

APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

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

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

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Construction Trades Training Academy

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

Washington Home Builders Foundation

Contact Information:

Individual Authorized to Represent the Program

Name: Al Audette

Organization: Washington Home Builders Foundation

Title: Foundation Director

Phone: (360) 352-7800 ext. 105

Email: ala@biaw.com

Mailing Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

Physical Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

Point of Contact for Outreach and Enrollment

Name: Raelle Vitali

Organization: Washington Home Builders Foundation

Title: Development Manager

Phone: (360) 352-7800 ext. 137

Email: raellev@biaw.com

Mailing Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

Physical Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

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

Name: Raelle Vitali

Organization: Washington Home Builders Foundation

Title: Development Manager

Phone: (360) 352-7800 ext. 137

Email: raellev@biaw.com

Mailing Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

Physical Address: 300 Deschutes Way SW, Suite 300, Tumwater, WA 98501

Summary of Preparatory Program

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

1. *Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*
2. *Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
3. *Describe the primary needs you have identified in your service area the program will address.*
4. *Describe the target populations and geographical area.*
5. *Describe the program. Please include the following:*
 - a. *The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*
 - b. *How the program will be staffed (i.e., instructors, administration, etc);*

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

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

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

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

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

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

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

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

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

General laborer, carpenter, residential construction, municipal utilities

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

15%

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

☒ **6 Months**

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

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

Our program focuses on individuals 18 and older who are actively able to attend classes.
Our focus is on immediate placement upon completion.

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

20 per cohort, 4 cohorts a year

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

1) Complete the program with a minimum of 90% attendance. 2) Practice and enhance written and oral communication skills. 3) Earn the PACT Certification with a score of 70% or higher on quizzes/exams and demonstrated skill proficiency for at least 80% of applicable skills 4) Earn the OSHA 10-hour Certification with a score of 70%. 5) Learn and demonstrate employable skills.

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

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

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

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

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

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

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

Please select the option which best characterizes your program.

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

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

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

Apprentice- ship Program Name	Articulating Occupation(s)	Articulation Type (select all that apply)			
		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview

CITC	Carpentry & General laborer	X			X
Inland Northwest Chapter Associated General Contractors	Carpentry & General laborer		X		

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

Program or Organization Name	Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
Building Industry Association of Washington	Industry consultant and employment connector
Master Builders Association of Pierce county	Employment connector
Goodwill of the Olympics and Rainer Region	Training provider and supportive services provider
Habitat for Humanity of Pierce County	Job site experience provider
Home Builders Institute	Curriculum provider

SECTION 4: CURRICULUM - (WSATC Policy 2012-03 Sec. II C)

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education.*

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

Pre-Apprenticeship Certified Training (PACT) Core + Carpentry – 280 Hours Topics include safe working practices, basic first aid, basic construction math, print reading, hand tools, power tools, construction materials, measuring and calculating, preparing for the workforce, professionalism in the workplace, carpentry tools and safety, lumber identification and use, calculate square and lineal foot measurements, building concrete forms, framing floors/walls/ceiling/roofs, apply roof shingles, install exterior doors and windows, install siding and exterior trim, install insulation and wallboard, install interior doors and trim, and perform minor repairs. The curriculum will be taught through a mix of classroom education, online learning modules, guest presentations, job site visits and hands-on instruction. Class times are 8 am to 4 pm to simulate construction working hours.

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.*

We have worked closely before with AGC Education Foundation to determine the similarities and overlap in our curriculum and theirs for use of continue education of graduated high school seniors. CITC has reviewed our curriculum to align with their introduction lessons and determine the direct linkage to their apprenticeship education.

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

Randy Miller has joined as the Lead Instructor of the Washington Home Builders Foundation (WHBF) Construction Trades Training Academy after completing the HBI Instructor Certification program. He comes to the Academy with over three decades of federal government service (active duty military and civil service) and municipal government work experience. Throughout his career he served as an Aviation Ordnance Officer and former Aviation Ordnance Senior Chief Petty Officer (USN), Police Support Officer, Physical Security Specialist, Paralegal, and in various instructor, facilitator, and training officer roles. He earned his Masters of Arts, Criminal from American Military University, Certificate in Faculty Preparation: Teaching in Higher Education from Humboldt State University, and previously certified as a Field Training Officer through the Washington State Criminal Justice Training Commission.

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

None currently but conversations with Bates Technical have begun for potential program pathways and credit provision. The Olympic College is also in the process of approving our curriculum through the Northwest Commission on Colleges and Universities which would allow for credit application there.

Please complete Appendix B – Curriculum Outline.

SECTION 5: PARTICIPANT RECRUITMENT AND RETENTION - (WSATC Policy 2012-03 Sec. II D)

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

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

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

The cost of the program to participants.

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

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

Our target of nontraditional students encompasses a diverse and dynamic group of individuals looking to enter the construction industry, such as those who are unemployed, low-income, justice-impacted, limited English speakers, veterans, and BIPOC community members. These individuals often face unique challenges and barriers in accessing education and employment opportunities. Our programs provide them with the skills, resources, and support needed to succeed and thrive in today's competitive job market. By focusing on these individuals from these backgrounds, we strive to create inclusive pathways to career advancement and economic stability. The primary age range for students is 18-36 within the Puget Sound region.

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.*

We utilize community partners and online advertisements to recruit students. Our connection to Goodwill provides us a vital pathway for underserved individuals. As well, we provide all promotional information in English and Spanish to encourage ESL individuals to consider the program. Our community partners are versed on program details and refer all interested students to our inquiry form where they are then contacted by our enrollment team and coaches.

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

We will work with Goodwill of the Olympic and Rainer Region to offer support and wrap-around services to all participants including access to stipends and one on one assignment to Goodwill Career Coaches who use case management to identify and minimize barriers to entry, participation, and completion.

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.*

General employability lessons will be administered throughout the course to encourage employment readiness and confidence. We will host mock interviews and mini job fairs each cohort, inviting registered apprenticeship representatives to attend and connect with students on their opportunities. Graduate information and announcements will be provided to program partners upon the completion of each cohort for direct recruitment efforts. Graduates will be encouraged to network and contact all provided employment and apprenticeship partners.

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

Students incur zero out of pocket program expenses when participating in the 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.

All new participant demographics are gathered on our online enrollment form that is stored in our secured Airtable database. Student outcomes such as graduation, certificate completion, employment and potential withdrawal are entered into our Learning Management System with CTETechworks. Reports and data are completed by program administrators and the instructor. All completed reports will be submitted to L&I through the Appendix C student tracking sheet.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

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

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

Applications are due no later than 60 days prior to the scheduled quarterly meeting of the Washington State Apprenticeship and Training Council. It is strongly recommended that you submit your application 2 weeks prior to the deadline for pre-review, to ensure that your application is complete. Contact Rio Frame for questions or assistance.

Please submit your completed application via email to:

*Rio Brunsch, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
FRAV235@LNI.WA.GOV
509-426-0985*

2/14/25 MN

Teri Gardner 2-14-25

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. 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.*

The Washington Home Builders Foundation was founded in 2012 by the Building Industry Association of Washington (BIAW) as a way to address educational and workforce needs within the building industry through charitable activities. The mission of the Washington Home Builders Foundation is to empower and inspire the next generation of builders by advancing building-related education, unlocking academic opportunities and career possibilities while fostering a culture of innovation, enthusiasm, and excellence in the building industry. Operating our own apprenticeship prep program directly interlocks with our mission by being a free educational opportunity targeted at creating future home-builders. Students incur zero out of pocket program expenses when participating in the program due to funding from public and private partners. Personal expenses such as transportation and meals are also available for potential subsidies if applied for by the student through their case manager.

- 2. Describe how the program will be funded. If the program’s start-up is grant funded, describe your sustainability plan once the grant ends.*

Currently, our program is funded through the City of Tacoma’s Training and Employment Program (TTEP). The Building Industry Association of Washington has also committed funds to continue cohort operations beyond our contract with Tacoma. A part from that, we are exploring routes to accessing WIOA funds by being an eligible training provider, connecting with local foundations for programmatic support, and making direct donor requests to the 8,000 BIAW members.

- 3. Describe the primary needs you have identified in your service area the program will address.*

Tacoma, Washington, and its surrounding areas are experiencing both a growing demand for skilled labor in the construction industry and an increasing gap in opportunities for disadvantaged communities to access sustainable, well-paying jobs. According to Workforce Central’s Annual Report, unemployment rates among individuals from marginalized backgrounds, including people of color, veterans, and those with low income or without formal education, remain significantly higher than the regional average. These individuals often face systemic barriers such as a lack of access to education, technical training, and career support, which limits their economic mobility and can perpetuate cycles of poverty.

Simultaneously, the construction industry is grappling with a critical shortage of skilled workers. Local contractors are struggling to fill positions in residential, commercial, and infrastructure projects, resulting in project delays and increasing labor costs. A survey by the Associated General Contractors of America found that 94% of construction firms in the U.S. are struggling to find workers. This problem is not a distant concern but an urgent one that demands our immediate

attention. While the demand for construction workers to keep up with current projects is still growing, more than 20% of construction workers are 55 or older, indicating a significant portion of the workforce is approaching retirement (ABC). Another critical consideration is that Washington has a higher demand for new homes as compared to other parts of the country. The state needs 50,000 new housing units annually to keep up with population growth and address current deficiencies (WSDC).

4. Describe the target populations and geographical area.

Our target of nontraditional students encompasses a diverse and dynamic group of individuals looking to enter the construction industry, such as those who are unemployed, low-income, justice-impacted, limited English speakers, veterans, and BIPOC community members. These individuals often face unique challenges and barriers in accessing education and employment opportunities. Our programs are designed to provide them with the skills, resources, and support needed to succeed and thrive in today's competitive job market. By focusing on these individuals from these backgrounds, we strive to create inclusive pathways to career advancement and economic stability. The primary age range for students will be 18-36 within the Puget Sound region.

5. Describe the program. Please include the following:

a. The structure of preparatory program including the anticipated number of participants/cohorts per year and approximate duration of the program;

Training lasts eight weeks using a 7-hour-a-day, 5-day-a-week cohort model that can train up to 25 students per cohort. There are 4 cohorts scheduled each year.

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

Operations/Case Manager- Manages and oversees each aspect of construction training activities and coordinates support for each participant's unique needs.

Recruitment & Placement Coordinator- Assists with the cultivation, screening, and confirmation of cohort participants. Places students with community employers and monitors post-placement student activity and data

Trades Instructor- Teaches Pre Apprenticeship Certified Training (PACT) Core and Pre Apprenticeship Certified Training (PACT) Carpentry units

c. Participant support/resources during program; and

We partner with Goodwill of the Olympic and Rainer Region to provide the following support services to participants: Virtual GED classes, Pierce College ESL classes, Case management assignments, Stipends for barrier reduction (childcare, transportation, meals), and Connection to public assistance programs.

d. Apprenticeship navigation and articulation plan.

We have entered into several agreements with industry groups to promote the pursuit of apprenticeship roles upon our program completion. These groups include CITC for direct general laborer entry and preferred entry for carpentry. Our other partner includes Inland

Northwest Chapter Associated General Contractors. Students are supported to enter into these apprenticeships by having representatives from CITC and AGC attend our mock interview days, mini job fairs, and guest presentation days. We also provide full scale resume writing and industry mentorship to help them land the positions they desire upon completion.

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

a. Successful completion (required)

1) Complete the program with a minimum of 90% attendance throughout the 8 weeks. 2) Practice and enhance written and oral communication skills. 3) Earn the Pre Apprenticeship Certified Training Certification with a score of 70% or higher on quizzes/exams and demonstrated skill proficiency for at least 80% of applicable skills 4) Earn the OSHA 10-hour Certification with a score of 70%. 5) Learn and demonstrate employable skills. Our goal is to have 80% of all enrollees successfully complete full training.

80 annual enrollees = 64 program completers

b. Industry recognized certificate(s)/certification(s)

OSHA 10, Pre Apprenticeship Certified Training (PACT) Core and Pre Apprenticeship Certified Training (PACT) Carpentry

c. Educational credit

Students will receive 280 instructional hours per cohort

d. Target articulation rate (required)

For all program completers, our goal is to have a 90% placement rate into apprenticeship training or residential construction positions. 64 completers = 57 placements. Our target articulation for apprenticeships is 15%

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.)

Our model has been demonstrated in six other national locations of Houston, New Orleans, Orlando, Sacramento, Pheonix, and Raleigh. In 2023, the academies had a total of 845 enrollees, 740 graduates, 1729 certificates earned, and 685 placements secured. The average wage for graduating students was \$22.36.

APPENDIX B – CURRICULUM OUTLINE

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education. (WSATC Policy 2012-03 Sec. II C)*

Please use the format below for the program's curriculum outline. Identify all curriculum elements and provide primary learning objectives that apply to each course.

Please copy and paste the format below to add additional course sections and/or primary learning objectives as needed.

1. Job Safety – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

SAFE WORKING PRACTICES SITE PRACTICES AND JOB SITE

1. Describe and practice safe use of hand and power tools.
2. Distinguish between safe and unsafe installation practices.
3. Inspect work area to ensure a safe working environment.
4. Identify hazardous conditions associated with tools and equipment.
5. Identify hazardous conditions associated with work areas.
6. Identify hazardous conditions associated with chemicals/supplies.

7. Select and wear proper safety attire on the job site including personal protective equipment [PPE] (safety glasses, safety footwear, hearing protection, hard hats, etc.).
8. Accept the responsibility of the personal safety of other workers.
9. Demonstrate the ability to report all injuries immediately to the instructor.
10. Demonstrate personal safety rules/OSHA regulations.
11. Demonstrate shop safety rules/OSHA regulations.
13. Locate and operate fire safety equipment.
14. Demonstrate safe use of ladders and scaffolding.
15. Demonstrate safe fall protection procedures and equipment use.
16. Demonstrate the ability to properly lift and carry construction materials.

BASIC FIRST AID

17. Identify locations of all first aid equipment and materials.
18. Demonstrate basic first aid practices.

2. **Construction Math and Documents – Planned 40 Hours**

Curriculum Elements:

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

Learning Objectives

BASIC CONSTRUCTION MATH

1. Read a rule to the nearest 16th of an inch
2. Calculate whole numbers using addition, subtraction, multiplication, and division.
3. Calculate fractions using addition, subtraction, multiplication, and division.
4. Calculate decimals using addition, subtraction, multiplication, and division.
5. Add, subtract, multiply, and divide measurements using measuring tools.
6. Calculate square foot and lineal foot measurements.
7. Apply specific formulas for estimating materials.
8. Calculate ranges, ratios, and indexes such as a HERS Energy Index.

PRINT READING

9. Read and interpret basic construction prints.
10. Identify basic architectural symbols and abbreviations.
11. Demonstrate proper use of tools used to determine square.
12. Demonstrate proper use of tools used to determine plumb.

13. Demonstrate proper use of tools used to determine level.

3. Tools and Construction Materials – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

HAND TOOLS

1. Demonstrate the proper use, care, and maintenance of hand tools.
2. Describe safety rules for each hand tool.
3. Demonstrate the proper use, care, and maintenance of ladders and scaffolding.
4. Identify/select appropriate hand tools for specific tasks in carpentry.
5. Identify/select appropriate hand tools for specific tasks in electrical.
6. Identify/select appropriate hand tools for specific tasks in plumbing.
7. Identify/select appropriate hand tools for specific tasks in brick masonry.
8. Identify/select appropriate hand tools for specific tasks in landscaping.
9. Identify/select appropriate hand tools for specific tasks in Building Construction Technology.
10. Identify/select appropriate hand tools for specific tasks in painting and finishing.

POWER TOOLS

11. Demonstrate the proper use, care, and maintenance of power tools / equipment.
12. Describe safety rules for each power tool.
13. Identify/select appropriate power tools for specific tasks in carpentry.
14. Identify/select appropriate power tools for specific tasks in electrical.
15. Identify/select appropriate power tools for specific tasks in plumbing.
16. Identify/select appropriate power tools for specific tasks in brick masonry.
17. Identify/select appropriate power tools for specific tasks in landscaping.
18. Identify/select appropriate power tools for specific tasks in Building Construction Technology.
20. Demonstrate the proper use, storage, and handling of materials, chemicals, and compounds used in various trade areas.

CONSTRUCTION MATERIALS

20. Demonstrate the proper use, storage, and handling of materials, chemicals, and compounds used in various trade areas.

21. Identify/select appropriate construction equipment and materials for specific tasks in carpentry.
22. Identify/select appropriate construction equipment and materials for specific tasks in electrical.
23. Identify/select appropriate construction equipment and materials for specific tasks in plumbing.
24. Identify/select appropriate construction equipment and materials for specific tasks in brick masonry.
25. Identify/select appropriate construction equipment and materials for specific tasks in landscaping.
26. Identify/select appropriate construction equipment and materials for specific tasks in Building Construction Technology.
27. Identify/select appropriate construction equipment and materials for specific tasks in painting and finishing.

MEASURING AND CALCULATING

28. Demonstrate proper use of measurement tools.

4. Employability – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

PREPARING FOR THE WORKFORCE

1. Obtain documentation for employment.
2. Obtain government-issued driver's license.
3. Identify and describe industry-related job qualifications.
4. Use media, Internet, and other resources to contact employers for job opportunities.
5. Practice and successfully complete a job application.
6. Create a résumé.
7. Practice and interview for a job.
8. Follow up with employers about interview and job.

PROFESSIONALISM IN WORKPLACE

9. Demonstrate compliance with a drug-free workplace.
10. Respond appropriately to supervision.
11. Follow written and verbal directions.

12. Complete assigned tasks.
13. Work safely.
14. Dress appropriately for work.
15. Arrive for work on time.
16. Shows respect for tools, materials and other's property.
17. Work as a team member with diverse races, sexes, ages, and cultures, treating all with respect.

5. Carpentry Trades Introduction – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

CARPENTRY TOOLS AND SAFETY1 CARPENTRY TOOLS AND SAFETY

1. Understand the safe use of carpentry hand and power tools.
2. Demonstrate the proper use of carpentry tools and equipment.

LUMBER IDENTIFICATION AND USE

3. Describe lumber defects.
4. Describe standard lumber sizing6.3 CALCULATE SQUARE AND LINEAL

CALCULATE SQUARE AND LINEAL FOOT MEASUREMENTSMEASUREMENTS

5. Calculate square foot and lineal foot measurements and cubic measurements.
6. Translate measurements from paper to work environment.

BUILD CONCRETE FORMS

7. Identify the types of forms (conventional and engineered) and components.
8. Build forms for concrete walls, columns, and piers with proper bracing.
9. Strip concrete forms.

6. Carpentry Framing and Exterior – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

FRAME FLOORS, WALLS/PARTITIONS, CEILINGS, AND ROOFS

1. Identify the components of floor framing systems (conventional and engineered systems).
2. Identify the components of wall framing systems (wood and metal).
3. Identify the components of roof framing systems (conventional and engineered).
4. Frame walls, floors, and ceilings to 16" and 24" on center.
5. Frame a basic roof structure. ROOF SHINGLES

APPLY ROOF SHINGLES

6. Understand basic roofing concepts
7. Understand all basic roofing safety techniques.
8. Trim, position, and affix roof shingles properly.

INSTALL EXTERIOR DOORS AND WINDOWS

9. Identify different types and sizes of doors and windows.
10. Install exterior doors and windows per manufacturer's instructions and recommendations

INSTALL SIDING AND EXTERIOR TRIM

11. Identify types of siding and exterior finish systems.
12. Measure, cut, and install siding per manufacturer's recommendations.
13. Install exterior trim per manufacturer's recommendations.

7. Carpentry Interior & Repairs – Planned 40 Hours

Curriculum Elements:

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

Learning Objectives

INSTALL INSULATION AND WALLBOARD

1. Identify different types and sizes of drywall and sheet goods.
2. Identify types of insulation and their uses.
3. Install insulation per manufacturer's recommendations.
4. Install drywall and plywood paneling per manufacturer's recommendations.


INSTALL INTERIOR DOORS AND TRIM

5. Install interior doors per manufacturer's recommendations.

6. Install interior trim per manufacturer's recommendations.

PERFORM MINOR REPAIRS

7. Identify common carpentry repair problems.
8. Perform minor repairs correctly.

Preparatory Program Name:		Construction Trades Training Academy					Total Number of Participants:			16					
							Total Participant Graduates:			0					
Reporting Period, Earliest Date:		2/3/2025					Total Withdrawals/Incomplete:			0					
Reporting Period, Latest Date:		9/28/2025					Total Grad's Articulated into Reg' Apprenticeship:			0					
*Please refer to the instructions tab for information on how to properly complete this document.															
Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information					
YYYY/MM/DD		M,F,X	A,B,W,NI,H,AN,M,O,X		H,N,X	Yes,No	YYYY/MM/DD		A,W,C	YYYY/MM/DD		YYYY/MM/DD			
Last Name		First Name	Birth Date	Gender	Race	Ethnicity	Veteran	Cohort Start Date	Current Status	Graduation Date	Registered Apprenticeship Name		Occupation	Date of Registration	Apprentice ID Number
16		16	16	16	16	16	16	16	16	16	0		0	0	0
Hide Chart															Articulation Rate
															0.00%

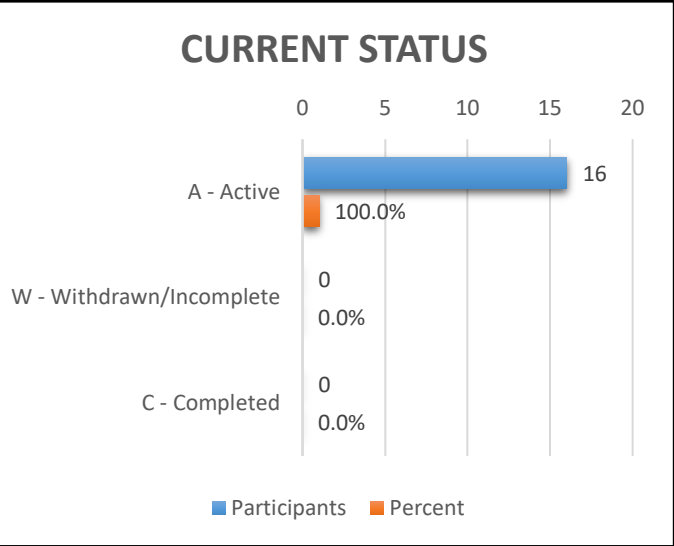
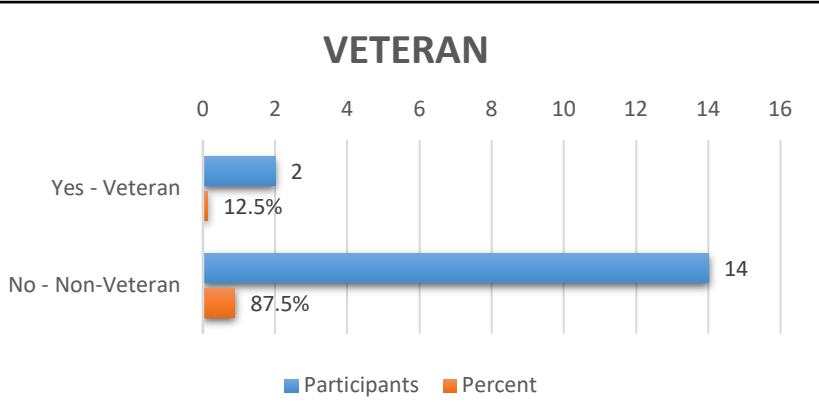
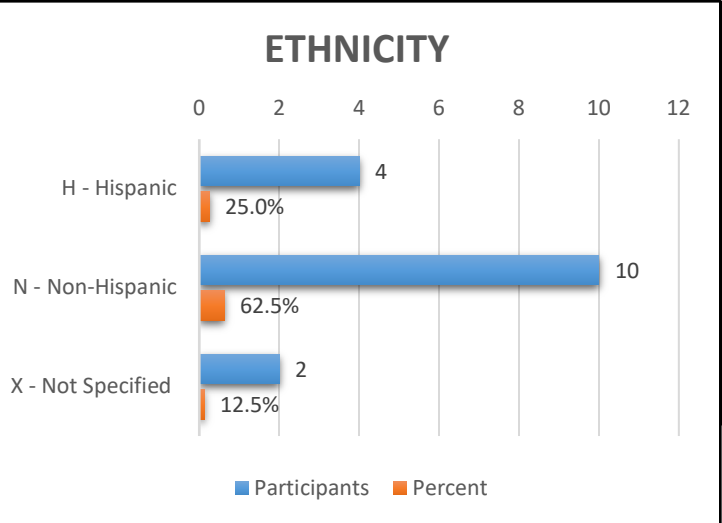
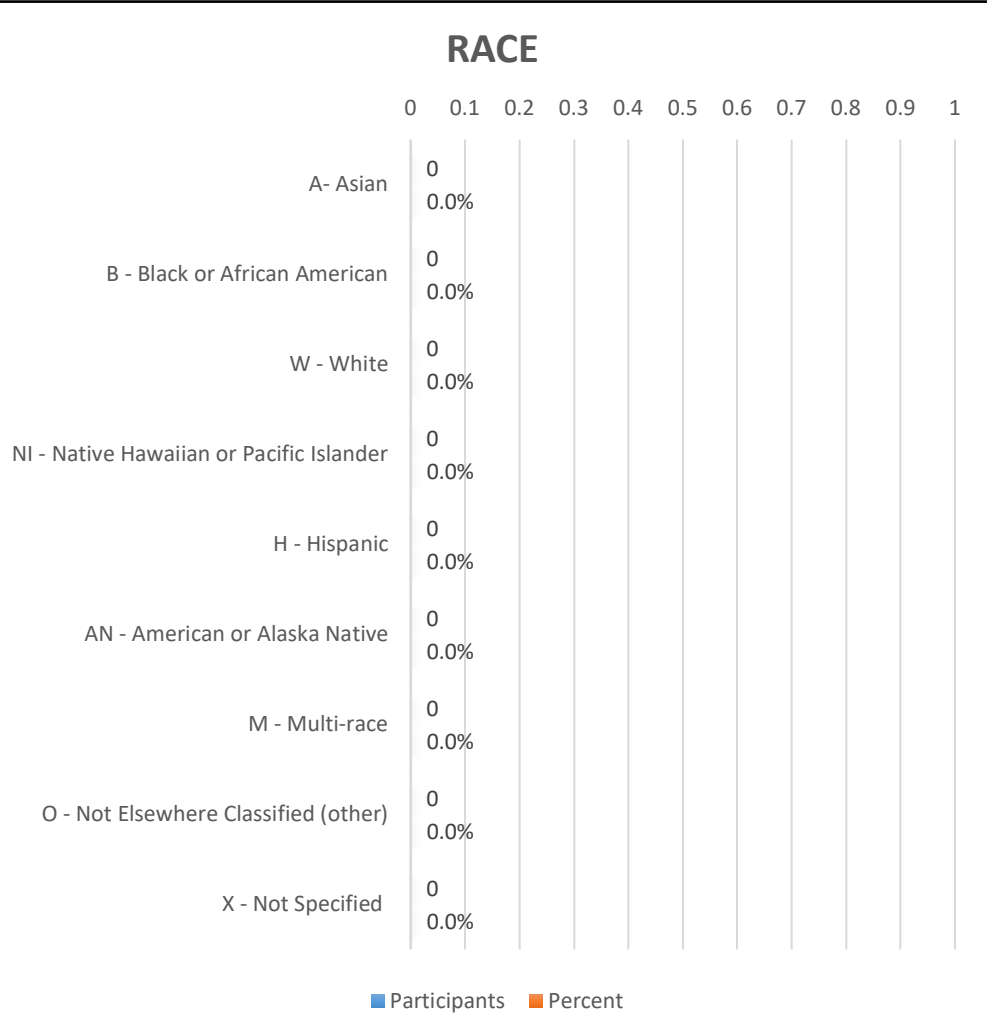
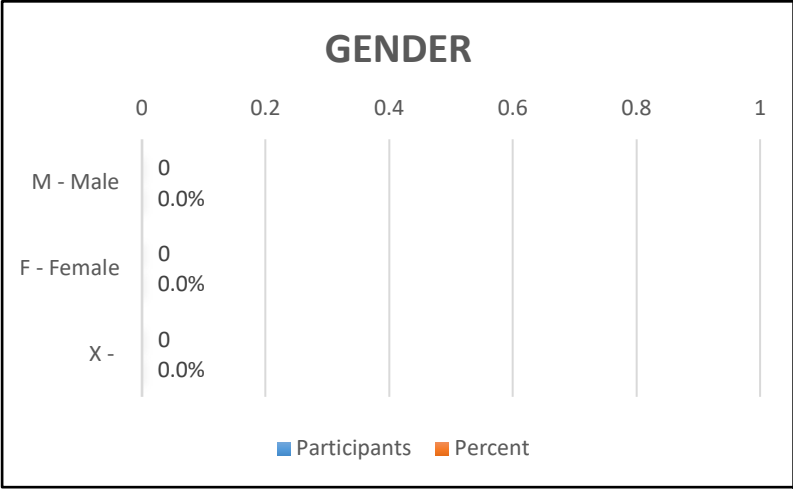
Hide Chart

Hide Chart

Hide Chart

Hide Chart

Hide Chart



2/14/25 MN

Teri Gardner 2-14-25



January 22, 2025

To Whom It May Concern:

The Construction Industry Training Council of WA (CITC) fully supports the Washington Home Builders Foundation (WHBF) application for state recognition of its Construction Trades Pre-Apprenticeship Training Program. This initiative provides residents of Tacoma, Pierce County and surrounding areas with a pathway to careers that offer family-sustaining wages.

As a state-licensed private vocational trade school offering 12 state-approved apprenticeship programs (including Carpentry, Electrical, HVAC, and Plumbing), CITC recognizes the alignment between our programs and the graduates of WHBF's training program. This training program with its comprehensive wrap-around services prepare students for success in apprenticeship programs.

In support of this program, CITC will:

- Offer direct entry for WHBF graduates into our laborer apprenticeship program.
- Offer preferred entry to our WHBF graduated into carpentry apprenticeship program.
- Provide guidance on curriculum and industry trends.
- Coordinate field trip visits to CITC training facilities.
- Facilitate industry experts to share career insights with students.
-

We endorse WHBF's proposal without reservation and value our continued partnership. Please contact me at (425) 285.2324 with any questions.

Sincerely,

Halene Sigmund, president
Construction Industry Training Council of Washington (CITC)

Cc: file



AGC Apprenticeship Center

Carpenters, Heavy Equipment Operators, & Laborers

February 12, 2025

To: Washington State Apprenticeship Training Council

RE: Support of Construction Trades Pre-Apprenticeship Training Program, Washington Home Builders Foundation (WHBF)

I'm writing today to offer my support of the WHBF program. The Inland NW AGC Apprenticeship Program(s) offer 3 Washington State Registered Apprenticeship Programs, Carpenters, Laborers, and Heavy Equipment Operators with Statewide Approved Standards.

The AGC Apprenticeship is excited to partner with the WHBF program and fully believes and supports their mission of providing a quality training program that gives their students an opportunity for career employment opportunities upon graduation.

Graduates of the WHBF program are awarded advanced placement hours in our program(s) upon acceptance into their program of choice.

I ask that you please recognize the WHBF Construction Trades Pre-Apprenticeship Program.


Thank you,



Mike Ankney
Director



Office: 509.534.0502
Fax: 509.534.0503
PO Box 11901
Spokane Valley, WA 99211
www.nwagcapprenticeship.org



AGC Apprenticeship Center
Carpenters, Heavy Equipment Operators, & Laborers

2/14/25 MN

Teri Gardner 2-14-25

February 12, 2025

To: Washington State Apprenticeship Training Council

RE: Support of Construction Trades Pre-Apprenticeship Training Program, Washington Home Builders Foundation (WHBF)

I'm writing today to offer my support of the WHBF program. The Inland NW AGC Apprenticeship Program(s) offer 3 Washington State Registered Apprenticeship Programs, Carpenters, Laborers, and Heavy Equipment Operators with Statewide Approved Standards.

The AGC Apprenticeship is excited to partner with the WHBF program and fully believes and supports their mission of providing a quality training program that gives their students an opportunity for career employment opportunities upon graduation.

Graduates of the WHBF program will be awarded 80 RSI advanced placement hours in our program(s) upon acceptance into their program of choice.

I ask that you please recognize the WHBF Construction Trades Pre-Apprenticeship Program.

Thank you,



Mike Ankney
Director



Office: 509.534.0502
Fax: 509.534.0503
PO Box 11901
Spokane Valley, WA 99211
www.nwagcapprenticeship.org