

2/19/25 MW

Teri Gardner 2-20-25

APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

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

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

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Pre-Employment Preparation Program (PEPP Spokane)

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

E.WA & N. ID Building Trades

Contact Information:

Individual Authorized to Represent the Program

Name: Shannon Corrick

Organization: Pre-Employment Preparation Program

Title: Executive Director

Phone: 509-201-0989

Email: PEPPSpokane@gmail.com

Mailing Address: **510 S. Elm St Spokane WA 99202**

Physical Address: 510 S. Elm St Spokane WA 99202

Point of Contact for Outreach and Enrollment

*Name: Shannon Corrick
Organization: Pre-Employment Preparation Program
Title: Executive Director
Phone: 509-201-0989
Email: PEPPSpokane@gmail.com
Mailing Address: 510 S. Elm St Spokane WA 99202
Physical Address: 510 S. Elm St Spokane WA 99202*

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

*Name: Shannon Corrick
Organization: Pre-Employment Preparation Program
Title: Executive Director
Phone: 509-201-0989
Email: PEPPSpokane@gmail.com
Mailing Address: 510 S. Elm St Spokane WA 99202
Physical Address: 510 S. Elm St Spokane WA 99202*

Summary of Preparatory Program

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

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*
- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
- 3. Describe the primary needs you have identified in your service area the program will address.*
- 4. Describe the target populations and geographical area.*

5. *Describe the program. Please include the following:*
 - a. *The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*
 - b. *How the program will be staffed (i.e., instructors, administration, etc);*
 - c. *Participant support/resources during program; and*
 - d. *Apprenticeship navigation and articulation plan.*

6. *Describe the program outcomes. Please include the following if applicable.*
 - a. *Successful completion (required)*
 - b. *Industry recognized certificate(s)/certification(s)*
 - c. *Educational credit*
 - d. *Target articulation rate (required)*

7. *Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

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

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

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

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

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

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

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

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

PEPP graduates will be prepared to enter registered apprenticeships in various trades, including laborers, electricians, pipefitters, ironworkers, and roofers. The program provides exposure to different trades, allowing participants to make informed career choices.

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

PEPP aims to maintain an articulation rate of at least 15%, with the goal of continuously increasing placement rates through strengthened partnerships with apprenticeship programs. Actual articulation is +50%.

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

6 Months

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

18 Months (program serving currently incarcerated individuals)

PEPP does not work with actively incarcerated individuals or K-12 so we chose the 6 month time frame

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

PEPP anticipates running 4 cohorts per year, each with approximately 20 participants, for an annual total of around 80 enrollees.

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

Participants must complete 160 hours of training, including OSHA 10, CPR/First Aid, forklift training, construction math assessments, and hands-on tool training. Attendance and punctuality are strictly enforced, mirroring expectations in apprenticeship programs. A final assessment ensures participants meet the industry's competency standards.

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

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

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

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

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

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

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

Please select the option which best characterizes your program.

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

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

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

Apprentice-ship Program Name	Articulating Occupation(s)	Articulation Type <i>(select all that apply)</i>			
		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
Northwest Laborers Apprenticeship	General Construction Laborers			X	X
Carpenters Employers Apprenticeship & Training Trust	Carpentry	X	X		

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

Program or Organization Name	Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
Northwest Laborers Employers Training Trust	Training Provider & Apprenticeship Partner
Carpenters-Employers Apprenticeship & Training Trust Fund	Apprenticeship Partner
Spokane Labor Council	Advisory Board Member
NEWANI Building & Construction Trades Council	Industry Consultant
Smith Barbieri Progressive Fund	Fiscal Sponsor & Supportive Services Provider

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

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

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

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

PEPP's 160-hour curriculum includes employability skill development, industry-specific safety training, and hands-on instruction in trade skills. Key components include construction math, blueprint reading, tool safety, OSHA 10 certification, CPR/First Aid training, and exposure to multiple trades. The program balances theoretical instruction with practical application, ensuring graduates meet or exceed apprenticeship entry standards."

Please respond in full to the questions below.

- 1. Please describe your program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.*

The NEWANI Building & Construction Trades Council actively support PEPP by offering specific benefits that enhance participants' entry into apprenticeship programs. These benefits vary by trade but may include awarding additional points on aptitude tests and pre-interview scores, granting direct entry as outlined in program standards, providing a guaranteed interview, and allowing direct entry into Pre-Construction Training Courses. In some cases, graduates are also credited with a defined number of Related Supplemental Instruction (RSI) and On-the-Job Training (OJT) hours if they

become apprentices, further accelerating their career progression. Beyond these direct entry benefits, the Joint Apprenticeship Training Committees (JATCs) actively engage with PEPP students, providing guest speakers based on student interest. Additionally, trade boards contribute financially and participate in monthly meetings, offering critical insight into apprenticeship openings, hiring needs, and fundraising efforts. This collaboration ensures that PEPP remains aligned with industry demands, providing students with the best possible opportunities for long-term success in the trades. Stacy Lenz with Construct A Career also help graduates continue on the path to apprenticeship.

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

James Gilmore is a co-founder of the Pre-Employment Preparation Program. He is a retired Union journeyman who helped lay I-90 through Spokane. With his lifetime of experience and knowledge, he is a valuable asset to the instruction team

Will Persons has 28+ years in construction and 4 years of instruction experience with Associated General Contractors. He is an independent OSHA 10 instructor and worked with James and Judith at AGC before PEPP began.

Jesse Wharton also has 20 years of experience in construction and 5+ years of instruction experience with Associated General Contractors. A highly skilled independent contractor, he also has lived experience that helps connect with many students who have had challenges.

PEPP is currently searching for other qualified instructors for contingency and expansion.

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

N/A

Please complete Appendix B – Curriculum Outline.

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

Sec. II D)

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

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

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

The cost of the program to participants.

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

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

PEPP serves individuals in Spokane and Eastern Washington, focusing on Formerly incarcerated individuals looking to re-enter the workforce, low-income individuals facing systemic barriers to stable employment, BIPOC workers, women, and underrepresented populations in the trades, young adults (ages 18-30) who have not had access to trade education, and unemployed or underemployed workers who need structured training to qualify for apprenticeship programs. While PEPP is not limited to a specific population, priority is given to marginalized groups traditionally excluded from high-paying union careers.

- 2. Please describe the tools and activities which will be utilized to recruit students, and describe how underrepresented populations will be encouraged to enroll in the program.*

PEPP actively recruits participants through a network of local partnerships, direct outreach, and public engagement, including: Community-Based Partnerships – Collaborating with organizations like WorkSource, the MLK Center, the Spokane Workforce Council, and reentry programs to reach populations most in need of career training. Correctional Facility Outreach – Establishing a pipeline for pre-release training inside Washington Department of Corrections facilities to directly transition

individuals into the program upon release. Union & Apprenticeship Connections – Engaging trade unions and apprenticeship programs to encourage referrals from labor councils and apprenticeship coordinators who recognize individuals in need of pre-apprenticeship support. Neighborhood & Grassroots Outreach – Hosting informational sessions at community centers, job fairs, and high schools, with a focus on recruiting women and BIPOC workers. Social Media & Digital Marketing – Utilizing platforms like Facebook, Instagram, and LinkedIn to engage younger participants and connect them with success stories of past PEPP graduates. Word-of-Mouth & Peer Recruitment – Encouraging current and past participants to refer friends and family members, leveraging trust-based recruitment in communities where formal outreach is less effective.

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

PEPP ensures participants remain engaged and complete the program through: Financial Support: All participants receive a weekly stipend, work boots, and a full toolset to remove financial barriers that might otherwise prevent them from completing training. Case Management & Wraparound Services: Staff provide individualized support to address housing insecurity, transportation, childcare, and other personal challenges. Small Cohort Model & Mentorship: Keeping class sizes small allows for one-on-one mentorship, direct engagement with instructors, and strong peer support. Hands-On Learning & Site Visits: Regular job site tours, guest speakers, and interactive projects keep participants engaged and excited about entering the trades. Apprenticeship Navigation & Support: PEPP staff work closely with participants to help them apply for registered apprenticeships, prepare for interviews, and connect them with union contacts.

4. *Please describe the services that will be provided to graduates and current participants to assist in their successful application and articulation into registered apprenticeship programs.*

To ensure graduates successfully transition into apprenticeships, PEPP provides: Dedicated Apprenticeship Placement Assistance: Staff guide participants through the application, testing, and interview process for registered apprenticeships. Direct Entry

& Articulation Agreements: Graduates benefit from formal agreements with trade unions, giving them preferred entry status, application points, or guaranteed interviews (e.g., Northwest Laborers, Carpenters Apprenticeship). Union Mentorship & Advocacy: PEPP connects graduates with union mentors and labor reps who continue to provide guidance during their first year as apprentices. Continued Career Development: Alumni have access to additional training, certifications, and networking opportunities to help them succeed in long-term careers in the trades.

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

PEPP is completely free for participants. The program eliminates financial barriers by providing: Full Tuition Coverage – Participants never pay for training, materials, or certifications. Weekly Stipend – Ensures students can attend full-time training without financial hardship. Work Gear Provided – Each participant receives work boots, tools, and safety gear to ensure they are fully equipped for job sites and apprenticeships. Financial support is made possible through private funding, grants, and partnerships with labor organizations. PEPP continues to pursue long-term funding strategies to ensure financial sustainability and free access for participants.

SECTION 6: ADMINISTRATIVE REQUIREMENTS - (WSATC Policy 2012-03 Sec. II A)

Recognized Apprenticeship preparation programs shall commit to reporting the following information to L&I via the Apprenticeship Registration Tracking System (ARTS) system on a semi-annual basis, unless granted an exception by the WSATC:*

New participant demographics

- a. First and Last Names*
- b. Birth Date*
- c. Gender*
- d. Race/ Ethnicity*
- e. Veteran Status*
- f. Social Security Number**

Outcome measures (Individual-level Information)

- a. Participant graduation(s)/ completions*
- b. Participant withdrawals*
- c. Graduates who have entered into Registered Apprenticeship*

Please describe the tools and processes your program will utilize to successfully meet the administrative requirements listed above.

We intend to use ARTS as intended and will be receiving training soon to assure accuracy and compliance.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

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

Appendices include the following:

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

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

Please submit your completed application via email to:

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

2/19/25 MN

Teri Gardner 2-20-25

APPENDIX A – PROGRAM SUMMARY

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

1. Organization History and Mission

The Pre-Employment Preparation Program (PEPP) was created in response to the long-standing trend of underpaying workers and discouraging careers in the construction trades in Eastern Washington. The program seeks to reverse this by providing individuals—especially those from marginalized backgrounds—with direct pathways into apprenticeship programs. PEPP partners with various trade unions, neighborhood councils, and social service organizations to ensure participants receive hands-on experience, industry certifications, and support throughout their journey into apprenticeship programs.

2. Funding and Sustainability Plan

PEPP has received initial support through private funders, such as the Smith Barbieri Progressive Fund, which serves as its fiscal sponsor. Additionally, the City of Spokane has indicated PEPP as a likely recipient of American Rescue Funding dollars. The long-term sustainability plan includes pursuing additional public and private grants, along with potential program revenue from partnerships with the Department of Corrections and workforce development programs.

3. Needs Addressed in Service Area

According to the May 2023 Occupational Employment and Wage Statistics (OEWS) survey, the Spokane-Spokane Valley metropolitan area reports that Helpers—Pipelayers, Plumbers, Pipefitters, and Steamfitters have an estimated 80 workers earning an average hourly wage of \$24.61, which equates to an annual mean wage of \$51,190. Additionally, Helpers in Other Construction Trades have an estimated 30 workers earning an average hourly wage of \$19.93, or approximately \$41,450 per year. Looking ahead, the U.S. Bureau of Labor Statistics (BLS) projects that employment in construction and extraction occupations will grow by 5.6% from 2023 to 2033, which is faster than the average for all occupations. This growth is expected to result in approximately 663,500 job openings annually, due to both new job creation and the need to replace workers leaving the field. While specific projections for the Spokane area are not detailed, this national trend suggests a positive outlook for building trade occupations in the region over the next decade.

4. Target Populations and Geographic Area

PEPP primarily serves individuals in Spokane and Eastern Washington, focusing on low-income individuals, minorities, and those transitioning from incarceration. The program actively recruits participants through neighborhood councils, the MLK Center, WorkSource, and other local outreach initiatives. PEPP is also partnering with the Department of Corrections Reentry division.

5. Program Structure and Participant Support

Staffing for PEPP includes one executive director and a team of qualified instructors with extensive trade experience. Current instructors include James Gilmore, a retired union member and program co-founder, as well as Will Persons and Jesse Wharton, both of whom previously worked with James and founder Judith at AGC. Will and Jesse have full training through AGC and lifelong experience in the trades, ensuring that participants receive high-quality instruction from seasoned professionals. PEPP is entirely free for students, removing financial barriers that often prevent entry into apprenticeship programs. Wraparound services include a weekly stipend, work clothing, safety gear, and tools to ensure participants are fully equipped for training and job site readiness. Additionally, PEPP provides support for housing, communication, transportation, childcare, and legal resources, ensuring that students can focus on completing the program without external obstacles. The apprenticeship navigation and articulation plan includes direct partnerships with registered apprenticeship programs, allowing graduates to receive preferred entry status, additional application points, or guaranteed interviews with unions such as the Northwest Laborers and Carpenters Apprenticeship programs. Staff members assist participants with application processes, testing, and interview preparation, ensuring a smooth transition into formal apprenticeships. PEPP also covers essential costs for participants, ensuring they have access to the necessary resources to succeed both in training and in their future careers.

6. Program Outcomes

Students are allowed 3 absences and missing class for court or childcare issues is excused case by case. Students must be present and complete OSHA 10, CPR, Forklift, Flagger, and Financial

literacy units. Students must also complete all units provided on classroom tablet by NABTU containing MC3 curriculum reading materials. No education credit is given for this class.

APPENDIX B – CURRICULUM OUTLINE

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

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

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

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

1. Construction Trades Math –Planned Number of Hours- 20

Curriculum Elements:

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

- a. Develop basic math skills
- b. Apply measurement techniques
- c. Understand mathematical concepts in construction

2. Worksite Behaviors, Readiness and Safety -Planned Number of Hours- 40

Curriculum Elements:

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

- a. Demonstrate professional worksite behavior
- b. Understand safety protocols and emergency procedures
- c. Apply basic financial literacy skills
- d. Prepare for job search success

3. Basic Tools, Basic Construction, Basic Blueprints - Planned Number of Hours-40

Curriculum Elements:

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

- a. Demonstrate proficiency in basic tool usage
- b. Apply basic construction techniques
- c. Interpret basic blueprints and plans

4. Construction Trades Industry Awareness -Planned Number of Hours-40

Curriculum Elements:

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

- a. Experience real-world applications
- b. Evaluate safety and best practices
- c. Network with industry professionals

5. Capstone Project - Planned Number of Hours- 20

Curriculum Elements:

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

- a. Collaborate on project planning
- b. Implement construction techniques
- c. Evaluate and present project outcomes

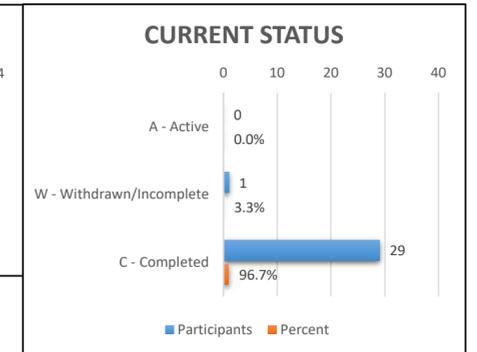
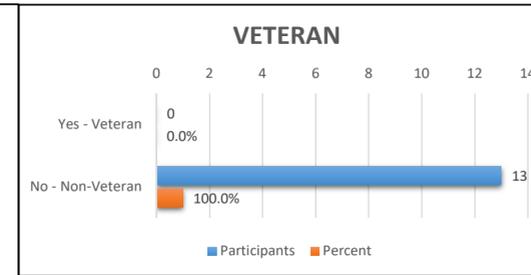
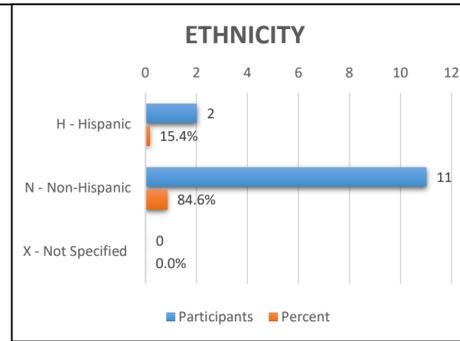
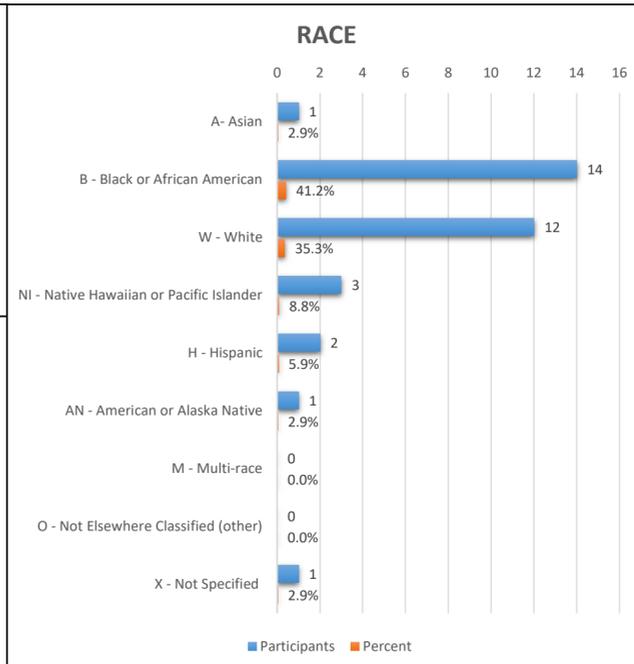
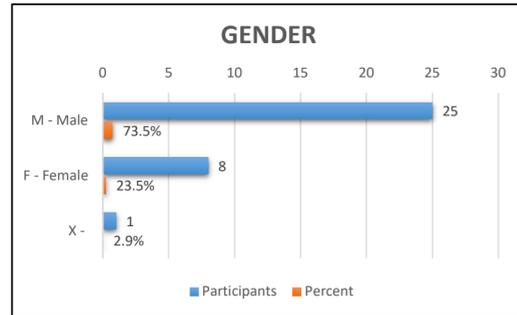
Preparatory Program Name:	Pre-Employment Preparation Program	Total Number of Participants:	34	
Reporting Period, Earliest Date:	9/3/2024	Total Participant Graduates:	29	
Reporting Period, Latest Date:	1/31/2025	Total Withdrawals/Incomplete:	1	
		Total Grad's Articulated into Reg' Apprenticeship:	3	

*Please refer to the instructions tab for information on how to properly complete this document.

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
Last Name	First Name	Birth Date	Gender	Race	Ethnicity	Veteran	Cohort Start Date	Current Status	Graduation Date	Registered Apprenticeship Name	Occupation	Date of Registration	Apprentice ID Number
34	34	13	34	34	13	13	34	30	33	13	12	4	3

Articulation Rate
8.82%

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3/7/25 MN
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Teri Gardner 3-7-25

February 14, 2025

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

Dear WSATC Members,

I am writing on behalf of the Laborers' International Union of North America (LiUNA) Local 238 to express our strong support for the recognition of the Pre-Employment Preparation Program (PEPP) as an official apprenticeship preparation program. The construction labor industry demands reliability, hands-on skill development, and a strong safety culture—all of which PEPP instills in its participants before they enter the workforce.

The construction laborer trade is often the first step into the broader building trades, requiring a diverse skill set that includes concrete work, demolition, environmental remediation, and highway construction. The physical demands and fast-paced nature of laborer jobs mean that new apprentices must be well-prepared for both the intensity of the work and the technical skills required. PEPP provides critical early training in tool handling, safety procedures, blueprint reading, and essential worksite communication skills, making its graduates far more successful in our apprenticeship programs.

One of PEPP's greatest strengths is its commitment to serving underrepresented and disadvantaged populations. Many of our most dedicated laborers come from non-traditional backgrounds, including individuals who have been previously incarcerated or economically disenfranchised. PEPP gives these workers a structured, supportive environment to develop the skills and confidence necessary to thrive in a union career.

LiUNA has directly benefited from PEPP graduates entering our apprenticeship program, arriving with the fundamental knowledge of trade expectations, worksite safety, and a solid work ethic. LiUNA offering a defined benefit of direct entry for PEPP graduates is a valuable incentive to grow our workforce. I fully support PEPP's recognition by WSATC and look forward to continuing this valuable partnership to ensure a strong pipeline of new laborers into our workforce.

Sincerely,



Scott Holstrom
Business Manager
Laborers' International Union of North America (LiUNA) Local 238
509-994-9929

3/7/25 MN

2/17/25 MN

Teri Gardner 2-18-25

Teri Gardner 3-7-25

February 14, 2025

Washington State Apprenticeship and Training Council

Attn: Program Manager, Apprenticeship Section

PO Box 44530

Olympia, WA 98504-4530

Dear WSATC Members,

On behalf of the International Brotherhood of Electrical Workers (IBEW) Local 73, I am honored to write in support of the Pre-Employment Preparation Program (PEPP) and its recognition as a state-approved apprenticeship preparation program. As the Business Manager of IBEW, I have witnessed firsthand the growing need for a skilled and diverse electrical workforce. PEPP is an essential program that bridges the gap between untrained but motivated individuals and registered apprenticeships in the electrical trade.

The electrical industry requires technical aptitude, safety awareness, and a strong work ethic. PEPP prepares its participants by providing them with fundamental construction math, blueprint reading, and hands-on tool training, ensuring they are ready to take the next step into apprenticeship. Through OSHA 10, CPR/First Aid certification, and exposure to industry expectations, PEPP graduates arrive at apprenticeship programs with a clear understanding of job site safety and professional standards—skills that are invaluable in our trade.

Our industry faces a significant wave of retirements, and we must ensure that new apprentices enter the field with a solid foundation in both technical skills and workplace readiness. PEPP has demonstrated its effectiveness in recruiting women, BIPOC workers, and individuals transitioning from incarceration, making it a crucial pipeline for diversifying our workforce. PEPP graduates are offered the defined benefit of direct entry.

As an apprenticeship sponsor, IBEW supports PEPP's mission and recognizes its impact in preparing candidates for the electrical industry. I fully endorse PEPP for WSATC recognition and encourage its continued operation to strengthen the future of Washington's skilled labor force.

Sincerely,



Ken Brown

Business Manager/President

International Brotherhood of Electrical Workers (IBEW) Local 73

509-944-1146