

Rec 03/15/2022 *AN*

Rec 03/02/2022

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Teri Gardner 3-15-22

Teri Gardner 3-7-22

February 28, 2022

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

Dear WA State Apprenticeship and Training Council Members,

The Pre-Employment Preparation Program (PEPP) founders are all very aware for far too many years the business and community leaders in the Spokane and Eastern Washington area advertised to companies and business executives "...come here we have an affordable workforce..." They prided themselves on paying low wages, few benefits and advertised that to others as a reason to do business in the area.

Still others pursued higher education as their children's best chance at securing and retaining a good job and career whether or not that child had a great interest in college or not. A construction career was something you might end up with, but not one you began with was the far too common belief.

For these reasons, years of pushing students to prepare for college rather than consider workforce training; years of persons working in underpaid jobs without proper medical coverage or retirement benefits cost many families in Spokane a good deal.

In addition when high schools dropped woodworking and auto repair from their curriculums many high school students began to drift. They did not see themselves in a four-year college following high school graduation, yet no one was giving them any type of appealing options. For these reasons added to the fact that a great many persons currently actively working in the Construction Trades are preparing for retirement have all cost the skilled labor pool a great deal.

During interactions throughout the Spokane Community it became very apparent there were a great many persons wanting to work in construction but not knowing at all how to prepare themselves nor go about getting to a place they needed to be to become a recognized interested applicant. Additionally the number of persons being released back into the Spokane community post incarceration created yet another group of persons who had the interest in entering the construction trades but not the skills nor the information to get them where they needed to be.

PEPP planners spent time meeting with Apprenticeship Representatives that included:

Brent Stephens Business Manager Boiler Makers
Scott Holstrom Business Manager Laborers
Brett Wideman Business Manager Pipe Fitters,
James Garrett Business Manager Operator Engineers

James Rickman Training Director Ironworkers
Leo Marsura Business Manager Training Director Roofers
Luis Licea Apprenticeship Coordinator NW laborers
Mike Wright Business Managers Cement Finishers
Ken Brown Business Manager IBEW

to discuss and design an educational program that would meet the needs identified in those conversations for individuals applying for apprenticeships. Following those meetings others were held with neighborhood leaders, neighborhood councils, social service agencies, re-entry representatives, correctional facility staff, law enforcement personnel, court personnel including judges, commissioners and community court staff, community center directors and social service agency staff working directly with low income, disenfranchised and re-entry programs. Additional curriculum research was conducted and PEPP is affiliated with North America's Building Trades Unions (NABTU) and utilizes their multi-craft core curriculum (MC3) in a blended format of face-to-face and online instruction. NABTU monitors our program log-ins and completion of the modules and, at the end of each cohort, issues each student a certificate of completion. In addition PEPP requires students attend classes on time each day as if they were on an actual job, stressing reliability and punctuality.

PEPP does not have a scored evaluation system but the program emphasizes a willingness and desire to learn. Lacking those qualities we have counseled students to re-evaluate their own likelihood of success as an apprentice trades person and have had a few students withdraw when they were unable to commit to the realities of a career in our industry.

PEPP has also worked with SkillPlan and Canada's Building Trades Unions (CBTU) through their Enhancing Pre-Apprentice and Apprentice Training Tools (EPATT) program to utilize their construction mathematics and evaluation online program to establish each students' baseline math abilities and another test near the end of the cohort to identify the level of improvement. PEPP has been cautious not to be too rigid in this, recognizing many of our students are looking toward a career in the Construction Trades because they struggled with the traditional public school format. Ultimately, each Trade's apprenticeship program will teach the math skills needed for that craft over a longer time period than the 20-day PEPP class and with more practical application than available through a pre-apprenticeship course.

This 18 month information gathering assisted the PEPP planners in designing a program that would be what the Trades Apprenticeship Representatives had voiced along with those in the other areas of our community who work directly with the disenfranchised, low income, minority populations who are frequently overlooked and therefore many of whom fail, to recognize their own talents and skills never before having an opportunity to enroll in a preparatory class that could provide them the opportunity of moving themselves into a positive position to secure an apprenticeship in the Trade of their choice.

The PEPP Advisory Committee comprised of:

Tina Morrison, Secretary, Spokane Labor Council
Timm Ormsby, Business Representative NEWANI Building & Construction Trades Council
Luis Licea, Apprenticeship Coordinator NW Laborers
Ken Brown, Business Manager IBEW
Kandace Watkins, Neighborhood Advocate
Ashley Joslyn, DSHS – Support Enforcement
Judith Gilmore, Program Designer/Coordinator

continues engaging with the community and the Trades regularly in order to secure input and share information about the PEPP and the future of the program and its graduates. An example of a community partnership PEPP has cultivated is using the community centers in low income neighborhoods as sites for the PEPP classes. The most recent class held at the Northeast Community Center used a portion of their 40 hrs of power tool, hands-on building and forklift training to remove old shrubs and plant above-ground vegetable gardens for use by the community center as an exchange for use of the site for PEPP classes.

The members of the PEPP Board of Directors are the actual sponsor of the PEPP; those Board members defer to the members of the PEPP Advisory Committee to oversee daily operations related to the student instruction. While the Board is ultimately responsible for the program's finances in discussions with the Advisory Committee the Board acts upon information regarding potential funding sources including public and private grant funding. The PEPP Board has submitted required paperwork to the Office of the Secretary of State in order to be recognized as a non-profit organization. In the meantime, a private funder, the Smith Barbieri Progressive Fund is acting as PEPP's fiscal sponsor allowing the organization to move forward in seeking grant funding from a variety of sources, e.g. an example being the City of Spokane has PEPP as a likely recipient of American Rescue Funding dollars and PEPP has already cleared the first hurdles in that effort. Other such grant applications have been discussed and will be pursued during the timelines for each, e.g. City of Spokane Community Housing and Human Services (CHHS) five year funding cycle which opens later this year for applicants. Sponsors of PEPP have covered the costs of liability insurance, legal counsel and fundraising efforts for the first year of operations. Other potential funding sources being reviewed by both the Advisory Committee and the Board members is that of contracting with Spokane County to develop a program to be used as a diversionary option for the judicial system. A website has been established by Smith Barbieri and private donors can contribute through that site. Other private funding sources are being researched by the Advisory Committee, selected PEPP Board members and Judith.

Judith Gilmore is a part time contractual employee of PEPP whose salary is currently being paid by the NEWANI Building Trades Council as that entity's contribution to the establishment of the PEPP.

As one of PEPP's most recent graduates said as he finished up his PEPP classes: "I'm excited to be part of this at this time because I now know I can do it, I'm in the right spot at the right time and now I know I'm the right guy.

We began the PEPP effort as a Pilot Project instructing two classes in the fall of 2021; following those a waiting list was composed and a third class held in January 2022 with graduation in February 2022. We are currently working with any/all previous students in whatever additional needs they may have in preparation for an interview in various Trades. Nine different Trade Unions sent representatives to the PEPP graduation and handed out their cards encouraging the graduates to contact them for an interview.

The PEPP has a good working relationship with the specific Trades who continue to provide support and interest in the program and the work we are doing to prepare individuals to apply for apprenticeships; PEPP graduates will have access to Washington State Register Apprenticeship programs in all of these listed in this letter.

We are seeking for the PEPP (Pre-Employment Preparation Program) recognition of It as a WA State approved pre-apprenticeship program. Thank you for your consideration.

Following please see:

**PEPP-
Program Outcomes
Course/Curriculum Outline
Participant Population**

Sincerely,

Judith A. Gilmore
PEPP Coordinator

*Teri Gardner 3-7-22***PEPP RECOGNITION REQUEST****PROGRAM OUTCOMES:**

The Pre-Employment Preparation Program (PEPP) has now held three classes in our Pilot Project series graduating 21 students, with graduations held on February 25 2022; December 23, 2021 and November 19, 2021.

The classes finishing in late winter were early for much in the way of interviews/hiring with several apprenticeships however the Trade Apprenticeship representatives were very involved in meeting the PEPP students and in observing their classes. Visitation by Reps in class giving backgrounds and information regarding each Trade apprenticeship were informative and positive. Apprenticeship sites to were visited by PEPP classes to view processes/work undertaken by each Trade so as to aid the students in making a decision as to what Trade they may want to enter as an apprentice following PEPP graduation. Over the course of the three PEPP classes Trade Apprenticeship Representatives were encouraging the students to enter "their" apprenticeship with all of them promising PEPP students an interview with their apprenticeship "upon PEPP graduation". The representatives were very honest with the students about the length of time it might be before they would receive an interview and/or be hired – some immediately – some a little longer – but all were positive with the PEPP students about them undertaking the PEPP classes and encouraged them to finish and then contact them upon completion.

Several of the students had various barriers to overcome in preparation for applying for an apprenticeship in their Trade of choice. PEPP staff have assisted several in obtaining a valid Washington State driver's license, child care assistance, introducing the student to an advocate in DSHS to assist them in overcoming the issue of past due child support, and ensuring the student is comfortable with the resume PEPP staff assisted him/her in composing and in interview skills.

The PEPP classes were comprised of students from low income areas in and around Spokane; a number of students were re-entry post incarceration; they were of Hispanic (3), African American (7); Native American (3); Samoan (1) and Caucasian (7) decent. The majority of PEPP students were on public assistance of some type.(food stamps and health care being the most common). Many PEPP students had not been employed for a long period of time or at least not full time. Many were working two and some three part time jobs to cover family expenses; others had been working under the table to avoid paying any taxes on their income. An issue they recognized as not wise during their financial literacy classes instructed at PEPP. Following these classes several students opened bank accounts; tested and were issued WA State driver's licenses; made arrangements for liability insurance.

Currently five students are applying to IBEW, two have already been interviewed and accepted; three have applied to Bricklayers and been accepted; three have applied to Laborers. PEPP has provided these individuals the ability to enter the Building Trades and enjoy the prospect of working a family wage job until retirement.

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NORTHWEST LABORERS-EMPLOYERS TRAINING TRUST FUND



Teri Gardner 3-7-22

January 4, 2022

WASHINGTON

Apprenticeship
(800) 554-4457
(360) 297-4150 FAX

KINGSTON

Main Office
27055 Ohio Ave.
Kingston, WA 98346
(360) 297-3035
(360) 297-7366 FAX
(800) 240-9112

PASCO

424 Lewis Pl.
Pasco, WA 99302
(509) 547-8649
(509) 547-2988 FAX

SPOKANE

3921 E. Francis
Spokane, WA 99217
(509) 467-5239
(509) 467-5240 FAX

UTAH

WEST JORDAN

5667 W. Dannon Way
West Jordan,
UT 84081-5607
(801) 280-7195
(801) 280-7198 FAX

The NWLETT and PEPP developed this Memorandum of Understanding. This MOU expresses both agency's desire to build a pre-apprenticeship to apprenticeship pipeline for underrepresented, minorities and individuals transitioning from incarceration. One of the main goals of this partnership is to support direct entry of qualified PEPP graduates into apprenticeship programs. The Northwest Laborers Employers Training Trust (NWLETT) in Spokane, WA and PEPP have recently developed a relationship to support this endeavor.

PEPP and the Northwest Laborers Employers Training Trust are committed to working together to ensure that the local craft workforce is properly trained and educated. In the true nature of a partnership, both entities have committed to doing their part in making this relationship a success for PEPP graduates. To successfully prepare PEPP graduates for entry into the Laborers Union a curriculum has been developed which includes employment skills training, industry recognized credentials, leadership skills, on the job construction training, and education to ensure that graduates will meet the competencies required by Northwest Laborers Employers Training Trust. PEPP is a pre-apprenticeship program offering participants industry recognized credentials such as OSHA 10, CPR/First Aid, Forklift training and Traffic Control, the MC3 curriculum covers many of the competencies required such as; measurement using a tape measure, proper identification and use of hand and power tools, basic blueprint reading, and mathematical skills used in the trades and exposure to education of many different trades.

The Northwest Laborers Employers Training Trust has agreed to participate in PEPP vetting process. Additionally, graduates who meet the minimum requirements of the program will be offered full education points on the application, a guaranteed interview, and preference over other equally qualified applicants.

Sincerely, Luis Licea Apprenticeship Coordinator



International Union of
Bricklayers & Allied Craftworkers

Rec 03/02/2022

AN

LOCAL 1 OF OREGON, WASHINGTON, IDAHO, MONTANA
12812 NE Marx Street • Portland, OR 97230
Phone 503-232-0358 • 1-800-224-0358
3223 N Market St Spokane, WA 99207
Phone 509-327-2774

February 25, 2022

Natasha Hill, President
Pre-Employment Preparation Program
PO Box 9574
Spokane, WA 99209

Dear Ms. Hill,

It is our/my pleasure to write in support of recognized apprenticeship preparation for the Pre-Employment Preparation Program (PEPP) by our JATC.

We/I wholeheartedly support PEPP's mission to provide apprenticeship preparation opportunities to minority individuals, those underrepresented in the trades, and who are transitioning to the community from incarceration. PEPP is a robust apprenticeship prep program with a rigorous curriculum, quality instruction and strong community support. PEPP graduates will have completed industry recognized certifications and credentials such as OSHA 10, CPR/First-Aid, Forklift training and traffic control. The North American Building Trades Union's MC3 curriculum covers many of our required competencies such as proper measurement, identification and use of hand and power tools, basic blueprint reading, and construction math. The MC3 curriculum is 120 hours of the 160 hours for each PEPP cohort. The program also provides excellent exposure to the diverse apprenticeship opportunities in our region. We/I are/am confident that the PEPP graduates will meet our high standards to qualify for an interview to the Inland Northwest Masonry JATC.

In conclusion, we/I fully support recognized apprenticeship preparation status for the Pre-Employment Preparation Program. Any graduate of the PEP program interested in joining the BAC Local #1 will be given an interview upon application.

The construction industry is undergoing many challenges and opportunities as we look to the future. Any quality program that can help folks get a shot at a high-value career in construction is a benefit to the individual, our program, the industry, and the community at large.

Sincerely,



Matt Eleazer
President
Inland Northwest Masonry JATC



Local Union No. 72

Operative Plasterers and Cement Masons International Association

3223 N. Market St. Spokane WA 99207

(509)326-0575

E-Mail: bmwilliamslocal72@gmail.com mikemwright72@gmail.com

February 25, 2022

Natasha Hill, president
Pro-Employment Preparation Program
PO Box 9574
Spokane, WA 99209

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It is our/my pleasure to write in support of recognized apprenticeship preparation for the Pro-Employment Preparation Program (PEPP) by our JATC.

We wholeheartedly support PEPP's mission to provide apprenticeship preparation opportunities to minority individuals, those underrepresented in the trades, and who are transitioning to community from incarceration. PEPP is a robust apprenticeship prep program with a rigorous curriculum, quality instruction and strong community support. PEPP graduates will have completed industry recognized certifications and credentials such as OSHA 10, CPR/first aid, forklift training and traffic control. The North American Building Trades Unions' MC3 curriculum covers many of our required competencies such as; proper measurement, identification and use of hand and power tools, basic blueprint reading, and construction math. The MC3 curriculum is 120 hours of the 160 hours for each PEPP cohort. The program also provides excellent exposure to the diverse apprenticeship opportunities in our region. We are confident that the PEPP graduates will meet our high standards to qualify for an interview with the operative plasters and cement finishers.

In conclusion, We fully support recognized apprenticeship preparation status for the Pre-Employment Preparation Program. The construction industry is undergoing many challenges and opportunities as we look to the future. Any quality program that can help folks get a shot at a high-value career in construction is a benefit to the individual, our program, the industry and the community at large.

Sincerely,

Mike M Wright
Business Manager
Local 72 E. Washington

MC3 Curricula Organization

Last updated 12/29/2021

Introduction:

This document was developed to provide an “at a glance” overview of the units within NABTU’s MC3 Learning Management System. What follows is a description of material provided in the Traditional units; those intended for Live Face to Face classes. Material provided in the Totally Online (asynchronous) units are comprised of the same learning objectives and similar, but different, instructional materials. Some exercises and videos are embedded within the lesson plans and not listed below.

The content of these units is subject to change over time, as additional materials are resources are added over time.

Unit 1: Orientation and Industry Awareness

- Lesson Plan: Included
- Construction Industry Overview
 - *Learning Objectives:* Students will be able to...
 - Explain how the construction industry operates
 - Identify the different trades and professions in the construction industry and what they do
 - Describe the demographics and composition of those who work in the construction trades
 - Familiarize themselves with the wages and benefits of construction industry jobs
 - Identify and emulate behaviors that lead to a successful career in construction
 - Make an informed decision about whether to make a career in the construction industry
 - Readings:
 - Instructor Text book
 - PowerPoints:
 - Construction Industry Facts and Figures
 - Practices for Success in Construction: Attitudes and Behavior
 - Overview of the Construction Industry
 - Handouts and Exercises
 - Different Trades Overview Worksheet
 - Videos:
 - *More than Just a Building*
 - *Core Communications 1*
 - *Core Communications 2*
 - *Respect Scenario*
 - *Workplace Respect*
 - *Ethics and Honesty Scenario*
 - *Conflict Scenario*

- Misc. Resources
 - Helmets to Hardhats brochure
- Trade Unions and Apprenticeship
 - *Learning Objectives:* Students will be able to...
 - Explain what a union is and identify the benefits and services it provides
 - Explain what it means to be a union member and identify member roles and responsibilities to the union
 - Explain what construction trades apprentices are and do
 - Explain the rights and responsibilities of an apprentice
 - Explain the process for becoming an apprentice
 - Develop a plan for setting and achieving SMART goals to attain a construction career
 - Readings
 - Text book (Flipbook)
 - PowerPoints:
 - Unions: What They Do
 - Apprenticeship 101
 - Apprenticeship Yesterday and Today
 - Apprenticeship and You
 - Interview Skills
 - Motivation and Setting Goals
 - Handouts and Exercises
 - Attributes Interviewers Assess in Candidates
 - Interview Rating Worksheet
 - Interview Tip Sheet
 - Illegal Interview Questions
 - Videos:
 - MI trades construction career video series
 - Cleveland Building Trades Council video
 - San Diego Building Trades Council video
 - Miscellaneous Resources:
 - Collective bargaining agreements (IBEW and LIUNA)
 - NABTU Affiliates' Codes of Conduct
 - Interview Skills Sample Volunteer Invitation Letter
 - Why a Union Apprenticeship
 - NABTU Apprenticeship Readiness Brochure

Unit 2: Tools and Materials

- Lesson Plan: No lesson plan included; Instruction options noted below
- *Learning Objectives:* Students will be able to...
 - Identify the common tools and materials on construction sites
 - Handle construction tools in a safe manner
- Readings
- PowerPoints:

- Tool Classification
- Bits and Blades
- Handouts and Exercises
- Videos:
- Miscellaneous Resources
 - Hands on Training Suggestions

Unit 3: Construction Health and Safety

- OSHA 10
 - Lesson Plan: No lesson plan included
 - *Learning Objectives:* Student will be able to...
 - Receive an OSHA 10 card
 - Readings: All readings and other teaching aides provided within OSHA 10
 - PowerPoints
 - Handouts and Exercises
 - Videos
 - Miscellaneous Resources:
 - Smart Mark OSHA 10 Instructions. Information about accessing NABTU's endorsed Smart Mark program via their building trades partners OR accessing a different approved program using a certified instructor
- First Aide- CPR
 - Lesson Plan:
 - *Learning Objectives:* Students will be able to
 - Receive a 1 year Community CPR certificate
 - Receive a 3 year Community First Aid certificate
 - Readings
 - PowerPoints
 - Handouts and Exercises
 - Videos
 - Miscellaneous Resources
 - Instructions for meeting First Aide CPR objectives using American Red Cross delivery
- Health and Safety Issues for Women
 - Lesson Plan: 1 hour and 4 hour lesson plans included
 - *Learning Objectives:* Students will be able to...
 - Describe why gender matters in health and safety in construction
 - Describe how health and safety issues are impacted by gender
 - Describe how issues that are specific to gender can be safety concerns
 - Demonstrate what individuals can do to protect themselves and their co-workers

- Promote equitable health and safety practices and policies in the workplace
- Readings
- PowerPoints:
 - Construction Health and Safety: Women in the Construction Workplace
- Handouts and Exercises
 - Health and Safety for Women Quiz and Answer key
- Videos
- Miscellaneous Resources:
 - Link for Construction PPE resources for female workers

Unit 4: Blueprint Reading

- Lesson Plans: 4 hour, 8 hour and 16 hour lesson plans in the form of Instructor Notes/PowerPoints
- Basic Blueprint Reading Principles: 4 hour lesson plan (Instructor notes)
 - *Learning Objectives* Students will be able to
 - Define blueprint and blueprint reading
 - Define plans and specifications
 - Describe how plans and specifications are prepared
 - Describe the proper handling of plans
 - Describe the purpose and the importance of a set of plans
 - Identify and describe the features of the cover page and title block
 - Readings:
 - Basic Blueprint Reading Principles: Introduction manual
 - PowerPoints:
 - Manual in PPT format
 - Instructor notes in PPT format
 - Handouts and Exercises
 - Assessment questions and answer key
 - Day One Exercise Questions
 - Videos
 - Miscellaneous Resources
 - IUPAT HQ Plans
 - Sample house plans (CAD and hand drawn)
- Plans and Drawings: 8 hour lesson plan (Instructor notes)
 - *Learning objectives:* Students will be able to...
 - Identify the various views of a drawing that are included in a set of plans and their relationship to each other.
 - Identify and define the various parts of a set of plans, such as details, etc.
 - Identify and define material symbols, abbreviations, and lines used in drawings

- Demonstrate proper handling procedures for a printed set of plans and drawings
 - Define the meaning of “scale.”
 - Use a fractional rule to calculate measurements.
 - Readings:
 - Blueprint Reading Principles: Plans and Drawings manual
 - PowerPoints:
 - Manual in PPT format plus instructor notes
 - Handouts and Exercises
 - Assessment questions and answer key
 - Miscellaneous Resources:
- Scales and Dimensions (16 hour lesson plan)
 - *Learning Objectives:* Students will be able to...
 - Identify the difference between engineer (civil) and architect scales.
 - Describe the use and purpose of scales and measurements on architectural and shop drawings.
 - Use a scale to measure objects shown on architectural or shop drawings and interpret the results.
 - Read and utilize shop drawings and describe their use and purpose.
 - Describe the use and importance of specifications.
 - Determine accurate dimensions using the scale on a full view architectural drawing and shop drawing.
 - Readings: Blueprint Reading Principles: Architectural Shop Drawings and Specifications manual
 - PowerPoints: Manual in PPT format plus instructor notes
 - Handouts and Exercises
 - : Assessment questions and answer key
 - Miscellaneous Resources:
 - Drywall finishing specs
 - Glazier specifications: General and Glass
 - Painters specifications
 - IUPAT HQ building shop drawings

Unit 5: Math

- Lesson Plan: Included
- *Learning Objectives:* Students will be able to....
 - Trace the history of mathematics and identify systems of measurement
 - Perform mathematical operations with whole numbers
 - Perform mathematical operations with common fractions
 - Perform mathematical operations with decimal fractions
- Readings:

- Instructor textbook: Construction Mathematics for Craftworkers
- Student workbook
- PowerPoints:
 - Course Introduction
 - Whole numbers
 - Common Fractions
 - Decimals Fractions
 - Measurement
- Handouts and Exercises
 - : Assignments sheets and tests
- Videos: PPTs are animated
- Miscellaneous Resources
 - Self-paced electronic math refreshers
 - Addition, Subtraction, Multiplication and Division
 - Basic math measurements
 - Fractions (basic)
 - Decimals, percents and geometry
 - Additional math resources sheet for construction math

Unit 6: Heritage of the American Worker

- Lesson Plan: Included with supplemental speaking points
- Learning Objectives:
 - describe the “artisan system” of work and skills training in the early years of the American republic, including different roles in this system performed by master craftsmen, journeymen and apprentices;
 - describe why building and construction tradesmen joined forces in the late 19th century to improve their situations and the reasons these workers chose trade or craft unions as the best types of organizations to achieve their goals
 - describe the impact of government policy and federal involvement in labor issues on the building trades
 - identify and define the purpose of key pieces of federal legislation affecting the building trades, such as the Fitzgerald Act, and the Taft Hartley Act.
 - describe how many Building Trades locals tried to limit access to training programs to friends, family members, and other insiders; how this limited access kept out racial minorities; and how these practices undermined the reputation of the Buildings Trades around the country
 - be familiar with the steps that policy makers and Building Trades leaders took to address the lack of diversity in the trades, and why these changes were slow in coming at the local level
 - describe the series of attacks by powerful business interests throughout labor history to push back against growing strength of the building trades.
 - Describe new initiatives of the building trades intended to recruit new members and increase diversity among apprentices and in the general membership,

through programs such as the Multi-Craft Core Curriculum, Helmets to Hardhats, the NABTU Tradeswomen Committee and others.

- Readings:
 - Workers' Heritage in the Building Trades (flipbook)
- PowerPoints:
 - Workers' Heritage in the Building Trades
- Handouts and Exercises:
 - Glossary of terms
 - Dig Where You Stand activity sheet
- Videos:
 - Listing of links to individual construction union history videos
- Miscellaneous Resources
 - Discussion questions

Unit 7: Diversity Awareness and Sexual Harassment

- **Diversity**
 - Lesson Plan: Included
 - Learning Objectives: Students will be able to...
 - Explain the importance of a diverse workforce in the construction industry
 - Identify the importance of the construction industry to diverse populations
 - Identify the historical and social roots of under-representation of women and minorities in the trades
 - Explain the barriers and challenges to building a diverse construction workforce and an equitable worksite
 - Explain what it means to be a culturally competent person and organization
 - Identify equal employment opportunity and non-discrimination rights in the workplace and classroom
 - Readings
 - PowerPoints
 - Cultural Competency
 - Cultural Competency and the High Performing Workplace
 - Gender Lens: Images and Words are Powerful
 - Handouts and Exercises
 - Myths and Facts about Women in the Trades
 - Gender Lens Myths and Quiz
 - Identifying Gender Neutral Terms (Exercise)
 - Springboard for Discussing Discrimination
 - 10 Myths of Affirmative Action
 - History of Affirmative Action
 - Gender Equity Quiz and answer key
 - Videos:
 - Sisters in the Brotherhood (*available only upon request*)

- Respectful Workplaces
 - Widen the Screen
 - Cleveland Building Trades and Diversity
- Miscellaneous Resources
 - Putting a Gender Lens on the MC3 PPT
 - Be that One Guy
- **Preventing Sexual harassment**
 - Lesson Plan: included
 - *Learning Objectives:* Students will be able to...
 - Identify respectful practices and behaviors in the workplace
 - Distinguish between legal application of sexual harassment and workplace policies for acceptable behavior.
 - Recognize and define different forms of sexual harassment.
 - Explain why sexual harassment is a problem in the construction workplace.
 - Identify who is harmed by sexual harassment.
 - Demonstrate action steps to take in response to witnessing or experiencing sexual harassment
 - Readings
 - PowerPoints: Sexual Harassment: Being Part of the Solution
 - Handouts and Exercises:
 - Impact of Sexual Harassment review sheet
 - Myths and Stereotypes activity sheet and answer guide
 - Scenario activity sheets
 - Sexual Harassment Wrap-up Quiz and answer key
 - Videos
 - Sista in the Brotherhood (*available only upon request from NABTU*)
 - Women workers put construction industry on notice (ABC news article and clip)
 - Miscellaneous Resources:
 - EEOC Case study (Hill Construction)
 - ENR Me Too in Construction article
 - NYT article: Why victims aren't believed

Unit 8: Green Construction

General

- Lesson Plans: 4 hour and 8 hour versions
- *Learning Objectives:* Students will be able to:
 - Describe the basics elements of green construction and green buildings and the part they will play as a construction worker on green job sites.
 - Understand basic green building terms
 - Describe the role of green building certification and how it works.

- Recognize green awareness on construction projects, including sustainable site development, efficient use of water resources, energy conservation, the use of sustainable building materials, reducing and recycling construction waste and protecting indoor and outdoor environmental quality.
- Readings:
 - Fundamentals of Building Green Workbook
- Powerpoints
 - Chapter PPTs (1-2 and 3-5) related to Part A: Sustainability (with notes)
 - Chapter PPTs (6-10 and 11-13) related to Part B: Green Building Practice (with notes)
- Handouts
- Videos
- Miscellaneous Resources
 - FUND Instructors' Guidelines
 - Link to several videos on green construction from the CA State Building Trades Council

Offshore Wind Construction

- Lesson plan: Included
- Readings:
 - Will Floating Turbines Usher in a New Wave of Offshore Wind?
- PowerPoints
 - Offshore Wind Supplemental Lesson
- Handouts and Exercises
 - Offshore Wind Proposed Investments Interactive Map
- Videos
 - How it all comes together at sea: Installing an offshore wind farm
 - Floating Offshore Wind Turbine Installation- Kincardine project Scotland
- Miscellaneous Resources
 - Offshore Wind 101: diagrams and definitions
 - Wind Farm Assembly Documentary:
 - U.S. Department of Energy Offshore Wind Report:
 - Wildlife and Wind Power:
 - The Economic Impact of U.S. Offshore Wind Power

Unit 9: Financial Literacy

- Lesson Plans: 4 hour and 8 hour lesson plans included
- *Learning Objectives:* Students will be able to...
 - Participants will be able to identify the rationale for understanding financial literacy
 - Participants will be able to construct a budget
 - Participants will be able to devise a strategy for savings and debt management

- Participants will be able to define financial services and products for financial security
- Readings
- PowerPoints
 - Building a Foundation for Financial Security
- Handouts
 - Where to Stash Your Cash
 - Budget planning Worksheet and Exercise
 - Ways to Save Money
 - Stock market exercise worksheet
- Videos
- Miscellaneous Resources
 - Glossary of terms
 - Helpful resources
 - Your Money Your Goals Toolkit

MC3 Required vs. Elective Topics/Hours*

Required Topics/Hours	Elective Topics/Hours
Construction Industry Awareness- 8 hrs	Blueprint Reading - 4-8 hrs
Construction Trades Awareness- 8 hrs	Green Construction - 4-8 hrs **
Construction Health and Safety – 20 hrs (CPR and First Aid – 8 hrs/OSHA 10 – 10 hrs/Women's Health and Safety – 2 hrs)	Financial Literacy - 4-8 hrs
Tools and Materials - 8 hrs (must include hands on component)	*All MC3 programs must have a minimum of 120 instructional hours. Programs may add more hours at their discretion
Construction Math - 40 hrs	
Heritage of the American Worker- 8 hrs	** All California programs receiving SB1 funding MUST include 8 hours of Green Construction
Diversity in the Construction Industry - 12 hrs (Diversity Awareness - 4 hrs/ Sexual Harassment - 8 hrs)	
Total 104 Hours	Total Elective Hours = 16

*Teri Gardner 3-7-22***PEPP RECOGNITION REQUEST****PARTICIPANT POPULATION:**

The PEPP Advisory Committee agreed from the beginning of discussions about the program that a community outreach and recruitment would need to take place in order for those needing such educational training the most would learn about it and recognize their ability to enroll in the pre-apprenticeship classes.

PEPP Advisory Committee members began to circulate throughout the Spokane community meeting and talking with Neighborhood Councils (there are 29 of them) they in turn posted flyers on their web sites and in local shops and stores about the PEPP program and upcoming classes. Neighborhood Councils reach thousands of persons and are located in the lowest income and blue collar working class neighborhoods in Spokane, they are a trusted source of information and education about such programs. Several Councils asked for presentations by PEPP at their meetings (most via Zoom over the past two years). Several of the Councils publish an electronic and hard copy newsletter, those who do included the PEPP flyer in those publications. Many subsequent phone calls and emails with questions about PEPP and/or how to enroll came from the word spread by the Councils.

Another partnering agency was the MLK Center who again posted the PEPP flyer at the Center and also at the East Central Community Center which is the hub for a large minority population in this city. The Way to Justice located in this same neighborhood is an organization which partners with PEPP to assist our students in relicensing; WTJ staff travel door to door in the EC Neighborhood weekly to inform residents of various issues and offer assistance if needed. These staff persons also took the PEPP flyer door to door for several weeks. It was that flyer and those contacts that brought four persons of color to PEPP's first class and five more to the second.

PEPP flyers were distributed at Worksource and several persons seeking employment contacted PEPP after picking up a flyer at that site. PEPP flyers were distributed in small churches in minority neighborhoods. They were distributed electronically to contacts in the Department of Corrections, Geiger Correctional Facility and Spokane County Jail as well as homeless shelters. The Spokane County Sheriff carries PEPP flyers with him and talks about the program frequently in his outreach activities throughout Spokane County.

Every PEPP class has had between two and four students who were previously incarcerated. The diversity in each PEPP class has been constant and evenly distributed between minorities and Caucasian students; the first two classes each had a female student the last class had one who dropped out early due to family issues.

PEPP has recently been contacted by representatives of Superior and Juvenile Courts as they research ways to use PEPP as a diversion program for non-violent offenders. We are currently in discussions with the Courts and the Department of Corrections.

Teri Gardner 3-7-22

**We pay YOU to attend this class:
Pre-Employment Preparation Program**
A four week program (160 hrs) prepares you
for an interview with Union Apprenticeships
upon course completion. Students will
earn certifications in OSHA 10; flagging; forklift;
MC3 Curriculum; CPR/First Aid/AED;

**The PEPP Class will provide every student with:
A full set of tools, a voucher to purchase a pair
of workboots and a weekly stipend of \$100
paid to each student for being on time and in
class daily for four weeks!**

**Would YOU like a career in the Building Trades?
ENROLL NOW and let PEPP get you ready.**

MORE INFO: call: 509. 327.5041;
Email: judithg721@comcast.net

UPCOMING 2022 PEPP CLASSES:

- JANUARY 31-FEBRUARY 25, 2022