly skilled labor which there is an extreme shortage.

2. Are the current trends in the construction field being met by this program?

Ken does an excellent job of getting industry input and feedback that allow him to be current with the industry needs in the program. Almost all advisory members spoke to the fact that the Construction Industry trades programs are the original initiators of Science, Technology, Engineering, and Math (STEM). A trend is that immigrants left the country during the downturn and now cannot get back in.

3. Have you provided workplace and/or learning opportunities for students of this program? If so, describe.

The students attend Pierce County Career Day at the Puyallup Fair Grounds every fall. Second year students volunteer at the event and are valuable in making the event a safe worksite. OSHA has provided periodic presentations and information regarding safety and health regulations and best practices. OSHA has participated in the PSSC career day job fairs. They also have conducted mock inspections that included opening and closing conferences. Other advisory members participate in interviews and guest speaking opportunities.

4. Have you hired students that have completed this program? How many? If yes, describe their skill levels.

Students are referred to apprenticeship programs.

5. How does the program instructional equipment, facilities, and environment compare to those used in the workplace? Any recommendations for the improvement of the equipment, facilities, and environment of this program?

As I have toured the facility of this program, I am thoroughly impressed with the level of learning and the work environment in this class. The students are enthusiastic and eager to learn—much of this I believe is a result of the instructor's ability to engage the students as well as the high level of industry knowledge. I represent a local WDC and have toured various skill center programs; from my observation, the class is taught current industry trends that I haven't seen anywhere else. The equipment is well maintained/organized and cleaned daily.

6. What recommendations would you make to help market this program to students and their families?

Hosting an event such as "Pizza, Pop, Power Tools and Parents" aimed at middle school students to educate them about the industry, opportunities and career pathways available. This would bring families to the program and give them a better understanding of the learning environment and valuable skills that are learned in the Construction program. Continue emphasis about the importance of safety and health concerns, particularly as hazards at a construction site change from start to finish. Show visible ladders to further training (program of study). Increase counselor and parent awareness. Stress there is a higher graduation rate in the trades than in the 4 year institutions. Use social media. Students wearing sponsored uniforms.

7. Please provide feedback on current curriculum and identify any new industry standards to be addressed.

It is recommended considering training on the Globally Harmonized System of Classification and Labeling of chemicals. This world-wide rule goes into effect in December. Multi-core curriculum used is recognized as a standard of the industry.

8. All students who complete the program have an employment portfolio. What components should be in a **construction** student portfolio?

RECEIVED BY L&I AC:
1/14/16 JR

E-MAIL RECEIVED BY
CENTRAL OFFICE:
KR

Cover letter, resume, reference list, 1-2 letters of recommendation, possibly a project description of what types of things have been worked on during class with some pictures. A student should be able to explain the things they have worked on, showcasing their knowledge of the construction industry-including processes learned and knowledge of tools and equipment. All training and instruction on Occupational Safety and Health should be included and highlighted.

9. Any general comments/recommendations you would make to improve the program?

An amazing program that will continue to stay current with input from industry—Ken has the connections to make that happen. Faculty and staff have always been professional and friendly which seems to have been passed on to the students. Keep up the good work. More partnerships need to be developed to meet training needs.

RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Construction Technology

Name	Company	Address	City	State	Zip	Bus. Phone	E-mail
Barrett	Tom	Seattle Pipe Trades, Local # 32	Renton	WA	98055	425.271.5900	Tom@SeattlePipeTrades.org
Bradford	James	Gen. Sup. Skanska Corp.					James.Bradford@skanska.com
Brown	Jacob	Past Student, '13 grad Con. trades					jacob.april@gmail.com
Cavanaugh	Dale	Dir. Of OSHA, Western States	Seattle				Cavanaugh.Dale@dol.gov
Fasso	Gary	Pacific NW Regional Carpenters	Kent	WA	98032	206.375.0041	gfasso@nwcarpenters.org
Feele	Cathy	Past Director of MBA Career Con.					constructioncareer14@gmail.com
Fuller	Jesse	Local # 32 SPT. past student, '05	Maple Val.	WA	98038	206.730.8733	
Gill	Judy	Para-Ed at PSSC					Judy.Gill@HighlineSchools.org
							Gilljudya@gmail.com
Gruy	Viktor	past student, Journeyman PSELATC					gruyv@yahoo.com
Harper	Don	Harper Electric, Inc.	Seattle	WA	98119	206.281.9018	dharper3@qwest.net
Hart	Sue	past bd member MBA, CC					Sue@suezhart.com
Hornes	Ed	Past Dir. Of Training, SPT # 32					gehbrh7@hotmail.com
Kemp	Bill	Ret. Director PSSC					bdkemp1010@hotmail.com
Lovertidge	Ken	Lead Carp. Past student, '05	Burien	WA	98168	206.246.2747	
Manola	Tom	Ret. Instructor and para-Ed PSSC	DeMolines				
Martin	Glen	GRCC Const. Instructor	Auburn	WA	253.833.9111		emartin@greenriver.edu
McCartan	Bill	Dir. Of Train. PSELATC					Bill@PSELATC.org
Moreland	Doug	Doug Moreland Att. at Law P.S.	Burien	Wa	98166	206.242.4900	dmoreland@seanet.com
Morris	Dan	Dir. Education & Training AGC	Seattle	WA	98109	206.284.4500	dmorris@agc.com
						Ext. 141	
Newgent	Lee	Dir. Seattle Building Trades					Lee@SeattleBuildingTrades.org
Newgent	Lee	Exec. Dir. St. of WA. Building Trades	Olympia	WA	98501		Lee@wabuildingtrades.org
							OldSkol@icloud.com
Peschek	Shana	Dir. Const. Centr. Of Excellence, RTC	Renton	WA		425.235.2352	speschek@TRC.edu
Pfingsten	John	Ret. Enery Exec. And Para-Ed					jpffings328@comcast.net
Pierison	James	Sales Mgr Pacific Office Automation				206.391.8233	jpierison@pacificoffice.com
Prindle	Cass	Pacific NW Regional Carpenters	Kent	WA	98032	206.375.0041	cprindle@nwcarpenters.org
Rose-Brown	April	past Student '13 grad Office mgr.					jacob.april@gmail.com
Sanchez	Katrina	past student, '12 grad					KatrinaSanchez75@yahoo.com
Stark	Michiko	Assist. Dir of train. PSELATC					Michiko@PSELATC.org
Stockley	Lela	Past Student, 2011 grad					lstockley@yahoo.com
Swan	Kathy	Pacific NW Regional Carpenters	Kent	WA	98032	206.375.0041	kswan@nwcarpenters.org
Tilton	Terry	Pacific NW Regional Carpenters	Kent	WA	98032	206.375.0041	ttilton@nwcarpenters.org

RECEIVED BY L&IAC:
114116 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:
KJ

Construction Technology

Name	Company	Address	City	State	Zip	Bus. Phone	E-mail
Wakeling	Allan Gen. Sup. Howard S. Wright						WakelingA@hswc.com
Wentworth	Date Seattle Pipe Trades, Local #32	595 Monster Rd SW	Renton	WA	98055	425.271.5900	DaleW@SeattlePipeTrades.org
Williams	Zack Past student '11 grad Appren. SPT						zackwilliams1966@yahoo.com
Winfrey	Heather Past Dir. Const. Ctr. of Excel. RTC						heatherwinfrey@gmail.com

RECEIVED BY L&I AC:

1/14/16 JRE

E-MAIL RECEIVED BY
CENTRAL OFFICE:
JRE



Carpenters Training

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

April 1, 2015

Department of Labor and Industries
Apprenticeship Section
PO Box 44530
Olympia, WA 98504-4530

RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

JK

RE: Letter of Endorsement

Dear Department of Labor and Industries, Apprenticeship Section:

The Puget Sound Skills Center (PSSC) is a one of 13 skills centers in Washington State. PSSC offers college preparatory and career education in 18 fields, including construction. Our carpentry apprenticeship program has been associated with PSSC for years and has benefitted from admitting their students into our program. Throughout this relationship we have found the quality of instruction and the instructional environment to result in the development of solid foundational skills needed for the construction industry. It is clear to us that graduates of the PSSC program are job-ready, and make a positive impact for employers.

In recognition of the quality of education and training performed at PSSC, we intend to establish a renewed partnership that includes a richer articulation agreement to more readily accept qualified students from their program into our apprenticeship. It is our expectation that the qualified PSSC graduates will be employed with UBC signatory employers upon their entrance into our program. We see these students as true assets to our organization that will allow us to raise the standard of carpentry apprenticeship education. Likewise, once accepted into our program the PSSC students will embark on what we hope to be a long and fruitful career in the carpenters union.

For these reasons, we endorse PSSC's recognition by Washington State as a qualified apprenticeship preparation program. It would be my pleasure to provide you additional information in support of their candidacy.

Respectfully,

Thomas Barrett, PhD
Executive Director

Cc: Dr. Thomas Mosby, Principal, PSSC

Washington State Apprenticeship & Training Council
Attn: Program Manager, Apprenticeship Section
PO Box 44530
Olympia, WA 98504-4530

RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

April 2, 2015

To Whom it May Concern,

I am writing to endorse the Construction Technology program at the Puget Sound Skill Center. This program is a model for preparing its students for jobs in the construction industry. Students not only learn and practice applied math, safety, tools, blueprint reading, it also reinforces employability skills essential to employers in the industry. As an added benefit students earn college credit and industry certifications while still in high school!

I strongly recommend this program be recognized by the Washington State Apprenticeship Training Council as a Pre Apprenticeship program. There are extremely strong articulations not only with apprenticeship programs but also with industry. Students are eligible to attend their Construction Camp during the summer that includes a job on a construction site. Not only do the students get paid, they are able to experience multiple trades on a job site, gain experience and determine the best choice for their career path.

I have personally visited the program and presented to students. The students were respectful, engaged and optimistic about their future. I am also a member of the advisory committee for this program. The advisory committee has strong participation from many different industry representatives, ensuring curriculum is relevant, meets industry needs and provides strong connections between students and industry.

The administration and faculty at Puget Sound Skills Center demonstrate a strong commitment to ensuring students complete programs and have the technical as well as essential skills needed to be successful in the construction industry. I strongly commend them for their dedication and passion to this end. Their program meets all the necessary requirements to be a recognized pre apprenticeship program.

Please feel free to contact me if you have any questions or would like to discuss further.

Sincerely,



Shana Peschek, Director
Construction Center of Excellence

Washington State United Brotherhood of Carpenters

Joint Apprenticeship and Training Committee

Articulation Agreement

RECEIVED BY L&I AC:

1/14/16 JR

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Purpose

The JATC and our Educational Partners are committed to career training and employment. Therefore, the parties agree to foster and promote high quality communication, outreach, and shared resources dedicated to creating successful candidates for Carpenter apprenticeship.

Agreement

The JATC and the Educational Partner agree that Partner graduates shall be granted special consideration for entry into a Washington State UBC Apprenticeship program, and may be granted direct entry.

The JATC agrees to provide guidance, curriculum, curriculum resources, and advisory committee participation to the Partner's program. The JATC shall provide field opportunities for Partner students to visit UBC training centers, and shall work with the Partner and signatory Contractors to create mentoring and internship opportunities.

The Partner agrees to establish apprenticeship preparation activities that meet JATC mandated criteria, including training students to meet the minimum qualifications for entry into a Washington State UBC Apprenticeship program in accordance with its State Approved Standards.

The Partner agrees to establish and maintain an active advisory committee that minimally includes representation from the JATC and a signatory employer. The advisory committee shall meet regularly at the Partner's facilities and when appropriate, monitor the Partner's program activities.

The Partner agrees to submit an appendix to this agreement that includes a JATC approved curriculum.

Duration

This agreement shall be in effect until August 31, 2016. It may be renewed by mutual agreement. It may be cancelled with 60 days notice by either party.

Date:

Mar 26 2014

For the JATC: Chairman (Signature)

[Signature]

Secretary (Signature)

Charles K. [Signature]

Training Director (Signature)

[Signature]

Partner Name:

Puget Sound Skills Center

Partner Phone:

206-631-7300

For the Partner: (Signature)

[Signature]



RECEIVED BY L&I AC:

1/14/16 JK

E-MAIL RECEIVED BY
CENTRAL OFFICE:

KR

Highline School District / Puget Sound Skills Center

Course: Construction Technology	Total Framework Hours up to: Construction Technology (1st yr.) 540 Hours
CIP Code: 460000	Advanced Construction Tech. (2 yr.) 540 Hours
Career Cluster: Architecture and Construction	Date Last Modified: 08/04/14
<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Cluster Pathway: Construction

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Create a High School and beyond plan and a portfolio for a career in an area of choice. Using a career research tools (such as Career Cruising, ASVAB, WOIS), students will prepare a report covering their personal interest, aptitudes and abilities and cross reference potential career pathways that appeal to them. The report should include an assessment of personal strengths for success in that particular field.

Leadership Alignment: Leadership activity embedded in curriculum and instruction using the 19 competencies in level 2 civic, social and business awareness of the Skills USA Professional Development Program.

2.1 Measure /modify short-term goals

2.4 Demonstrate Awareness of government

2.5 Demonstrate awareness of professional organizations and trade unions.

2.11 Complete a survey for employment opportunities

Standard/Unit: WR-1 Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.

Competencies

Total Learning Hours for Unit: 53 hrs.(1st yrs.)
70hrs.(2nd yrs.)

WR-1.1 Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;

WR-1.2 Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest;

WR-1.3 Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the WR-1.4 impact of technology on careers of personal interest.

WR-1.5 Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities.

WR-1.6 Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice.

WR-1.7 Develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education/training and discuss the impact of effective college and career planning.

WR-1.8 Identify how performance on assessments such as the SAT®, ACT®, ASVAB®, COMPASS® and ACCUPLACER® impact personal academic and career goals.

WR-1.9 Prepare a personal budget reflecting desired lifestyle and compare and contrast at least three careers of interest in regards to salary expectations and education/training costs.

WR-1.10 Prepare a program of study for at least one career of interest

WR-1.11 Apply knowledge gained from individual assessment to a set of goals and a career plan

WR-1.12 Develop strategies to make an effective transition from school to career

WR-1.13 Identify industry certification opportunities