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February 12, 2021

Washington State Apprenticeship and Training Council
Washington State Department of Labor & Industries
Apprenticeship Section
PO Box 44530
Olympia WA 98504-4530

Palmer Scholars
PO Box 7119
Tacoma, WA 98417

Re: Application for Apprenticeship Preparation Program Recognition

Dear Washington State Apprenticeship and Training Councilmembers,

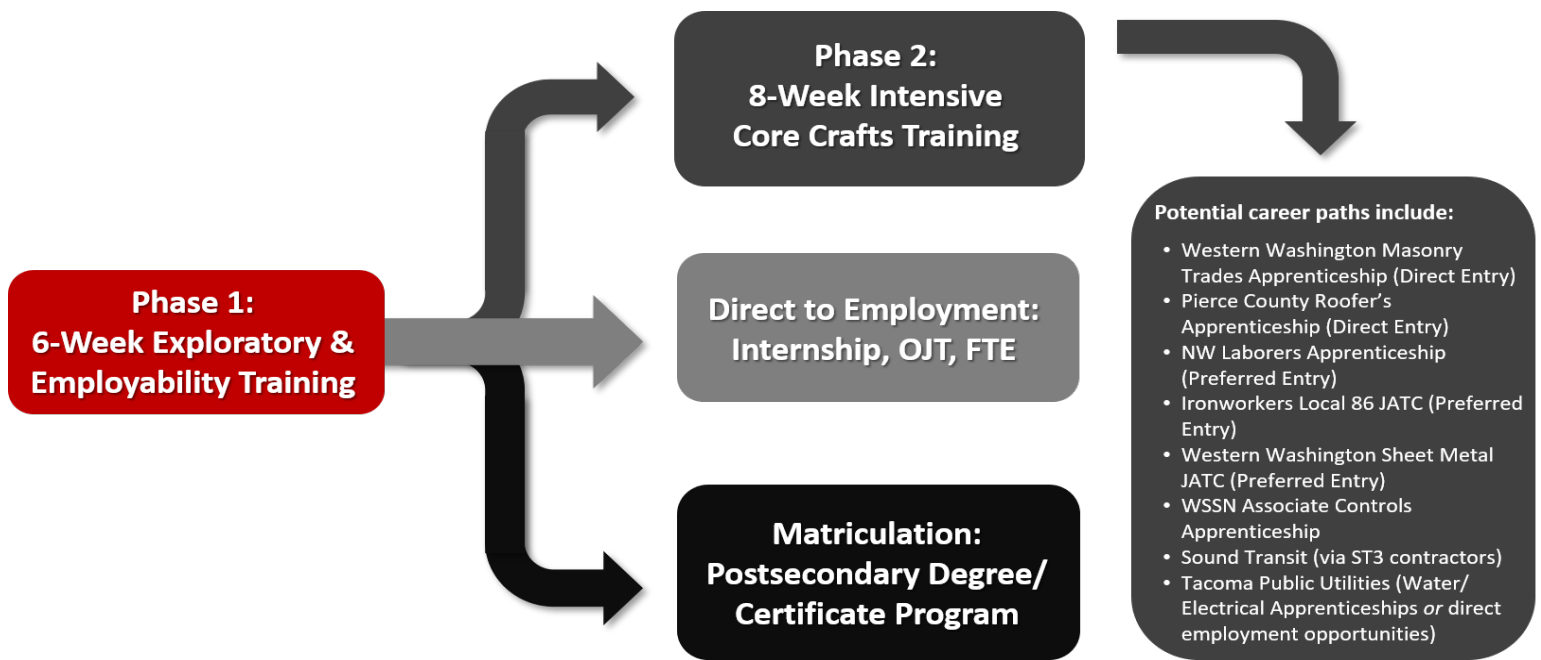
We are pleased to present this request for our Palmer Pathways initiative to be recognized as an Apprenticeship Preparation Program. The Palmer Pathways initiative was introduced in the fall of 2019 in response to the growing industry needs and looming “Silver Tsunami” in Pierce County, WA, and across the state and country. It also emerged out of the recognition that as a society not only is a four-year degree elevated above pursuing apprenticeship and/or technical education, but that it is often looked at as the only viable option. We know better, and believe it is our responsibility to inform our Scholars of the multitude of educational and career pathways available to them after high school.

Historically, the vast majority (over 90%) of the young people we serve have been the first in their family to pursue postsecondary education, and many have been the first in their family to graduate from high school. We recognize that our Scholars are often also “first-generation professionals,” who lack exposure to information about the trades and other underemphasized careers and the knowledge of how to pursue them. Our program, combining career exploration and wraparound supports, is rooted in our belief that young people will achieve greater satisfaction in their careers, and life in general, if they choose the best-fit path for them. We also believe that these young people possess the inherent strengths and ability to succeed in their chosen path, and that the only thing they lack is exposure, access, and opportunity.

We see ourselves as stewards of our Scholars’ goals and visions, accompanying them along their journey as they determine, for themselves, what the future holds for them. We hope that you will see the value in this very intentional expansion of our work and recognize Palmer Pathways as an apprenticeship preparation program, and that you will join us in *Creating Hope and Opportunity Through Education*.



Palmer Pathways is an initiative of Palmer Scholars



Palmer Pathways Overview

Palmer Pathways is a two-year-old initiative that serves low-income young adults of color between the ages of 18-26 who are interested in pursuing a career in the trades or other “under-emphasized” or “under-accessed” career paths. Responding to the growing workforce needs in Pierce County, we utilize a long-established, holistic approach to guide Scholars into meaningful family-wage careers, by providing intensive career readiness training, one-to-one support from a Career Navigator and a trained professional Mentor, financial assistance, and ongoing socio-emotional support.

The Palmer Pathways Initiative has evolved based on our experiences with the first Pathways Scholars cohort (graduated June 2020). We redesigned the learning experience into two separate phases: six weeks of career exploration, preparation, wellbeing, soft skill development, safety training, workplace competencies, physical conditioning, basic math principles, and foundational trades knowledge (including hands-on experience and key certifications). At the end of the first six weeks, Scholars choose their path: direct-to-employment, matriculation into a postsecondary institution (with financial assistance), or pursuit of apprenticeship via the pre-apprenticeship track. The intensive eight-week construction trades pre-apprenticeship builds on to the first six weeks: hands-on construction skill development, construction math, try-a-trade experiences, site visits, meetings with union representatives, employer representatives, and intensive physical conditioning to pass apprenticeship entrance testing. Additionally, Palmer Pathways offers a total of six certifications throughout the fourteen-week program.

We understand that during this time of pandemic, financial hardships may require some Pathways Scholars to go directly into entry-level positions to support their family and keep a roof over their heads. Direct-to-employment Scholars can apply for the construction trades pre-apprenticeship eight-week program in a future cycle – after they have been able to restabilize financially.

In our experience with the first Pathways Scholars cohort, a huge part of their journey was learning what the trades are, what occupations make up each industry cluster, how to access careers in the trades, and

what skill sets are required to be successful in a particular craft. We have rolled most of our original thirteen-week program into the first six weeks of the new model, to ensure that all Pathways Scholars feel informed, confident, and passionate about their career path decisions.

We are highly focused on providing equitable access to the trades for historically underserved communities in Pierce County and lessening attrition from apprenticeships, employment, and degree/certification programs. We've listened closely to our communities regarding their desire to access pre-apprenticeships and apprenticeships. Recognition from the Washington State Apprenticeship and Training Council allows us to reopen training left vacant by vital program closures over the past year.

The Palmer Pathways team is passionate about postsecondary education and career navigation, and recognize the importance of exposing our Scholars to a myriad of pathways in the trades as they form their future plans. Our passion is reflected in our research, program model, and curriculum design. Our team has carefully reviewed the Washington State Apprenticeship and Training Council's Administrative Policy 2012-03, designing the new model to not only meet but exceed standards:

- Union-recognized and approved training and curriculum from SkillPlan (EPATT) and NABTU (MC3)
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math.
- Connection to existing apprenticeship programs, through unions and employers.
- Opportunity to earn industry-recognized credentials that comply with Washington State standards.
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits.
- Access to supportive services, mentoring and career counseling, a specialization of Palmer Scholars for nearly forty years.
- Mentorship opportunities for every Pathways Scholar throughout their journey.
- Intentional focus on addressing challenges facing men and women of color in the construction industry, including specific facilitation on implicit bias, code switching, and navigating Eurocentrism, sexism, and homophobia and other forms of harassment in the workplace.

Pathways Curriculum Cores

Curriculum development for Palmer Pathways has been an intensive and intentional two-year process, involving the following elements:

- Evaluating feedback from our first Palmer Pathways Cohort every week regarding content covered in class to identify anything missing from the week's materials, and actively modified the curriculum to ensure additional information was incorporated into future trainings as well as any additional topics or content identified by Scholars. A large part of the model, in fact, involved just-in-time training topics based on the weekly feedback provided by Scholars. Those topics are now an integral part of our new curriculum outline, included as an attachment.
- Tracking the journey of the first cohort through extended follow-up once active in apprenticeship, employment, or technical college matriculation. As problems or questions arose for our Scholars, we offered additional training and or resources that would help them continue along their path. All feedback was woven into updated curriculum topics.

- We vetted our curriculum with multiple respected colleagues, from union representatives to employers and valued partners. In particular, we express our deepest gratitude to the following partners for their time in reviewing and providing feedback on our instructional design:
 - NW Laborers Apprenticeship, Western Washington Sheet Metal JATC, Ironworkers Local 86 JATC, Western Washington Masonry Trades JATC, Construction Center of Excellence, State Board of Community and Technical Colleges, Pierce County Building and Construction Trades Council, West Sound STEM, Sound Transit, and Correctional Industries.
- We have developed partnerships with the NABTU, SkillPlan, and MindWise to deliver the most advanced and accessible courses currently available in their areas of expertise.

Core One: Safety

Safety covers the fundamentals of any worksite: tools, machinery, site awareness, focus four, emergency preparedness, trench awareness and protection, site communication practices, lock out/tag out/trip out, and reporting an accident/injury. Safety-based certification are covered under core eight.

Core Two: Physical Conditioning

Physical Conditioning includes multiple elements ranging from basic concepts to intensive workouts: stretching at work, yoga in the off hours, nutrition onsite and at home, conditioning basics, motivation and determination, preventing injuring during physical training and on-the-job, preparing your body and mind for apprenticeship, and practical application moving construction materials and tools.

Core Three: Wellbeing

Focusing on deep-dive topics that involve emotional investment by Scholars, we seek to meet them where they are as well as help prevent trauma in future worksite interactions and events. Specific topics include suicide awareness, addiction/substance misuse, positive identity development, environmental impacts, leadership development, implicit bias, code switching, social justice/injustice, managing stress, navigating the impacts of harassment, women's health and safety, overcoming barriers at work, and financial planning for the trades.

Core Four: Applied Mathematics

We are utilizing SkillPlan's Enhancing Pre-Apprenticeship and Apprenticeship Tools Project (EPATT) math curriculum, which includes everything from the basics of addition, subtraction, multiplication, division, fractions, and measurements, through complex algebra, geometry and trigonometry. The complex mathematics will be offered in Phase Two: Core Construction Intensive Skills training. Scholars will be able to select from 14 trade-specific, union-approved math curriculums: Ironworkers, Insulators, Masons, Boilermakers, Electricians, Teamsters, Operating Engineers, Elevator Constructors, Painters, Laborers, Metal Workers, Pipe Trades, and Carpenters.

Core Five: Employment Skills

We cover WSATC's focus on employability in this core and core seven. We will have guest union representatives and employers talk to Scholars about how they need to prepare for a day onsite, as well as cover the following topics via instructors: HR basics, history of the labor movement, job retention, foundational soft skills and competencies for work, union halls/shops/stewards (union representative will cover), and teamwork and multi-craft worksites.

Core Six: Worksite Skills

Try-A-Trade, jobsite visits, and course instruction for this core cover the fundamentals of construction trades: earthwork, heavy equipment, roadways, introduction to rigging (concepts, applications, knots, and safety), associate controls, blueprint reading, time and job management functions/flow, utilities and piping, masonry, electricity for non-electricians, demolition, ironworkers, carpentry basics, roofing, sheet metal, and sustainable building.

Core Seven: Career Navigation

This is the heart of the original iteration of Palmer Pathways and will be primarily facilitated during Phase One instruction. All materials have been designed in-house by our instructional designer and focus on how to get into your career path: assessment interpretation and practical application, TKSA's, work values and ethics, labor market information and research, resumes, employer applications, job search, interviewing, networking, pursuing trades-based education, career planning, Fit4Me™, applying for apprenticeships, preparing for the future, and mentorship through Palmer Scholars.

Core Eight: Certifications

State-recognized certifications critical to entering apprenticeships and employment are covered in this section and have been recommended by JATC partners: First Aid/CPR/BBP/PPE, Flagger, OSHA 10 (Phase One Scholars), Forklift, OSHA 30 (Phase Two Scholars), and Aerial Scissor Lift.

Palmer Pathways Objectives

- Eliminate barriers and increase access to the trades for young men and women of color to education, training and employment through tutoring, mentorship, career preparation, soft skill development, scholarships, and pre-apprenticeship.
- Prepare potential apprentices to pass entrance exams with confidence through our extensive certification and core curriculum design. Assess skills throughout fourteen (14) weeks utilizing SkillPlan's EPATT testing and curriculum in combination with NABTU's MC3 trades courses and testing.
- Increase diversity in the trades, working to fill current vacancies in apprenticeships with our Scholars while creating a pipeline for filling future vacancies.
- Improve apprenticeship retention and completion rates through supporting Scholars in determining their best-fit career path through providing career navigation tools, mentoring, and career counseling.
- Provide wraparound support services for potential apprentices, such as childcare, tutoring, mentorship, tools, clothing, PPEs, needed resource links, organizational referrals, transportation, scholarship, suicide prevention, mental health partner access, and medical referrals.
- Every Pathways Scholar will achieve the following benchmark of their choosing: enter directly into employment in their craft, matriculate in a postsecondary program to complete additional certifications and/or obtain a degree, or gain acceptance into an apprenticeship program.
- We will continue to work with Scholars as long as it takes to assist in navigating and breaking down their barriers to their success.
- Work in partnership with the Department of Labor & Industries, unions, and employers to address inefficiencies and inequities related to participation and completion of apprenticeship programs and share relevant data points with our partners so that we all see a significant increase in the number of young adults who successfully achieve career readiness, obtain industry-specific

credentials, and, ultimately, move into high-wage construction trades occupations through apprenticeship.

Organizational Background

For nearly 40 years, Palmer Scholars has provided culturally responsive wraparound services to underrepresented young adults of color throughout Pierce County. Our Founders, Rev. Al Davis and Merle Palmer, recognized the systemic inequities that prevent promising young adults of color from achieving higher education and a family wage career. Rev. Al and Merle saw higher education as a pathway to a better life and built the foundation for what would eventually become Palmer Scholars.

At Palmer Scholars, our mission is to support underrepresented Pierce County students of color to overcome financial, social, and cultural barriers in their pursuit of higher education. Our vision is for our students to succeed in graduating from a postsecondary program with the essential tools to be catalysts for change and leaders in our community. 100% of our Scholars are from a low-income background and represent communities that are historically underrepresented in higher education and the trades. 90% are the first in their family to pursue higher education or graduate from high school. 58% of our Scholars identify as male, 41% as female, and 1% as gender-non-conforming. 28% of Scholars currently enrolled in our programs are under the age of 18 (16+), and 72% are 18-24 years old.

For us, higher education isn't about prestige. We work each day to guide our Scholars into and through their right-fit postsecondary program so they may then use this education to end generational cycles of poverty. We are not simply a scholarship program. We are a workforce development program that uses a holistic approach to build a strong foundation of skills, knowledge, and network for our Scholars.

Recognizing that a four-year degree is not the only avenue to a successful career, in 2019 we created the Palmer Pathways initiative. Palmer Pathways aims to connect young adults age 18-26 with family-wage careers in the trades and other underemphasized careers. Pathways Scholars receive all of the supports provided to Scholars in what is now known as our "Legacy" program, though the program timeline is shorter and more intense. Palmer Pathways is not an alternative to our Legacy program. We have always embraced a philosophy of self-determination, harnessing the skills and talents our young people bring to the table and building upon these to connect them with their best-fit post-secondary program. Now, however, we do it much better, working very intentionally to incorporate exposure to careers in the trades and other underemphasized careers into our Legacy program which has historically focused primarily on preparing students to pursue four-year degrees.

The success of our programs is rooted in the intentional care we take in facilitating services that are responsive to the Whole Scholar. Through our 38 years of experience, we know that the Scholars we serve lead lives outside of the classroom. The compounding impacts of generational poverty and oppression cannot be remedied by scholarships alone. Our "Whole Scholar" model is a deliberately designed set of services that accounts for the holistic needs of our Scholars, not just what is generally encapsulated in a college access program. Our programs follow a sequential process, providing culturally and developmentally appropriate services for each step of our Scholars' educational journeys. Through carefully crafting our programs to serve as foundational steps and checkpoints for our staff to constantly assess and monitor our Scholars' progress, we are better equipped to meet our larger organizational goals around postsecondary program completion.

Palmer Pathways Scholars Cohort One

Flexibility in the Time of Pandemic

Orientation for the first cohort of Palmer Pathways was held March 3, 2020. After the state's "stay-at-home" mandate was issued, our team spent the follow two weeks converting the ground program to a 13-week online program (live Zoom sessions, three days a week). Pathways Scholars were provided Chrome Books from the Palmer Scholars organization in order to access trainings, and were provided with emergency support as needed to help them and their families weather the pandemic. Weekly career navigation was provided through individualized Zoom sessions, and try-a-trade events were converted to individual online discussion sessions with union representatives and local employers.

While other programs shut down and regrouped, we not only remained open, we excelled. That original program is now the foundation of the first phase of our updated two-phase model.

Growing and Learning

Our three-month journey with the young men and women of the first Palmer Pathways cohort allowed us to see why a change in the model was necessary to meet a family's current financial needs during unprecedented times. As we continue to navigate the pandemic, and looking beyond, we've designed the second version of Palmer Pathways to be conscious of Scholar needs and to limit future path attrition in a variety of ways:

- 140 hours (six weeks, three days per week) of career readiness, exploration, certification, safety, trades orientation, and physical conditioning.
- 195 hours (eight weeks, three days per week) of pre-apprenticeship intensive training in construction trades, to make the most informed decision of which craft to pursue for apprenticeship.
- Career exploration through assessments, competency tests, labor market research, informational interviewing, job shadowing, and try-a-trade events.
- Discussing the challenges and barriers of navigating a predominantly white workforce as a young person of color and a young woman of color. We've developed in-house curriculum and have contracted with training facilitators that reflect the demographics and experiences of Pathways Scholars. Palmer Pathways moves beyond Anti-Harassment culture to discuss equity, access, implicit bias, code switching, trauma, triggers, intergenerational communication, social justice, access, and equity.
- Six safety-based certifications, totaling **66 hours**:
 - First Aid, CPR, BBP and PE
 - Flagger
 - OSHA 10
 - Forklift (Phase Two Intensive Core Construction Trades Skills Scholars)
 - Aerial Scissor Lift (Phase Two Intensive Core Construction Trades Skills Scholars)
 - OSHA 30 – Construction (Phase Two Intensive Core Construction Trades Skills Scholars)
- Lifework (not homework, these are adults making life decisions) that keeps Scholars responsible for specific elements of their career exploration and planning outside the classroom environment.

- Individualized career and education coaching from industry professionals, mentors, and Palmer Scholars staff.
- Financial aid counseling for those pursuing postsecondary education to reach their employment goals.
- Money mindsets financial education to prepare Pathways Scholars for their future in the trades, including multiple paths to reach their dreams.
- Guest speakers from craft industries and fields: union representatives, major local employers, and trades professionals.
- Certification opportunities in line with industry standards that prepare Scholars for apprenticeships or employment, pending situational/individual needs.
- Individual mentorship with a trades professional who stays with their matched Scholar through the start of their career journey ensuring a smooth transition into journey level status (an average of 1-6 years depending on route to trades employment).
- Scholarships and supportive services, including work clothing, tools, PPEs, transportation, and emergency basic needs.
- Ongoing socio-emotional support services to address the many barriers underrepresented young adults face en route to family-wage careers in the trades.
- Additional education components if a Scholar is lacks foundational math, science, and English proficiencies.
- Financial assistance to pay for application and testing fees for an apprenticeship program.

By the Numbers

Due to our historical emphasis on connecting our Scholars to two and four-year degree programs, many of our metrics revolve around this path: college enrollment, persistence, completion, and related to student debt accrual. Though the targeted outcomes of our Palmer Pathways initiative differ from those of our Legacy program (which will shift as we continue to weave more and more career exploration opportunities into the fabric of our Legacy programming), the following datapoints offer insight into the effectiveness of our programs over our 38-year history:

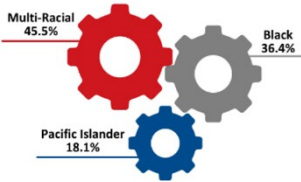
- Since 1983, we have served over 600 promising young adults of color across Pierce County.
- In the 2019-2020 academic year we served 195 Scholars (including 11 Pathways Scholars).
- In the 2019-2020 academic year we provided \$304,648 in scholarships, and more than \$6,000 in emergency COVID-19 relief funding.
- 100% of Scholars graduate from high school and are accepted to 75% of the postsecondary programs to which they apply.
- 100% of Scholars matriculate into a postsecondary program and 90% of freshman persist into their second year.
- 85% of Scholars graduate from their postsecondary program (Nationally, according to the Pell Institute, this figure sits at 11%).
- The average loan amount for the class of 2015 was \$4,898. Nationally, according to the College Board, this figure sits at \$38,500.
- For the 2019-2020 academic year, 76% of Scholars took \$0 in loans, with 90% of Scholars taking less than \$5,000.

Palmer Pathways Initial Cohort Demographics and Outcomes

Palmer Pathways Demographics Dashboard

Palmer Pathways Success Dashboard

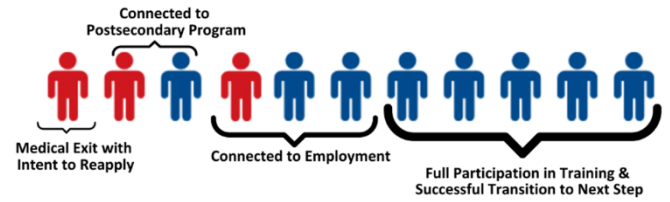
Scholar Ethnicity Breakdown



Average Scholar Age



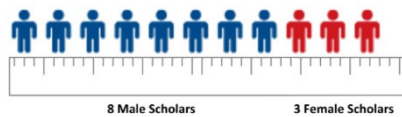
2020 Cohort Enrollee Pathways



Scholar Class Breakdown



Scholar Gender Breakdown



100% of Full Program Participants:



Were matched to a trained adult mentor



Received financial support towards a postsecondary program or to overcome hurdles as a result of COVID-19



Participated in 100+ hours of virtual training and life work



Enrolled in a postsecondary program or gained employment within 6 months of exiting the program

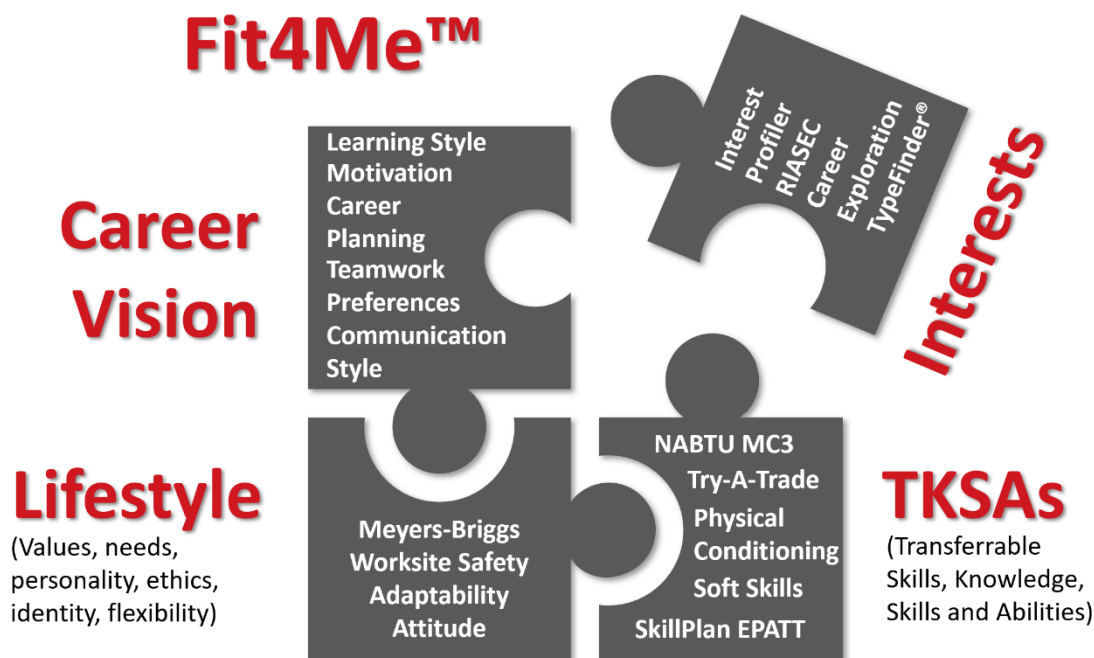
- 11 young adults enrolled. *
- 100% identified as people of color and came from a low-income background.
- 73% were male, 27% female. Ages ranged from 18 to 24.
- 10 of whom had a successful program exit:**
 - 3 were connected with employment shortly after enrolling,
 - 2 enrolled in a post-secondary program shortly after enrolling,
 - 5 participated in the full program and each have taken important steps toward their career path.
- 100% of those who participated in the full program achieved the following outcomes:
 - 100% Participated in 132+ hours of virtual training and life work (amid the pandemic).
 - 100% were matched with a mentor.
 - 100% were provided with financial assistance to either matriculate into a post-secondary program or overcome financial hurdles experienced as a result of COVID-19.
 - 100% either enrolled in a post-secondary program or gained employment within 6 months of exiting the program:
 - 1 enrolled in the Sheet Metal Technology Program at Bates Technical College
 - 1 enrolled in the Network Operations and Systems Security at Clover Park Technical College
 - 1 is actively serving in the Washington State Conservation Corps
 - 1 is employed by Concrete Technology and has received his Laborers 252 shop card,
 - 1 was in an employment short-term contract with ANEW and is currently finalizing plans for enrolling in a postsecondary program degree path in engineering.

* due to funding restrictions (WIOA), of the 132 young adults who applied we were only able to select 11.

** The participant who did not have persist had a medical exit but intends to reapply.

Self-Determination and Exploration: Fit4Me™

We believe that every Scholar, once equipped with the tools, resources and knowledge of how to explore and plan their career journey, will make confident decisions about their next steps, and identify specific crafts that are their Fit4Me™. The Palmer Pathways team designed Fit4Me™ around the intentionality of exploration, research, investigation, and reflection. We utilize assessments in a variety of areas as well as lifework, facilitation, individual career planning, and career counseling activities.



The four pieces of the Fit4Me™ puzzle are specific and deliberate. In order to make the most informed decisions about their individual career path planning and occupational choices, Pathways Scholars must take deep dives into the following areas: lifestyle, interests, career vision, and TKSAs (transferrable skills, knowledge, new skills, and abilities). Fit4Me™ represents the very heart and soul of the Pathways program: know yourself, strengthen confidence, gain experience, and determine your future. The focus is on knowing what you want, employability, retaining employment, and loving what you do for a living (even on the hard days).

Providing Immediate Oversight: Palmer Pathways Advisory Board

The Palmer Pathways Advisory Board (PPAB) serves as a standing Board for the purpose of working with the Palmer Pathways Initiative, Palmer Scholars' Executive Director, and Palmer Scholars' Director of Postsecondary Pathways.

The PPAB meets at least once per month and advises on matters that directly concern program structure, policies, curriculum, outreach, and fundraising efforts for the Palmer Pathways Initiative. Comprised of diverse skills, knowledge, and experiences, and representative of the Scholars we serve, the PPAB provides management with objective feedback, input, and opinions about all aspects of the program. Specifically, the PPAB:

1. Assesses the impact of the program, structure, curriculum, projects, and events,

2. Advises the development of program priorities, including providing insight into emerging areas of potential collaboration and local employment needs,
3. Facilitate relationships between Palmer Scholars and external entities such as other nonprofit organizations and for-profit companies,
4. Help identify technical assistance and marketing connections and resources in line with program goals and objectives, and,
5. Assist with identifying and pursuing fundraising opportunities.

Palmer Pathways Advisory Board Members

- John Boufford, Project Labor Agreement Specialist, Sound Transit
- Jeremy Clevenger, LiUNA!/NWLETT Apprenticeship Coordinator, Northwest Laborers Apprenticeship
- Lowell Glodowski, Apprenticeship Coordinator, WWMT JATC Bricklayers and Allied Craftworkers Local 1 Washington
- Aubre Nelson, Apprenticeship Consultant 3, WA Labor and Industries, Board Consultant (non-voting member)
- Kristi Grassman, Director, Construction Center of Excellence
- Mark Martinez, Executive Secretary, Pierce County Building and Construction Trades Council
- Kacee Woods, Training & Apprenticeship Analyst, Tacoma Power and Palmer Scholars Board Member

Service Delivery Model

Eligibility & Application Process

Prospective Scholars must be Pierce County residents between 18-26 years of age, demonstrate financial need, and identify as a person of color. Scholars must possess a high school diploma or GED, be legally able to work in the United States, and express interest in the construction trades. No more than 25 young adults will be selected to enter the first (6-week) phase of our 14-week program, and admission to the second (8-week) phase will be limited to 15. Pathways Scholars will be recruited from across Pierce County, with emphasis being placed on communities with the largest numbers of young adults who are furthest from opportunity.

Further, interested applicants must commit to:

- Arriving on-time for each day of training, mentally and physically prepared to take on the day's tasks.
- Completing lifework and submitting to instructor by established deadline.
- Communicating professionally with staff, teammates, guest facilitators, instructors, and potential employers.
- Representing the Palmer Pathways Scholars program positively and resolutely in the classroom and the community.
- Remaining drug-free throughout training and able to pass employer/apprenticeship drug screenings.
- Keeping all appointments and commitments connected to the pre-apprenticeship program.

An interest card and application will be made available in paper and electronic formats and disseminated widely. Prospective Scholars who complete an interest card will be contacted to field any questions and encouraged to submit a full application. The full application will collect personal and contact information and will include a questionnaire and assessment that will enable us to determine the applicant's basic skills, occupational skills, prior work experience, employability, interests, strengths, supportive service needs, mental health services, and development needs.

Specific qualifications for entry to the Palmer Pathways program are being finalized in consultation with our Advisory Board members and other partners who have informed the development of our model. While selection for the first phase of the program may be more "relaxed," admission to the second phase will be highly competitive and successful candidates will be identified in close consultation with our Advisory Board. Applicants who lack the basic skills needed to participate in Palmer Pathways will be referred to entities/programs who will provide them with the necessary tools and resources to grow in their areas of opportunity and will be given preferred entry to the next cohort of Palmer Pathways once they are able to demonstrate sufficient improvement.

Recruitment

Palmer Scholars has built strong, lasting relationships with other Pierce County non-profit and service organizations for forty years. Palmer Pathways' full-time "Pathway Navigators" will provide a seamless recruitment, orientation, and onboarding experience. Navigators will be responsible for conducting outreach and recruitment throughout their territory, to include scheduling presentations with and attending fairs at local high schools, the Pierce County Skills Center, community centers, and other spaces frequented by young adults. Recruitment will take place virtually and in-person, as appropriate, and recruitment events will be scheduled at varying times in order to remove barriers to access. In addition to live presentations, Navigators will be responsible for disseminating flyers, brochures, and posters throughout their recruitment territory (coffee shops, libraries, community centers, churches and other places young adults visit/congregate). Marketing materials will also be shared with our many partners to circulate through their own channels. Robust electronic and social media marketing will complement our live and "print media marketing" efforts, and we will also leverage relationships with partners such as the City of Tacoma (specifically, TV Tacoma), the Foundation for Tacoma Students, Goodwill, and the South Sound Business Journal to spread the opportunity to an even larger audience.

Individualized Support

Navigators will follow up with young adults who have submitted a complete application to answer any questions they may have, reinforce the time commitments of the program, and seek confirmation that they are willing and able to commit to the program. The Navigator will then administer entry assessments for the applicant, including the baseline Skill Plan EPATT Trades General Assessment to establish baseline math and English scores. In consultation with the Director of Postsecondary Pathways, applicants will either be referred for a program interview with a selected panel, or, provided resources through organizational partners to improve baseline metrics.

Once admitted, the Navigator will schedule a time with each Scholar to develop an Individual Service Strategy and identify any supportive services that may be required at the onset. Development of the Individual Service Strategy will include taking an Essential Skills Entrance Assessment developed by Skill Plan/EPATT, and an assessment of any potential supportive services the Scholar may need as they progress through the program.

Each Navigator will be responsible for managing a caseload of 10-13 Palmer Pathways Scholars as they progress through our training program and continue along their post-secondary journey. A very detailed description of our training program is included as an attachment. The Navigator will be the Scholars' primary point of contact for information about the organization or the Palmer Pathways initiative and will be responsible for fielding and identifying answers to any questions the Scholar may have about a particular career and/or educational path, sharing resources and making referrals as necessary. Ultimately, the Navigator will serve as a case manager/mentor/coach to each of the Scholars on their caseload for the duration of the Scholars' participation in Palmer Pathways. This relationship will "intensify" in the final two weeks of the initial 6-weeks as Scholars are finalizing their plans for their next move. This may include assisting the Scholar with their application to a post-secondary program or apprenticeship, helping them apply to, prepare for, and gain employment, or helping them transition to the 8-week construction trades pre-apprenticeship path.

Once a Scholar has reached the end of their training, whether 6 or 14 weeks, the Navigator will provide no less than 1-year of follow-up support. This can include coaching through the apprenticeship application process (including supportive services for fees and other associated costs), assisting with navigating financial aid or other issues at their post-secondary institution, traversing challenges in the workplace, or transitioning to employment after completion of their post-secondary program. Pathways Scholars, like Scholars in our Legacy program, are a part of the Palmer Scholars family. At all times they will have access to a passionate team of staff, volunteers, board members and partners who will serve as a support system/safety net as they progress through their postsecondary journey. They will be celebrated at our public events and in our print and electronic communications, invited to participate in all social gatherings for Scholars, and will have access to the broad array of ancillary supports offered to our Scholars. Once they graduate, whether from the 6- or 14-week program, or from their postsecondary institution, they will be welcomed into the Palmer Scholars Alumni Network.

Once a Scholar, always a Scholar. Even if a participant can only complete the first six weeks of training and must transition immediately to employment to support family or survive in a struggling economy, we'd welcome them back at a later time to go through the pre-apprenticeship core intensive construction trade skills program.

If additional tutoring, coursework, or classes are needed at any time during the program to gain critical competencies, Palmer Pathways will either provide the identified assistance internally, or refer to an appropriate partnering agency.

We provide a trades-based scholarship for all Scholars who have completed the first six weeks of the program, complete FAFSA and all other potential grant and scholarship applications for which they are eligible, can maintain a GPA of 2.8 or higher each quarter, and pursue their trades-based degree at a technical or community college.

Mentorship

Mentorship will be accomplished primarily in the form of intentional, individualized case management carried out by Pathway Navigators. We will also utilize a custom-built software designed by People Grove, which enables us to connect our Scholars with a broad array of volunteers to provide micro-mentoring opportunities. Palmer Scholars staff will recruit a diverse group of professionals from all walks

of life to create profiles within our “Palmer Connections” platform. Profiles will include information about their educational and professional background, current occupation and areas of specialization, as well as indicate the types of micro-mentoring opportunities they are able to provide (e.g., informational interviews, job shadowing, resume/job application assistance).

Pathways Navigators will facilitate connections between Scholars and mentors through Palmer Connections, ensuring that our Scholars, whenever possible, are connected with subject matter experts and/or individuals with lived experience in their area of interest in order to provide them with the highest quality and most pertinent guidance along their journey to identifying their best-fit postsecondary pathway. Once a Scholar has identified their path, we will endeavor to connect them with a long-term mentor, ideally someone working in the field they are pursuing, as we do for Scholars enrolled in our Legacy program. Long term, we envision graduates of the program returning to serve as mentors for the next generation of Scholars, bringing it all full circle.

Beyond Pre-Apprenticeship

Students will be able to self-determine what apprenticeship best fits their knowledge, skills, and abilities acquired throughout the course of this fourteen-week pre-apprenticeship.

Potential career paths include:

- NW Laborers Apprenticeship (Preferred Entry)
- Western Washington Masonry Trades Apprenticeship (Direct Entry)
- Pierce County Roofer’s Apprenticeship (Direct Entry)
- Ironworkers Local 86 JATC (Preferred Entry)
- Western Washington Sheet Metal JATC (Preferred Entry)
- WSSN Associate Controls Apprenticeship
- Sound Transit contractors (via referral from the Project Labor Agreement Specialist)
- Tacoma Public Utilities (referral to the Water and Low-Voltage Apprenticeships *or* direct employment opportunities)

Where there is a match between Scholar choice and an associated apprenticeship program, if we have not yet built a relationship with the representing union, we will do so immediately. Management team members will work with the Palmer Pathways Advisory Board to identify appropriate contacts and protocols, respectful of the union’s policies and administrative guidance. Career Navigators will assist Scholars to identify application timelines, gather required documentation, and complete necessary testing. Our support never ends. We’re always available for Scholars, even years after they’ve begun their career in the trades.

Gratitude for WSATC's Consideration of the Palmer Pathways Application

In conclusion, we are prepared and ready to deliver a new model of pre-apprenticeship that will set a new precedent for trades apprenticeship preparation in the state of Washington. We've been intentional, investigative, thorough, and focused on building relationships that will benefit young adults of color in Pierce County for generations to come. We fully recognize the weight and effort that must be put into a successful pre-apprenticeship program, especially in an area that has had very few pre-apprenticeships available locally for out of school young adults of color who are disconnected from traditional systems. Our communities need and deserve a pre-apprenticeship program that focuses on the equity and access issues faced by previous generations trying to break the cycle of poverty. We will not fail. We hope that you will join us and support us on our journey.

Thank you, members of the Washington State Apprenticeship and Training Council, for reviewing our application. We are honored to be before you for consideration. If you have any questions or concerns, please do not hesitate to contact us using the information below.

Respectfully,



Jonathan Jackson, MBA
Executive Director
Palmer Scholars
jjackson@palmerscholars.org
(206) 265-2219



Christina Rupp, MA Ed.
Director of Postsecondary Pathways
Palmer Scholars
crupp@palmerscholars.org
(206) 816-0719

Enc.: Palmer Pathways Curriculum Overview
Articulation Agreements and Letters of Support
Palmer Pathways Advisory Board Charter
SkillPlan EPATT Overview

Rec 2/26/2021

AN



Curriculum Overview



Curriculum Overview

Phase One: Preparation - 140hrs

Phase Two: Core Construction Trades Skills - 195hrs

TOTAL CURRICULUM - 335hrs*

**additional curriculum components may be added at union/employer request*

Core One: SAFETY			
	Hours	Core Phase	Measurement Tools
<i>Unit One: Tools</i>			
Hand and Gas-Powered Tools (MC3)	2	P1	Students must pass test >80% (identification and use)
Power and Electric Tools (MC3)	2	P1	Students must pass test >80% (identification and use)
Machinery (MC3)	2	P1	Students must pass test >80% (identification and use)
<i>Unit Two: Site Safety</i>			
Site Awareness (cranes, industrial, chemical, construction, demolition, repair, etc.) (MC3)	2	P1	Students must pass test >80%.
Construction Health and Safety: FOCUS FOUR (MC3)	2	P1	Students must pass test >80%.
Emergency Preparedness (Natural events, type of site, exiting safely, hazard communication) (Palmer Pathways Curriculum, MC3 & OSHA)	2	P1	Students must pass test >80%.
Trench Excavation, Awareness and Protection (MC3 & trainer contract pending)	1	P2	Students must pass test >80%.
<i>Unit Three: General Safety and Hazards</i>			
Communication Practices: Construction Teams (Radio Alphabet, Sign Language, Acronyms, etc.) (Palmer Pathways Curriculum and MC3)	2	P2	Must receive a satisfactory evaluation from their instructor.
Reporting an Accident/Injury (Palmer Pathways Curriculum & WALNI)	1	P2	Students must pass test >80%.
Lock Out / Tag Out/ Try Out (Palmer Pathways Curriculum)	2	P2	Students must pass test >80%.
<i>Total Core Hours</i>	18	12hrs P1 6hrs P2	

Core Two: PHYSICAL CONDITIONING

	Hours	Core Phase	Measurement Tools
Fitness for the Worksite (stretching and yoga) (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P1	Must receive a satisfactory evaluation from their instructor.
Nutrition: Work and Home (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P1	Must receive a satisfactory evaluation from their instructor.
Basics of Conditioning (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P1	Must receive a satisfactory evaluation from their instructor.
Motivation and Determination: Overcoming Negativity in Fitness (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P1	Must receive a satisfactory evaluation from their instructor.
Conditioning Exercises (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2 6	P1 P2	Must receive a satisfactory evaluation from their instructor.
Preventing Injuries During Training and Work (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P2	Must receive a satisfactory evaluation from their instructor.
Preparing Your Body and Mind for Apprenticeship (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	2	P2	Must receive a satisfactory evaluation from their instructor.
Practical Application: Field Materials and Tools (Shontia Copeland-Walton, NASM Certified Personal Trainer and Nutrition Coach)	14	P2	Must receive a satisfactory evaluation from their instructor.
Total Core Hours	34	10hrs P1 24hrs P2	

Core Three: WELLBEING

	Hours	Core Phase	Measurement Tools
Unit One: Prevention			
Suicide Awareness and Mental Health (MindWise)	2	P1	Must receive a satisfactory evaluation from their instructor.
Addiction/Substance Misuse (MindWise)	2	P1	Must receive a satisfactory evaluation from their instructor.
Healthy Habits (MindWise)	1	P1	Must receive a satisfactory evaluation from their instructor.
Unit Two: Socio-Emotional Learning (SEL)			
Positive Identity: Confidence, Esteem, Ego (PUSH for Dreams Leadership Academy and Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor.
Impacts: Values, Ethics, Integrity, Attitudes, Decisions (PUSH for Dreams Leadership Academy and Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor.

Moving from Your Past to Your Future (PUSH for Dreams Leadership Academy)	1	P1	Must receive a satisfactory evaluation from their instructor.
Leadership: Finding Vision, Positivity, Creating Change (PUSH for Dreams Leadership Academy)	2	P1	Must receive a satisfactory evaluation from their instructor.
Overcoming Perceptions, Establishing Trust (PUSH for Dreams Leadership Academy)	1	P1	Must receive a satisfactory evaluation from their instructor.
Stress, Failure, Initiative and Success (PUSH for Dreams Leadership Academy)	1	P1	Must receive a satisfactory evaluation from their instructor.
Implicit Bias and Code Switching: Environmental Recordings, Equity, Access, Injustices (Terrance McGehee, privately contracted instructor, Janes Fellows – Russell Family Foundation)	2	P1	Must receive a satisfactory evaluation from their instructor.
<i>Unit Three: Realism, Identity and Harassment</i>			
Racism, Sexism, and Homophobia in the Workplace (Palmer Pathways Curriculum and MC3)	1	P1	Must receive a satisfactory evaluation from their instructor.
Women’s Health and Safety (MC3)	1	P1	Must receive a satisfactory evaluation from their instructor.
Overcoming Barriers in the Workplace (Palmer Pathways Curriculum, Guest Speakers from the Trades, and MC3)	3	P1	Must receive a satisfactory evaluation from their instructor.
<i>Unit Four: Financial Planning</i>			
Money Mindsets (Your Money Matters Mentoring, CFPB, MC3) (Mentality, Banking, Credit, Budgeting, Cautionary Spending)	2	P1	Students must pass test >80%, and complete a comprehensive budget based on first year apprenticeship average wages.
Retirement (Your Money Matters Mentoring, CFPB, MC3) (pension, 401K, 401A, etc.)	2	P1	Students must pass quiz >80%.
Investments (Your Money Matters Mentoring, CFPB)	2	P1	Students must pass quiz >80%.
Insurance (Your Money Matters Mentoring, CFPB) (Life, Auto, Home, Health, etc.)	2	P1	Students must pass quiz >80%.
Navigating Times of Unemployment (trainer contract pending)	2	P2	Students must pass quiz >80%.
<i>Total Core Hours</i>	29	27hrs P1 2hrs P2	

Core Four: APPLIED MATHEMATICS			
	Hours	Core Phase	Measurement Tools
The Basics (SkillPlan) (Add, Subtract, Multiply, Divide, Fractions, Decimals)	16	P1	Must pass exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)
Measurements and Conversions: (SkillPlan) Imperial and Metric	4 6	P1 P2	Must pass exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)
Where Math is Used Onsite (SkillPlan) (Practical Application based on Career Plan)	20	P2	Must pass exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)
Construction Math Basics (SkillPlan) (Algebra, Geometry, Theorems, Laws)	10	P2	Must pass exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)

Advanced Construction Math (SkillPlan) (Trigonometry, Calculus, Theorems, Laws)	20	P2	Must pass exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)
Total Core Hours	76	20hrs P1 56hrs P2	

Core Five: EMPLOYMENT SKILLS

	Hours	Core Phase	Measurement Tools
Human Resources Basics for the Workplace: Employee Handbook, Paystubs, Contact (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor.
History of the Labor Movement (MC3)	4	P1	Must receive a satisfactory evaluation from their instructor.
Job Retention: Dependability and Reliability, Reputation and Representation (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor.
Foundational Skills and Competencies of Employment (Communication, Generations at Work, etc.) (Palmer Pathways Curriculum and MC3)	3	P1	Must receive a satisfactory evaluation from their instructor.
Getting Started on a Worksite: Items, Soft Skills, and Tools You Need (Palmer Pathways Curriculum and MC3)	4	P2	Must receive a satisfactory evaluation from their instructor.
Union Stewards, Halls, Shops, Cards: Guest Union Rep Speakers	2	P2	Must receive a satisfactory evaluation from their instructor.
Teamwork, Independent Tasks, and Multi-Craft Worksites (Palmer Pathways Curriculum and MC3)	2	P2	Must receive a satisfactory evaluation from their instructor.
Total Core Hours	17	9hrs P1 8hrs P2	

Core Six: WORKSITE SKILLS

	Hours	Core Phase	Measurement Tools
Earthwork, Heavy Equipment and Roadways (trainer contract pending)	2	P1	Must receive a satisfactory evaluation from their instructor.
Introduction to Rigging: Concepts and safety: knots, ropes, cables, pulleys, etc. (Ironworkers JATC)	4	P1	Tie core basic knots correctly, under the supervision of Ironworkers JATC.
Associate Controls Introduction - Try-A-Trade (Associate Controls Apprenticeship)	4	P1	Assessment determined by the Associate Controls Apprenticeship.
Blueprint Reading (MC3)	4	P2	Students must pass test >80%.
Time and Job Management: Functions and Flow of a Construction Site and Navigating the Employment Landscape (MC3 & trainer contract pending)	2	P2	Must receive a satisfactory evaluation from their instructor.
Utilities and Piping (trainer contract pending)	4	P2	Must receive a satisfactory evaluation from their instructor.
Masonry: Brick, Tile, Restoration - Try-A-Trade (WWMT JATC)	8	P2	Assessment determined by determined by the WWMT JATC.

Electricity Basics (trainer contract pending)	8	P2	Must receive a satisfactory evaluation from their instructor.
Demolition on a Job Site (trainer contract pending)	4	P2	Must receive a satisfactory evaluation from their instructor.
Ironworkers - Try-A-Trade (Ironworkers Local 86 JATC)	8	P2	Assessment determined by the Ironworkers JATC.
Carpentry Basics: Rough and Finish (trainer contract pending)	4	P2	Must receive a satisfactory evaluation from their instructor.
Roofing - Try-A-Trade (Pierce County Roofer's Apprenticeship)	4	P2	Assessment determined by the Roofers Local #153.
Sheet Metal - Try-A-Trade (Western Washington Sheet Metal JATC)	8	P2	Assessment determined by the WWSMJATC.
Sustainable Building (MC3)	4	P2	Students must pass test >80%.
Total Core Hours	68	10hrs P1 58hrs P2	

Core Seven: CAREER NAVIGATION			
	Hours	Core Phase	Measurement Tools
Career Assessments and Interpretations (Palmer Pathways Curriculum)	4	P1	Completed: Skill Plan EPATT Trades General Assessment, MyNextMove Interest Profiler (Holland/RIASEC), 16 Personalities Assessment (MBTI), TypeFinder®, Teamwork Style, Communication Style, Learning Style Inventory.
KSAs, Transferrable Skills, Work Values (Palmer Pathways Curriculum)	2	P1	List of 20 KSAs, 20 Transferrable Skills, Identification of top 5 work values.
Labor Market Information (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor
Fit4Me™ (Choosing your path) (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor
Beginning Plans, Goals (Palmer Pathways Curriculum)	1	P1	Completed Fit4Me Career Plan, covering short-term and long-term goals, steps to achieve each listed goal validated by labor market information research
Job Search Preparation (Resumes, Applications, Job Search, Interviews, Networking) (Palmer Pathways Curriculum)	10	P1	Completed professional resume; master application; list of 3 positive, contactable references, verified; satisfactory mock interview; job search log review.
Pursuing Education for Your Craft (Palmer Pathways Curriculum)	3	P1	Must receive a satisfactory evaluation from their instructor
Knowing When it's Time to Move Up or Move On (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor
Mentorship (Palmer Pathways Curriculum)	2	P1	Complete Mentor Match process.
After Palmer Pathways Graduation: Preparing for Your Future (Palmer Pathways Curriculum)	1	P1	Must receive a satisfactory evaluation from their instructor
Applying for Apprenticeships: How to Prepare (Testing, Interviews, etc.) (Palmer Pathways Curriculum)	1	P2	Must receive a satisfactory evaluation from their instructor
Final Exam: (Skill Plan) EPATT Trades General Assessment	N/A	P2	Must pass final exam with a score of 3 out of 5 or higher per SkillPlan standards. (See notes on SkillPlan EPATT scoring system in next section.)
Total Core Hours	29	2hrs P1 3hrs P2	

Core Eight: CERTIFICATIONS			
	Hours	Core Phase	Measurement Tools
First Aid / CPR / BBP / PPE (Certified Instructor – currently seeking bids)	8	P1	Must pass test and receive certification.
Flagger (Certified Instructor – currently seeking bids)	8	P1	Must pass test and receive certification.
OSHA 10 (Certified Instructor – currently seeking bids)	10	P1	Must pass test and receive certification.
Forklift (Eight-Week Intensive Construction Cohort Only) (Certified Instructor – currently seeking bids)	16	P2	Must pass test and receive certification.
OSHA 30 - Construction (Eight-Week Intensive Construction Cohort Only) (Certified Instructor – currently seeking bids)	20	P2	Must pass test and receive certification.
Scissor and Aerial Lift (Eight-Week Intensive Construction Cohort Only) (Certified Instructor – currently seeking bids)	4	P2	Must pass test and receive certification.
<i>Total Core Hours</i>	66	26hrs P1 40hrs P2	

Phase One: Preparation - 140hrs	Phase Two: Core Construction Trades Skills - 195hrs
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TOTAL CURRICULUM - 335hrs*
**additional curriculum components may be added at union/ employer request*

Additional Information

Palmer Pathways Instructors:

Palmer Scholars Staff: *Staff instructors will facilitate specific core modules, as designated in the ISD overview, based on their areas of expertise including math and career preparation.*

- Jonathan Jackson, Executive Director
- Christina Rupp, Director of Postsecondary Pathways
- Farrington Candor, Director of Scholar Support
- Davon White, Scholar Engagement Coordinator

Guest Employer Representatives: ** Guest employer reps will share an overview of the skilled trades and potential career pathways in their represented industry.*

- Tacoma Public Utilities
- Sound Transit

Guest Instructors: ** Guest instructors will facilitate specific core modules, as designated in the ISD overview, based on their areas of expertise or craft, including try-a-trade events.*

- WWMT JATC Bricklayers and Allied Craftworkers Local 1 Washington
- Ironworkers JATC
- WWSM JATC
- WSSN Associate Controls Apprenticeship
- Pierce County Roofer's Apprenticeship (Local #153)
- PUSH for Dreams Leadership Academy *will lead Socio-Emotional Learning (SEL) trainings*
- Shontia Copeland-Walton, NASM Certified Personal Trainer and NASM Certified Nutrition Coach *will lead physical conditioning and nutrition trainings*
- Terrance McGehee, Instructor and Jane's Fellow, Russell Family Foundation *will lead Socio-Emotional Learning (SEL) trainings*
- Your Money Matters Mentoring *will lead financial education trainings*
- MindWise *will lead mental wellness trainings*
- Tacoma Public Utilities
- Contracted Certified Instructors (currently under bidding process)

Guest Union Representatives: ** Guest union reps will share an overview of the skilled trades and potential career pathways in their represented industry.*

- Ironworkers JATC
- LiUNA!/NWLET
- Pierce County Roofer's Apprenticeship (Local #153)
- WWMT JATC Bricklayers and Allied Craftworkers Local 1 Washington
- Pierce County Building and Construction Trades Council

**Additional trainers pending confirmation*

Enhancing Pre-Apprenticeship and Apprenticeship Training Tools (EPATT) from SkillPlan

SkillPlan was formed in 1991 to provide workforce development training solutions that address learning challenges in the unionized construction sector. They have over 30 years of experience in workplace instruction, profiling and benchmarking, developing work-related training and skills assessments, designing courses, training technical trainers, and leading mentorship initiatives. Together with Palmer Scholars and Palmer Pathways, we will enhance training programs with the ultimate goal to recruit, enroll, train, and employ individuals in positions in the construction trades.

SkillPlan's role in the project will include activities related to the implementation of curriculum resources including trade-readiness assessments, preparation guides, and training. SkillPlan's industry-aligned and endorsed training models help to improve the foundational skills of pre-apprentices and apprentices and for decades, thousands have benefited from these contextualized and customizable programs proven to improve skills, further supporting successful careers in construction.

Trade-Specific Self-Study Courses through SkillPlan EPATT, designed for Palmer Scholars

SkillPlan worked extensively with 14 Building Trades Unions to improve program delivery and design for the apprenticeship journey – for instructors, pre-apprentices and apprentices, including diverse and underrepresented groups: Boilermakers, Ironworkers, Insulators, Cement Masons, Electrical Trades, Teamsters, Bricklayers, Elevator Constructors, Operating Engineers, Painters & Allied Trades, Laborers, Sheet Metal Workers, Piping Trades, and Carpenters.

Palmer Scholars will partner with SkillPlan to coordinate curriculum delivery to achieve the following outputs:

- **Cognitive profiles** for every trade outline the math, reading, document use, and science requirements for each construction trade, tied to technical training provided through Pathways Core Curriculum components.
- **Trade-specific readiness assessments** aligned to each cognitive profile for each trade to identify potential apprentices' readiness to enter technical training. Can also be used as screening tools to determine readiness and identify learning challenges and/or at-risk learners.
- **Trade-specific preparation guides** that help learners prepare for assessments and address skills gaps.

SkillPlan EPATT Testing and Math Curriculum

Test Scoring

The assessment uses the Essential Skills framework and measures proficiency in numeracy, reading and document use, and science principles. These Essential Skills (reading, document use, numeracy) are the foundational and transferable skills upon which all other skills, technical and workplace, are built. Essential Skills are tied to success in both the workplace and technical training. Essential Skills are measured on a continuum of proficiency. The measurement scale has five broad levels (level 1 to 5) that correspond to a range of raw scores (0 – 500). For example, a worker with level 2 Essential Skills has reading, document use, and numeracy raw scores from 226 to 275. Level 3 learners demonstrate an ability to learn independently and are more likely to have success in technical training. When SkillPlan scores the assessment, they issue both an overall percent and the diagnostic report describes the Essential Skill level in each area (Numeracy and Reading/ Document Use).

Rationale

It is generally agreed that, at a minimum, level 3 Essential Skills or higher are required to handle the demands of work and to work safely and productively. However, according to Statistics Canada (and around the world in fact), almost half of industry workers score below level 3. Other studies indicate:

- 40% of the workforce does not have the Essential Skills needed to apply their technical skills and knowledge at globally competitive levels.
- 50% of the people who did not finish high school have Essential Skills shortages.
- Nearly one-third of 16 to 25-year-olds are short of some Essential Skills for their jobs.

Workers with lower-level Essential Skills do not perform level 3 tasks reliably. They have difficulty adapting to change, thinking critically, performing well as part of a team, problem solving, or performing less frequent but still important tasks. For example, they will make inappropriate decisions about the proper course of action because they are unable to accurately summarize a situation. Companies with workers that have higher Essential Skills report better retention rates, better health and safety records, increased customer satisfaction, and a reduced need for supervision, (Adapted from Janet Lane & Scott Murray, *Smarten Up, It's Time to Build Essential Skills*, Canada West Foundation, May 2015)

Workers with level 3 Essential Skills require less supervision, make fewer errors when applying standard procedures, are more likely to make the right decision when confronted with an unfamiliar situation, waste less materials, are less likely to be injured on the job, learn new procedures more quickly and reliably, deal with co-workers more effectively, and are more likely to suggest process innovations. They are able to:

- Summarize a situation correctly.
- Compare and contrast different approaches to a problem including advantages and disadvantages.
- Identify conditions that influence the application of a solution to a problem.
- Apply criteria that must be met.
- Make inferences by integrating information.

**Professional Tutors for each trade focus area and general math will be available through Skill Plan EPATT for Palmer Pathways Scholars – online, anytime.*

NABTU MC3 (Multi-Craft Core Curriculum)

Palmer Scholars is pleased to be able to incorporate curriculum from NABTU's Multi-Craft Core Curriculum (MC3) - a comprehensive pre-apprenticeship training curriculum. The MC3 was created to provide high quality, apprentice-level content to young men and women interested in construction trades in order to prepare them for careers in the industry. The MC3 has been certified by state education departments in multiple states across the country. Palmer Scholars and NABTU share common outcomes:

- Increase the number of candidates for apprenticeships across all trades; to increase the diversity of apprenticeship candidates by recruiting women and men from communities of color.
- Increase the retention rate among apprentices by providing them with a deeper understanding of both the industry and the role of trade unions in construction.

Palmer Pathways will utilize the follow MC3 units:

- The Multi-Craft Core Curriculum
- Construction Industry Orientation
- Tools and Materials
- Construction Health and Safety
- Blueprint Reading
- Heritage of the American Worker
- Diversity in the Construction Industry
- Green Construction



The following letters contain articulation agreements from partners offering **direct entry**:

- *WWMT JATC Bricklayers and Allied Craftworkers Local 1 Washington*
- *Pierce County Roofer's Apprenticeship Local 153*

The following letters contain articulation agreements from partners offering **preferred entry**:

- *Ironworkers Local 86 JATC*
- *LIUNA! / NWLETT NW Laborers Apprenticeship*
- *Sound Transit*

The following letters are from partners offering **training**:

- *NABTU Multi-Craft Core Curriculum*
- *SkillPlan*
- *MindWise*
- *West Sound STEM Network / Associate Controls Apprenticeship*
- *Western Washington Sheet Metal JATC*
- *Clover Park Technical College*
- *Pierce County*

The following have offered general letters of **endorsement/support**:

- *Construction Center of Excellence*
- *Tacoma Public Schools*
- *Clover Park School District*
- *Foundation for Tacoma Students*
- *Tacoma Public Utilities*



**WESTERN WASHINGTON MASONRY TRADES
JOINT APPRENTICE & TRAINING COMMITTEE**

PO BOX 80763, Seattle, WA. 98108
TRAINING CENTER PHONE/FAX: (206) 768-8333



February 10, 2021

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear, WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state-recognized Pre-Apprenticeship Program. Western Washington Masonry Trades Apprenticeship & Training has been a registered apprenticeship program since January 25, 1940. We have 6 different craft we train and are honored to partner with Palmer Pathways Pre-Apprenticeship program.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic/professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

Western Washington Masonry Trades Apprenticeship & Training (WWMT) JATC would like to partner with Palmer Pathways to introduce the WWMT trades through try-a-trade, WWMT has joined the Palmer Pathways Advisory Board. Also, WWMT JATC will offer direct entry to Palmer Pathways Pre-Apprenticeship graduates to the WWMT apprenticeship program.

As stated in the Western Washington Masonry Trades Apprenticeship Committee JATC (Section III.4.e)

“Individuals who have completed a JATC approved pre-apprenticeship programs may be granted direct entry. Applicant must pass a drug test.”

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lowell Glodowski".

Lowell Glodowski, Training Director



2/18/21

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program.

The Pierce County Roofers Joint Apprenticeship Training Committee is a Washington State registered Roofing apprenticeship located in Pierce County, WA. The geographical area in which we train, is all of Pierce, Thurston, Greys Harbor, Lewis, Wahkiakum, Cowlitz, and Pacific counties with a Portability Agreement in place to train in the jurisdiction of The Seattle Area Roofing Apprenticeship, Oregon and Southwest Washington Roofing Apprenticeship and Inland Empire Roofers Apprenticeship and Training. To graduate, our apprentices are required to complete a minimum of 5,000 on the job hours, specifically; 800hrs. of roof preparation, 550 hrs. of sloped roofing systems, 1,550 hrs. of built up and modified roofing systems, 1,550 of single-ply roofing systems, and 450 hrs. of waterproofing and damnproofing. In addition, our apprentices are required to complete 364 hrs. of related supplemental instruction, awarding them with a certificate in the trade of roofing and 22 college credits. After successful completion of our program, our participants receive their nationally recognized Journeyman card in the trade of roofing.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

In support of Palmer Pathways Scholars, The Pierce County Roofers Joint Apprenticeship Committee is offering direct entry for graduates of their pre-apprenticeship program into The Pierce County Roofers Apprenticeship Program as outlined in our Apprenticeship Standards.

Section III: Conduct of Program Under Washington State Equal Opportunity Plan:

9. Direct Entry:

- d. (Direct Entry) Graduates of committee approved programs such as Job Corps, Helmet-to-Hardhats, Department of Corrections, or other apprenticeship preparation programs as approved by the JATC may receive direct entry into the apprenticeship registration.

Furthermore, The Pierce County Roofers JATC is offering advanced credit for any graduate of the Palmer's Scholars pre-apprenticeship as outlined in our Apprenticeship Standards.

Section X: Administrative/Disciplinary Procedures:

A. Administrative Procedures:

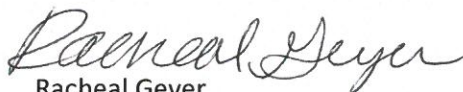
2. Advanced Standing or Credit: The Sponsor may provide advanced standing or credit for demonstrated competency, acquired experience, training or education in or related to the occupation. All Sponsors need to ensure a fair and equitable process is applied to all apprentices seeking advanced standing or credit per WAC 296-05-015(11).

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,



Racheal Geyer

Apprenticeship Director

Pierce County Roofers Joint Apprenticeship Training Committee

T. 253-474-0528

Roofapp@roofers.comcastbiz.net

PACIFIC NORTHWEST IRONWORKERS AND EMPLOYERS

APPRENTICESHIP & TRAINING COMMITTEES



Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter from Ironworkers Local 86 Apprenticeship as record of support for the expansion of the Palmer Pathways Initiative into a State Recognized Pre-Apprenticeship Program. Ironworkers Local 86 Apprenticeship program is a Washington State Registered Apprenticeship and is also a state registered pre-apprenticeship.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded registered apprenticeship opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from Skill Plan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

The Ironworkers registered apprenticeship program is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in registered apprenticeship programs.

We support Palmer Scholars in its belief that by creating a State Recognized Pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

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JATC 751 - ROBERT RODEHEAVER
 8141 Schoon Street
 Anchorage, AK 99518
 907-522-8230
 apprenticeship@ironworkers751.org
 Serving: ALASKA

PACIFIC NORTHWEST IRONWORKERS AND EMPLOYERS
APPRENTICESHIP & TRAINING COMMITTEES

Rec 2/26/2021

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In support of Palmer Pathways pre-apprenticeship program, we can provide the following services:

- As stated in the PNW Ironworkers and Employers Local 86 Apprenticeship Committee Standards (Section III.A.4) "Periodically, applications will be reviewed and scored by the Committee or their authorized agent. Consideration for Veterans, those referred through Helmets to Hardhats, participants in the National Ironworkers Training Program for American Indians, and graduates or participants of pre-apprenticeship programs is included in the scoring (written verification of these circumstances must be provided at the time of application.)"

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Jack Laher, Coordinator
Pacific Northwest Ironworkers &
Employers Joint Apprenticeship
Training Committee #86

JL/cra
opeiu8

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NW Laborers Employers Training Trust

MEMORANDUM OF UNDERSTANDING BETWEEN PALMER PATHWAYS PRE-APPRENTICESHIP, PIERCE COUNTY WA AND NORTHWEST LABORERS EMPLOYERS TRAINING TRUST (NWLETT)

- Palmer Pathways Instructor will contact NWLETT representative (Coordinator/ Director/ Administrator) who will go to Palmer Pathways and present an overview of NWLETT apprenticeship program to the students of Palmer Pathways Pre-Apprenticeship.
- Palmer Pathways Instructors will determine which Palmer Scholars are interested to take part of the NWLETT application process
- Palmer Pathways Instructors will email NWLETT Apprenticeship Coordinator a list of preferred applicants to apply and gain a preferred status upon successful Completion of application and interview with NWLETT's Laborer Apprenticeship
- NWLETT/NW Laborers will send a representative to be a member on Palmer Pathways advisory Committee to help Strengthen Palmer Pathways over time.

Palmer Pathways Preferred Applicant

- Preferred applicants will need to have maintain at least a 90% attendance rate.
- Preferred applicants will need to obtain all certs offered by palmer pathways pre-apprenticeship (CPR First Aid Certification, Flagger Certification, Confined Spaces Certification, OSHA 30 Construction, Forklift Certification, Aerial Lift Certification)
- Preferred applicants will need to bring a letter of recommendation from the instructor and copies of all certificates of program completion to the NWLETT orientation.

Steps a Qualified Palmer Scholars Must Take- Application Process


- Contact Laborers local 252 for information on next orientation
- Students must meet the minimum requirements of the NWLETT Apprenticeship
 1. Applicant must be at least 18 years of age
 2. Applicant must have a valid Driver's License

AN

3. Applicant must pass a drug test
 4. Applicant must be physically able
- Student must attend an Orientation and interview at Laborers local 252

Approved by:

X 
Glen Freiberg
Training Director

X 
Jonathan Jackson
Executive Director, Palmer Scholars


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

Addendum: NW Laborers Employers Training Trust and Palmer Pathways MOU

In accordance with the standards set forth in the Memorandum of Understanding (MOU), and the NW Laborers Employers Training Trust (NWLETT) partnership with Palmer Scholars, Preferred Entry is defined as follows for graduates of the Palmer Pathways Pre-Apprenticeship:

- I. The applicant will be awarded an additional four points on his/her/their application.
- II. The applicant will receive a guaranteed interview with the NW Laborers Apprenticeship.

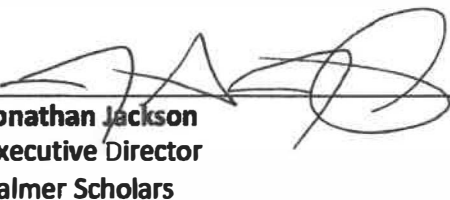
Both signing organizations recognize and approve of these defining terms.



Glen Freiberg
Training Director
NW Laborers Employers Training Trust

2/23/2021

Date



Jonathan Jackson
Executive Director
Palmer Scholars

2/11/2021

Date



February 12, 2021

Jonathan Jackson
Executive Director
Palmer Pathways Initiative
P.O. Box 7119
Tacoma, WA 98417

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers:

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the Trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

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Dave Upthegrove

King County Councilmember

Peter von Reichbauer

King County Councilmember

Victoria Woodards

Tacoma Mayor

CHIEF EXECUTIVE OFFICER

Peter M. Rogoff

Our agency is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs. As a state recognized program, Palmer Pathways will be eligible for financial support in the form of grants from Sound Transit to further enhance their program and wrap around services.

Graduates of the state recognized Palmer Pathways program will also qualify as "Preferred Entry" candidates under the Sound Transit Project Labor Agreement (PLA). Sound Transit and Signatory Unions to the PLA have created a "Preferred Entry" pathway to SAC-approved apprenticeship training programs. The purpose of the Preferred Entry Program is to "facilitate a workforce reflective of the Sound Transit region; supporting the goals of workforce inclusiveness in Sound Transit Resolution No. R99-21". Contractors signatory to the Sound Transit PLA commit to attaining our goal for 20% of all project Craft hours to be worked by indentured apprentices with 1 in 5 being Preferred Entry Apprentices. Prime Contractors agree to guarantee employment of Preferred Entry Apprentices for a minimum period of six months or 1000 hours, whichever is greater and Sub Contractors guarantee three months or 500 hours of employment, whichever is greater. Additionally, many of the SAC-approved apprenticeship training program standards allow for special consideration or direct entry for our Preferred Entry Candidates expediting the process to indenture and employ them on Sound Transit projects.

We support Palmer Scholars and share its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers. Furthermore, we believe Palmer Pathways training, mentoring, supportive services, career navigation, and ongoing support throughout their professional journey will improve the retention of African American apprentices, a group we have identified as having significantly higher risk of not completing their apprenticeship program.

Having already partnered with Palmer Pathways, Sound Transit has provided input on program curriculum, and we are excited to serve on the Palmer Pathways Advisory Board. We look forward to continued collaboration with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We believe the Palmer Pathways focus on helping young men and women of color will complement our project labor agreement workforce goals and initiatives. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,



Leslie Jones
Chief Labor Relations Officer

Leslie.Jones@soundtransit.org



February 11, 2021

Sean McGarvey
President

Re: Letter of Support for Palmer Pathways Pre-Apprenticeship Application

Brent Booker
Secretary-Treasurer

Dear Sir / Madame:

Newton B. Jones
Boilemokers

North America's Building Trades Unions (NABTU) is pleased to provide this letter of support to the Palmer Pathways program and their request to receive state recognition for their Pre-Apprenticeship program.

Kinsey M. Robinson
Roofers

James P. Hoffa
Teamsters

NABTU is a labor organization representing more than 3 million skilled craft professionals in the US and Canada. NABTU is composed of fourteen international unions and over 330 provincial, state, and local building and construction trades councils. In partnership with construction industry employers, NABTU and its affiliates have long sponsored and promoted Registered Apprenticeship as the most effective mechanism for bringing new workers into our industry, training them to understand all aspects of a trade, and providing them with the skills to safely perform complex tasks under ever-changing conditions. The Registered Programs we sponsor jointly with our construction industry partners comprise one of the largest post-secondary education programs in the country. Together, we operate over 1,900 apprenticeship programs and annually invest nearly \$2 billion in training programs across North America that have prepared hundreds of thousands of workers for stable, middle-class careers in our industry.

Terry O'Sullivan
LIUNA

Frank J. Christensen
Elevator Constructors

Kenneth E. Rigmaiden
Painters and Allied Trades

James T. Callahan
Operating Engineers

Joseph Sellers, Jr.
SMART

Lonnie R. Stephenson
IBEW

Eric M. Dean
Ironworkers

NABTU also sponsors the largest network of Apprenticeship Readiness training programs (ARPs) in the US construction industry. Partnering with community-based organizations, workforce development boards, public colleges and CTE high schools, contractors, construction end-users and other stakeholders, our Building Trades Councils have created more than 170 ARPs nationally that focus on recruiting and training women, people of color and transitioning veterans for Building Trades Registered Apprenticeship programs.

Daniel E. Stepano
Plasterers' and
Cement Masons'

Mark McManus
UA

The Palmer Pathways initiative is one of our ARP partners and they teach NABTU's nationally recognized Multi-Craft Core Curriculum. Palmer Pathways initiatives support Scholars in pursuing careers in the trades and offers services including training, mentoring, wrap around services, career navigation, and ongoing support on their pathway to Registered Apprenticeship. Together, our goal is to recruit, enroll, train, and employ individuals in our Building Trades Registered Apprenticeship programs.

Timothy J. Driscoll
BAC

Gregory T. Revard
Insulators

We value the Palmer Scholars program and its commitment to its Scholars, communities, and the construction industry. As such, we strongly support their request to receive state recognition for Pre-Apprenticeship. Please feel free to contact me if you have any questions.

Sincerely,

Tom Kriger

Director of Research and Education



January 25, 2021

Re: Letter of Support for Palmer Pathways Pre-Apprenticeship Application

Dear Sir / Madame:

On behalf of SkillPlan, I am pleased to provide a letter of support to the Palmer Pathways program and their request to receive state recognition for Pre-Apprenticeship.

SkillPlan was formed in 1991 to provide workforce development training solutions that address learning challenges in the unionized construction sector. We have over 30 years of experience in workplace instruction, profiling and benchmarking, developing work-related training and skills assessments, designing courses, training technical trainers, and leading mentorship initiatives.

Palmer Pathways initiatives support Scholars in pursuing careers in the trades and offers services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic and professional journey. Together, we will enhance training programs with the ultimate goal to recruit, enroll, train, and employ individuals into positions in the construction trades.

SkillPlan's role in the project will include activities related to the implementation of curriculum resources including trade-readiness assessments, preparation guides, and training. SkillPlan's industry-aligned and endorsed training models help to improve the foundational skills of pre-apprentices and apprentices and for decades, thousands have benefited from these contextualized and customizable programs proven to improve skills, further supporting successful careers in construction.

We believe the Palmer Scholars program to be of significant value for its Scholars, communities, and the construction sector as a whole. As such, we support their request to receive state recognition for Pre-Apprenticeship.

Please feel free to contact me if you have any questions.

Yours sincerely,



Kyle Downie
CEO, SkillPlan
kdownie@skillplan.ca
(604) 436-1126 Ext. 102



Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. MindWise Innovations offers a comprehensive approach to mental health, substance use, and suicide prevention. Our suite of expert-led services supports early intervention, education, and crisis management to promote improved health outcomes and help shape the future of behavioral healthcare. Powered by the non-profit Riverside Community Care, MindWise delivers services to more than 1.5 million students and 600 corporations, states, and universities across 18 countries.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully

achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers. MindWise Innovations has expertise in the construction and building industry, among other sectors, and understands the vital need to focus on the mental health and wellbeing of the future workforce. Education, prevention and early intervention play key roles in addressing mental health challenges and substance misuse among apprentices and young professionals. To that end, MindWise offers trainings, services and postvention/critical incident response capabilities led by behavioral health experts to foster psychological safety in the workplace.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Lisa K. Desai Psy.D.

Lisa K. Desai Psy.D. (Feb 18, 2021 07:44 EST)

Lisa K. Desai, Psy.D.

Director of Behavioral Health Consulting
MindWise Innovations

SOUTH KITSAP SCHOOL DISTRICT

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AN

February 1, 2021

Jonathan Jackson
Executive Director
Palmer Scholars
2141 South J Street
Tacoma, WA 98405

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. West Sound STEM Network is a membership organization dedicated to connecting students, teachers and the community to the vast array of Science, Technology, Engineering & Mathematics (STEM) resources in our region. An increased ability to understand and apply STEM principles not only increases an understanding of the world, but also translates to innovation and advancement for local business and industry and ultimately to attaining fulfilling, sustainable living-wage jobs and long-term career pathways. Our membership is a dynamic collaboration of educators, business leaders, representatives from our local tribal leadership, local government, community-based organizations and the military. Collectively, we are determined to advance equitable access to the STEM education necessary to achieving those goals by leveraging our resources and coordinating our efforts for maximum community impact.

Palmer Pathways targets and recruits disconnected, talented young adults between the ages of 18-26 who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. We applaud Palmer Scholars' efforts to develop a thoughtful, meaningful and effective program to help young men and women of color change their futures and obtain the gainful wages needed to end the cycle of generational poverty.

Pre-apprenticeship is a proven pathway to successful completion of registered apprenticeship. We look forward to collaborating with Palmer Scholars any way we can and have committed to actively participate in the career exploration segment of their program by providing an in-depth look into the Associate Controls Specialist registered apprenticeship. Our apprenticeship is well-matched for Palmer Pathways Scholars. Palmer Scholars understands, as do we, that wrap-around services such as training, mentoring, supportive services, career navigation and ongoing support throughout their academic and professional journey, are essential to ensuring the success of Scholars and can lower attrition in apprenticeship programs.

The Palmer Pathways Initiative clearly meets the five foundational needs of pre-apprenticeship program models. This is well-evidenced by their connection to existing apprenticeship programs and their training and curriculum—with a focus on safety training, foundational workplace skills, well-being, physical conditioning and construction math—including EPATT from SkillPlan. This, paired with career-focused,

West Sound STEM Network
2689 Hoover Ave SE
Port Orchard, WA 98366

(360) 874-6283 Office
www.westsoundstem.org



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hands-on learning through classroom projects, try-a-trade events, and job site visits, will create opportunities to earn industry-recognized credentials that comply with Washington State standards. For forty years, Palmer Scholars has offered specialized access to support services, mentoring and career counseling, modeling their intent to eliminate the many access challenges facing men and women of color in the construction industry.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities, including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, we will see a significant increase in the number of young adults who successfully achieve career readiness, obtain credentials, and ultimately, work in high-wage construction trades careers. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with them in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Kareen Borders

Dr. Kareen Borders
Executive Director, West Sound STEM Network



Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. Western Washington Sheet Metal JATC as a long standing union building trades apprenticeship program recognizes the need for pre-apprenticeship and recruiting programs like the Palmer Pathways Pre-Apprenticeship.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

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- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

WWSMJATC.ORG



EVERETT TRAINING CENTER 11831 Beverly Park Road B-1, Everett, WA 98204

DUPONT TRAINING CENTER 2725 Williamson Place Suite 100, DuPont, WA 98327

Rec 2/26/2021

AN



We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Reinhardt".

Jeff Reinhardt
Executive Administrator
Western Washington Sheet Metal JATC



WWSMJATC.ORG

EVERETT TRAINING CENTER 11831 Beverly Park Road B-1, Everett, WA 98204

DUPONT TRAINING CENTER 2725 Williamson Place Suite 100, DuPont, WA 98327





February 12, 2021

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

This letter affirms the support of Clover Park Technical College for recognition of the Pre-Apprenticeship program proposed by the Palmer Pathways Initiative. As a workforce college we are well-aware of the employment needs in our region, as well as the skills and competencies sought by business and industry. As a provider of related instruction and a sponsor of an existing apprenticeship preparation program, we are also familiar with the high expectations the council has for new programs. Our past interactions with Palmer Scholar leadership and staff gives us confidence that this will be a successful addition to the state's inventory of pre-apprenticeship offerings.

In particular, we applaud their efforts to create a meaningful program that will help young men and women of color chart a future in a pathway that will break cycles of generational poverty. The program will target disconnected youth and young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars has a documented history of recruiting talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. The scholars in this program will receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We are pleased that the Palmer Pathways Initiative meets the foundational needs of pre-apprenticeship program models, including a connection to an existing apprenticeship, the emphasis of an approved training curriculum and ability to earn industry-recognized credentials, hands-on learning, and access to supportive services.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. As a technical college, we can offer a variety of supports, including subject matter experts, pathway development for pre-apprentices (whether they continue in construction or another field), articulation into related programs, and access to space, as appropriate. We would also offer to assist with outreach and publicity, as well as the pursuit of additional resources, including future grants and contracts.

Clover Park Technical College looks forward to a successful collaboration, and we are happy to answer any questions the council may have.

Sincerely,

A handwritten signature in black ink that reads "Brandon Rogers". The signature is written in a cursive, flowing style.

Brandon Rogers
Associate Dean of Instruction
360.890.8583
Brandon.Rogers@cptc.edu



Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. Pierce County, a government organization that provides municipal services throughout the great its great communities, has benefited greatly from developing a partnership with this organization and the Palmer Pathways Initiative.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help BIPOC young men and women change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing BIPOC men and women in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the BIPOC young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

Pierce County's intention is to expand our relationship with Palmer Scholars and Palmer Pathways to invigorate our workforce and to encourage a more dynamic society. We have implemented measures to establish and maintain internal mentorships, career development programs, apprenticeships, job shadowing, and in-training programs to solidify our relationship and to incorporate it into our organizations' standard practices.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Peter Asai
Talent Acquisition Manager, Pierce County



Re: Letter of Support for Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members,

The Construction Center of Excellence is pleased to write this letter in support of Palmer Pathways and their request to receive state recognition for Pre-Apprenticeship.

CCE has been a part of providing technical support and connections as they have been developing a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will continue to partner in order to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

- Connection to existing apprenticeship programs, through unions and employers
- Approved training and curriculum, including EPATT from SkillPlan
- Focus on safety training, foundational workplace skills, wellbeing, physical conditioning, and construction math
- Opportunity to earn industry-recognized credentials that comply with Washington State standards
- Hands-on learning with a career focus through classroom projects, try-a-trade events, and job site visits
- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

The Construction Center of Excellence is well aware of the challenge in retaining apprentices in many of the crafts; we believe with the intentionality of the wrap-around services provided by Palmer Scholars, it will ensure a successful student transition into the construction industry while lowering attrition in apprenticeship programs.

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Kristi Grassman, Director Construction Center of Excellence

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. I am the Executive Director of Secondary Education for the Tacoma School District in Tacoma, WA. The Tacoma School district is a diverse, urban school district where approximately 60% of our students qualify for free and/or reduced lunch. The Palmer Scholars organization directly provides supports which benefit our students in attaining their post-secondary aspirations.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help BIPOC young men and women change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

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- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing BIPOC men and women in the construction industry

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the BIPOC young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

Tacoma Public Schools relies on our partnership with Palmer Scholars for providing much needed support to our students and giving them access to their post-secondary aspirations. Serving a diverse and economically challenged population our students need the support of community-based organizations. Organizations such as Palmer Scholars helps provide much needed supplemental resources that our students so richly deserve.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,



Dr. Doug Hostetter
Executive Director Secondary Education
Tacoma Public Schools



Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. Clover Park School District serves approximately 12,000 PreK-12 students in the Lakewood and Joint Base Lewis-McChord communities.

We have a robust Career and College Ready program that offers dual college credits, career pathway choices and real-world experiences through extended learning opportunities. A pre-apprenticeship program would greatly benefit the students we serve and build upon the great relationship that we already have with Palmer Scholars.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help BIPOC young men and women change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

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- Intention and focus on access challenges facing BIPOC men and women in the construction industry

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the BIPOC young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron Banner".

Ron Banner
Superintendent



January 14, 2021

TO WHOM IT MAY CONCERN:

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. We, the Foundation for Tacoma Students, are a backbone organization supporting the Graduate Tacoma community-wide movement of which Palmer Scholars is a valued partner organization. Our mission is to build and strengthen Tacoma's community-wide movement to help every child achieve success from cradle to college and career by aligning goals, data, resources, and partners.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help BIPOC young men and women change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

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- Intention and focus on access challenges facing BIPOC men and women in the construction industry

**FOUNDATION FOR
TACOMA STUDENTS**

We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the BIPOC young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

Foundation for Tacoma Students is proud to be an anti-racist nonprofit organization and committed to achieving equity for all students especially students of color.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

Sincerely,

A handwritten signature in black ink, appearing to read 'Tafona Ervin'.

Tafona Ervin, Ed. D
Executive Director
Foundation for Tacoma Students



February 13, 2021

Re: Letter of Support for Palmer Scholars, Palmer Pathways Pre-Apprenticeship Application

Dear WSATC Board Members and Pre-Apprenticeship Application Reviewers,

Please accept this letter as proof of our wholehearted support for the expansion of the Palmer Pathways Initiative into a state recognized Pre-Apprenticeship Program. Tacoma Public Utilities provides services that are vital to quality of life through Tacoma Power, Tacoma Water and Tacoma Rail. Our power and water services are delivered to 411,000 residents in the City of Tacoma, several surrounding cities, Joint Base Lewis-McChord, and parts of unincorporated Pierce County. Our rail services provide a vital link to our national railroad network through the Port of Tacoma gateway including critical services to 68 industrial customers across multiple sectors of local, state and national economies.

We applaud Palmer Scholars efforts to develop a thoughtful and meaningful program that will help young men and women of color change their futures and provide gainful wages to end the cycle of generational poverty. We will partner in any way possible to see new and expanded trades career opportunities developed for Palmer Pathways Scholars in Pierce County.

Palmer Pathways targets disconnected young adults between the ages of 18-26 in the Pierce County region. Palmer Scholars recruits talented young adults who are not currently employed or enrolled in school and are interested in pursuing a career in the trades and under-accessed occupations. Palmer Pathways Scholars receive services including training, mentoring, supportive services, career navigation, and ongoing support throughout their academic / professional journey. We recognize that the Palmer Pathways Initiative meets the five foundational needs of pre-apprenticeship program models:

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- Access to support services, mentoring and career counseling, a specialization of Palmer Scholars for forty years
- Intention and focus on access challenges facing men and women of color in the construction industry

Our apprenticeship is well-matched for Palmer Pathways Scholars and we feel their wrap-around services can ensure the success of Scholars while lowering attrition in apprenticeship programs.

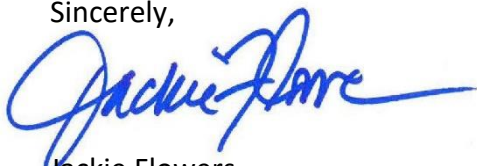
We support Palmer Scholars in its belief that by creating a pre-apprenticeship focused on the young adult community of Pierce County, launching new opportunities including those targeted specifically at youth, and working with the Department of Labor & Industries to address inefficiencies related to participation, that we will see a significant increase in the number of young adults who are successfully achieving career readiness, obtaining credentials, and ultimately, working in high-wage construction trades careers.

At the heart of the services that Tacoma Public Utilities provide are essential workers in a vast number of trades across water, power and rail industries. Ensuring a strong talent pipeline is critical to our ability to meet our mission of providing services that are vital to quality of life and supporting a thriving economy.

We are excited to advise and collaborate with Palmer Scholars and the Palmer Pathways Initiative to continually develop and implement a unique, forward-thinking pre-apprenticeship model in Pierce County. We support the proposal submitted by Palmer Scholars without reservation and look forward to continuing our partnership with Palmer Scholars in the years ahead.

Please do not hesitate to contact Christian Paige of my staff at CPaige@cityoftacoma.org should you have any questions or concerns.

Sincerely,



Jackie Flowers
Director/CEO



Palmer Pathways Advisory Board Charter



Charter for Palmer Scholars Pathways Advisory Board

The Palmer Scholars Pathways Advisory Board serves as a standing Board for the purpose of working with the Palmer Pathways Initiative, Palmer Scholars Executive Director, and Palmer Scholars Director of Postsecondary Pathways.

The Board shall limit its activities to advising on matters that directly concern the program structure, policies, curriculum, outreach, and fundraising efforts. The Board shall have no legal responsibilities and is formed to give advice and recommendations to Palmer Pathways staff and the Palmer Scholars Board of Directors. It cannot compel the board or staff to act on its recommendations or feedback.

The Advisory Board shall:

- be comprised of diverse skills, knowledge, and experiences, representational of the young adults we seek to serve,
- provide management with objective feedback, input, and opinions about all aspects of the program,
- provide input, skills and knowledge towards specific projects or points of interest, and,
- sign a conflict of interest disclosure and confidentiality agreement.

Specific scope of work of the Palmer Scholars Pathways Advisory Board will include the following:

- assess the impact of the program, structure, curriculum, projects and events,
- meet once a month for one hour (with potential to change to once a quarter after upstart) to discuss the program,
- serve as a non-political voice and representative for the program as appropriate, and without conflict,
- identify fundraising, technical assistance and marketing connections and resources in line with program goals and objectives,
- advise the development of program priorities, including providing insight into emerging areas of potential collaboration and local employment needs,
- advise on the development of strategies for meeting program goals, including but not limited to advising on potential roles for partners as well as union and employer relationships,
- facilitate relationships between Palmer Scholars and external entities such as other nonprofit organizations and for-profit companies, and,
- promote program efforts within the career development and education communities.

Benefit as an Advisory Member:

The Advisory member can be a tremendous influence and complement to the effectiveness of the Palmer Pathways Scholars Initiative as it works to carry out specific, complex responsibilities and roles. Other benefits include:

- Complement the skills, knowledge, and experience of the Palmer Scholars staff.
- Give back: Opportunity to share professional expertise, insights, and experiences to develop the Palmer Pathways Pre-Apprenticeship Program.
- Work with peers to create value for young men and women of color in the Pierce County community, which has been long underserved in exposure and access to the trades.
- Engage in strategic dialogue and participate in robust discussions that will help shape the program in the future and assist the organization in capitalizing and responding to trades employment and KSA trends.
- Be part of the shaping and continued success of an extremely unique pre-apprenticeship and mentorship programs, whose elements will set a new standard for pre-apprenticeship models.



Charter for Palmer Scholars Pathways Advisory Board

Exclusions

Decision Making

Advisory members shall have no power to make decisions about the organization. They cannot outline rules for how the organization operates, give employees delegated tasks, or give directives to the Palmer Scholars Board of Directors or management.

Spokesperson

Advisory members shall not speak to the press or discuss confidential business matters with employees, clients, or vendors.

Membership

Composition: The Advisory Board shall consist of a minimum of five members. Members will be selected and appointed by the Executive Director, Board Chair, and Director of Postsecondary Pathways. Board members will constitute a cross-section of public and private sectors. A two-year commitment is required, unless early exit is approved by the Advisory Board Chair.

Organizational Structure

The Palmer Scholars Board of Directors Chair or their designee shall appoint a Chair of the Palmer Pathways Advisory Board and serve as an ex-officio representative to Board.

Procedural Rules

Meetings: The Advisory Board will meet once per month for the first year of operations. After the first year, Board members will vote on meeting frequency. Written notices of upcoming meetings will be emailed to members at least seven days before a meeting. Due to the pandemic, meetings shall be held via Zoom until it is safe to meet in person.

Minutes: Minutes of each meeting will be kept. An electronic copy will be emailed to the Advisory Board, the Board of Directors, and Palmer Scholars management within two weeks of the meeting date.

Recommendations and Reports: Board recommendations and reports will be submitted in writing to the Executive Director, Palmer Scholars Board Chair, and the Director of Postsecondary Pathways. Documents will include both suggested action and justification for suggestions. The Executive Director and/or Palmer Scholars Board Chair will respond/react to such recommendations/reports in writing.

Dismissal: Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The Executive Director and Board Chair, in collaboration with Board members and program staff, will fill the position.

Associated Costs: Palmer Scholars is not responsible for any costs associated with serving on the Board (including travel, registration, and accommodation costs).

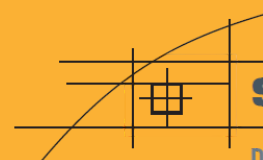


SkillPlan EPATT Overview



ENHANCING PRE- APPRENTICE AND APPRENTICE TRAINING TOOLS (EPATT)

PROJECT OVERVIEW &
PILOT INVITATION



SKILLPLAN

Developing Workforce Skills

PROJECT OVERVIEW

SkillPlan, Canada's Building Trades Unions and partners are pleased to announce the launch of the **Enhancing Pre-apprentice and Apprenticeship Training Tools Project**.

This exciting project involves work with 14 Building Trades unions and affiliated trades schools to develop and implement enhanced learning tools and resources for pre-apprenticeship (apprenticeship readiness) and apprenticeship success.

Be a part of this project to improve program design and delivery on the apprenticeship journey – for instructors, pre-apprentices and apprentices, including diverse and underrepresented groups.

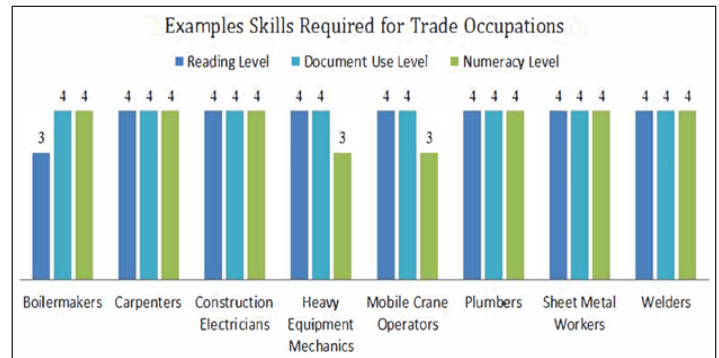


Learning Tools for: Boilermakers - Iron Workers - Insulators - Cement Masons - Electrical Trades - Teamsters - Bricklayers - Elevator Constructors - Operating Engineers - Painters & Allied Trades - Laborers - Sheet Metal Workers - Piping Trades - Carpenters

PROJECT OUTPUTS

FOR PRE-APPRENTICES AND INSTRUCTORS

- Cognitive profiles for every trade** outline the math, reading, document use, and science requirements for each construction trade, tied to technical training and on the job.
- Trade-specific readiness assessments** aligned to each cognitive profile for each trade identify potential apprentices' readiness to enter technical training. Can be used as screening tools to determine readiness and identify learning challenges and/or at-risk learners.
- Trade-specific preparation guides** that help learners prepare for assessments and address skills gaps.



SKILLPLAN Developing Workforce Skills

Preparing for the Electrical Trades

Numeracy: circuit elements and symbols, work, power and energy

Essential Skills: Critical thinking, Reading, science

SKILLPLAN Developing Workforce Skills

Preparing for the Piping Trades

Numeracy: perimeter, area and volume, measurement and conversion, estimating weights, ratio/proportion

Essential Skills: Reading, percent, pythagorean theorem, complex shapes, Document Use

*example prep guides

PROJECT OUTPUTS

FOR APPRENTICES AND INSTRUCTORS

- **Learning resources for every year of apprenticeship training** help identify and address areas of challenge. For example, targeted worksheets help address issues in learning load calculations, an area identified as one that many apprentice crane operators struggle with in their apprenticeship training.
- **Trade-specific assessments** aligned to each cognitive profile for each trade identify learning challenges and/or at-risk learners to inform instruction in technical training.

**Resources available online
and on paper.**





PARTICIPATE TODAY PILOT PROJECT

We invite participation in the U.S. and seek participants and/or trades instructors to provide input on material development, test the pre-apprentice and apprentice learning tools with your apprentices in training environments, and provide feedback.

Why take part?

We will build out the resources for you, for each trade, and measure the efficacy of those resources with your learners. By trialing, you can determine whether you would like to continue to use the materials going forward. And, your feedback will provide valuable input to enhance these tools and contribute to better resources on a larger scale for the industry. There is no cost to utilize the tools for the pilot. Post pilot, we will continue to offer the resources to you with updates as needed.

CONTACT US

To participate in the pilot, request resources or learn more about the project, contact:

Kyle Downie
CEO, SkillPlan
604.436.1126 ext 102
778.988.4828
kdownie@skillplan.ca

PROJECT TEAM



SkillPlan is a nationally recognized leader in workforce development programming. With close to 30 years of experience, SkillPlan provides consulting services and resources to the construction industry, with a focus on pinpointing foundational skills' problems, addressing learning challenges and delivering industry-specific educational programs to help workers succeed in technical training and on the job. Based in British Columbia, Canada, SkillPlan serves 14 international Building Trades unions and their affiliated employers and technical training providers.

Canada's Building Trades Unions (CBTU) is an alliance of 15 international unions in the construction, maintenance and fabrication industries that collectively represent over half a million skilled trades workers in Canada. Each year, CBTU's unions and signatory contractor partners invest over CDN\$300 million in private sector money to fund and operate over 175 apprenticeship training and education facilities across Canada that produce the safest, most highly trained and productive skilled craft workers found anywhere in the world. CBTU represents members who work in more than 60 different trades and occupations.



Social Research and Demonstration Corporation (SRDC) is a non-profit research organization, created in 1991, specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies..



The EPATT project is funded by the Ministry of Employment and Social Development Canada, through the Skilled Trades Awareness and Readiness Program