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PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Concerning the Sustainability and Expansion of High-Quality Career & Technical Education

2022

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EXECUTIVE SUMMARY

The 2022 Legislature passed Senate Bill (SB) 5600 to address post-pandemic workforce needs by focusing on the sustainability and expansion of state registered apprenticeship programs. In connection, SB 5600 required the Office of Superintendent of Public Instruction (OSPI) and the apprenticeship section of the Department of Labor & Industries (L&I) to collaborate and identify opportunities and challenges for expansion, enhancement, and sustainability of high-quality career and technical education (CTE). This included the identification of existing state recognized pre-apprenticeship programs and existing high school CTE programs that may be eligible to become state recognized pre-apprenticeship programs.

Challenges to expansion, enhancement, and sustainability of high-quality CTE programs and their achievement of state recognition include:

1. Limited awareness or understanding of how to develop apprenticeship preparation programs.
2. Limited awareness of available fiscal resources to support program development and expansion.
3. Limited understanding of the benefits of gaining state recognition of currently developed eligible programs.
4. Limited support and resources for completing the state recognition application and approval process.
5. Difficulty meeting the restricted timelines of the application process.
6. Difficulty meeting application requirements of obtaining an endorsement from a state registered apprenticeship organization.

Opportunities identified in this report to meet the challenges of expansion, enhancement, and sustainability of high-quality CTE apprenticeship preparation programs and their achievement of state recognition include:

1. Identifying and implementing communication and outreach strategies for direct engagement with schools, youth, and families about the benefits of apprenticeship preparation programs.
2. Providing stakeholders access to resources and coaching to support increase in the development of apprenticeship preparation programs.
3. Providing access to and marketing of existing quality apprenticeship programs as models for replication.
4. Providing resources, mentoring, and support for achievement of continuous state recognition.

INTRODUCTION

Career and technical education (CTE) is a planned program of courses and learning experiences that allows students to explore career options, gain support for basic academic and life skills, achieve high academic standards, engage in leadership, and access options for high skill and high wage employment preparation as well as advanced and continuing education. CTE programs must meet standards established by the Office of Superintendent of Public Instruction (OSPI). The Washington State Apprenticeship and Training Council (WSATC), which is part of the Department of Labor & Industries (L&I), establishes apprenticeship program standards, approves apprenticeship training programs, issues completion certificates, and otherwise governs the programs. This report reflects information and data collected in partnership with L&I, WSATC, and Career Connect Washington (CCW).

Senate Bill (SB) 5600 required OSPI, in collaboration with the apprenticeship section of L&I, to identify opportunities and challenges for expansion, enhancement, and sustainability of high-quality CTE.

OSPI identified opportunities for expansion by analyzing existing high-quality CTE programs that were previously approved under the pre-apprenticeship course code to determine their eligibility status for state recognition as well as providing support to eligible CTE programs to achieve state recognition. OSPI identified 24 existing high-quality CTE pre-apprenticeship programs as being eligible. OSPI and L&I are supporting these programs to gain state recognition as apprenticeship preparation programs.

Similarly, OSPI identified opportunities for sustainability by analyzing existing state recognized apprenticeship preparation programs and providing support to programs requiring a continuance to maintain this status. OSPI identified 10 existing state recognized programs. OSPI and L&I are supporting these programs to renew their status as a state recognized apprenticeship preparation program.

The terms pre-apprenticeship, apprenticeship preparation, state registration, and state recognition must be defined to identify opportunities and challenges for expansion, enhancement, and sustainability. SB 5600 refers to "registered pre-apprenticeship" but there are no codified definitions in statute for registered pre-apprenticeships. Instead, to differentiate between the recognition of pre-apprenticeships and the official state registration for apprenticeships, this report will use the term 'recognized' pre-apprenticeship.

L&I defines registered apprenticeships as, "a combination of on-the-job training (OJT) and related supplemental instruction (RSI) under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation." The Washington State Apprenticeship and Training Council (WSATC) is responsible for regulating registered apprenticeship programs and for the review of apprenticeship preparation programs in Washington state. Once approved, the apprenticeship preparation programs become recognized with L&I.

School districts and OSPI reference high-quality CTE “pre-apprenticeship” programs, while WSATC uses the term “apprenticeship preparation.” In [Administrative Policy Number 2012-03](#) (see Appendix), L&I defines apprenticeship preparation programs as “education-based programs endorsed by one or more recognized apprenticeship sponsors and focused on educating and training students to meet or exceed minimum qualifications for entry into apprenticeship programs upon graduation.”

The policy further clarifies education-based preparatory programs as “school based, pre-employment training programs preparing individuals to successfully compete for recognized apprenticeship openings. These programs may also connect individuals to entry level work in an industry while they await apprenticeship openings.” Administrative Policy 2012-03 also includes the review criteria for WSATC recognition of apprenticeship preparation, the recognition request procedures, and the process for recognition continuance for previously recognized apprenticeship preparation programs.

OVERVIEW OF EXISTING PROGRAMS

CTE Pre-Apprenticeship Programs

The data for this report was collected from OSPI’s Education Data System (EDS) and includes high-quality CTE programs with courses that were aligned with registered apprenticeships in the skilled building trades. Within this single program area, OSPI identified 24 existing high-quality CTE programs that were approved by OSPI as pre-apprenticeship programs with potential eligibility for state recognition by WSATC. The full list can be found later in this report. Each of these identified programs were approved as construction and trades career pathways by their CTE course code. Other CTE courses could eventually be considered for apprenticeship preparation recognition due to the alignment of additional occupations to state registered apprenticeships within other career clusters.

The requirements for high schools to receive OSPI approval for these CTE pre-apprenticeship programs include documentation of alignment of the course curriculum framework for instruction to occupational specific industry standards, assessment standards, and industrial safety standards for the specific occupations the students are preparing to enter. In addition, all CTE courses are required to develop basic employability workplace skills and identify program outcomes.

OSPI’s approval requirements are closely aligned to the WSATC requirements for recognition as an apprenticeship preparation program in the following areas outlined in Administrative Policy Number 2012-03:

- The program incorporates safety training.
- The program focuses on employability incorporating basic workplace skills.
- There is evidence of teaching applied mathematical concepts.

- There are specific outcomes participants will accomplish through successful completion of the program.

Although all 24 of the identified CTE pre-apprenticeship programs have these four criteria requirements for recognition embedded in their programs, WSATC application for recognition requires the schools to also have *“Evidence of a communication plan demonstrating the program's working relationship with one or more recognized apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.”* Of the 24 CTE pre-apprenticeship programs that were identified, one school district is preparing for WSATC recognition of their program in October 2022, and two school districts are preparing for WSATC recognition in January 2023.

State Recognized Apprenticeship Preparation Programs

WSATC currently has 10 school districts with recognized apprenticeship preparation programs. Seven of the apprenticeship preparation programs are preparing students for careers in construction trades, two of the programs are preparing students for careers as electricians, and one program is preparing students for careers in aerospace manufacturing. One of the electrician programs and one of the construction programs are in eastern Washington and the remaining programs are in western Washington. All apprenticeship preparation programs are in urban or suburban school districts and three of the programs are in districts with a poverty level above 60%.

CHALLENGES FOR EXISTING PROGRAMS

Challenges to Achieving State Recognition

OSPI identified 24 school districts with CTE apprenticeship preparation programs that meet initial criteria to apply for recognition in the 2022–23 school year. Although program content for OSPI approved CTE pre-apprenticeship programs are closely aligned to WSATC recognized apprenticeship preparation programs, there are two primary challenges to meeting the requirements for state recognition:

1. All applications must be received 45 calendar days prior to the next regularly scheduled WSATC quarterly meeting. This challenge requires advanced planning for districts to have their application materials completed for submission within the specific timeline prior to the October, January, or April WSATC meeting during the 2022–2023 school year.
2. A letter of endorsement from a Registered Apprenticeship Program(s) must accompany the request. This endorsement should indicate the preparatory program is designed to provide quality instruction and related work preparation experience resulting in graduates meeting or exceeding the minimum qualification standards of the apprenticeship program(s). Districts with CTE pre-apprenticeship programs may have challenges in developing the partnerships to obtain the required letter of endorsement.

3. School programs are required to reapply to WSATC for a continuance of recognition prior to the end of an initial three-year period. According to Administrative Policy Number 2012-03 (see Appendix), the application for recognition is required to include program demographics that include but are not limited to the following:
 - The number of students successfully completing the preparatory program
 - The number of program completers recognized as apprentices during the time period
 - The program participant demographic characteristics
 - Information on the recruitment and retention of underrepresented populations
 - Program and curriculum updates, including relevant information regarding continuous improvement measures.

Three of the existing recognized programs will need a continuance in 2023, one program will need a continuance in 2024, and six of the programs will need a continuance in 2025.

Challenges to Sustaining State Recognition

Of the ten apprenticeship preparation programs that are currently recognized by the WSATC, three of the programs require an application for continuance of their recognition in the 2022–23 school year. The data collection process for continuance of recognition is extensive and the districts who are reapplying for the continuance may have the following challenges:

1. Completion of the WSATC application for Recognition Continuance requires that data collection of program demographics, updated articulation agreements (within three months of application), and information on recruitment and retention of underrepresented populations be submitted 45-days prior to the established WSATC quarterly meetings in October and January. This is a challenging timeframe for school districts due to the alignment with the school calendar and district responsibilities (school starting in September, January involving semester enrollment changes) and the possibility of missing the window for applying for a continuance prior to the end of the three-year period.
2. A personnel change in leadership in one of the districts' apprenticeship preparation programs where the continuance of recognition is required may pose another challenge. Individuals applying for a continuation of recognition who were not responsible for the initial recognition application process may need additional time and support to understand the requirements and accurately collect and reflect on the data for the previous three years when they were not involved with the program.

The challenges faced by both the CTE pre-apprenticeship programs as well as the state recognized apprenticeship preparation programs can likely be addressed by the provision of additional technical assistance and mentoring from OSPI and L&I. This increased support would likely ensure the continuance application process is completed in a timely manner; labor relationships are

continuously initiated, developed, and maintained; and that data collection is managed effectively to meet WSATC application deadlines.

OPPORTUNITIES FOR EXPANSION, ENHANCEMENT, AND SUSTAINABILITY

Expansion and Enhancement of High-Quality CTE Pre-Apprenticeship Programs

Subject to funds appropriated for this purpose, RCW 28A.700.080 requires OSPI to raise awareness about CTE. The law, which has remained unfunded since 2008, instructed OSPI to develop targeted information and training for school staff and the general public related to the opportunities offered by rigorous career and technical education programs. These opportunities include, but are not limited to, CTE course equivalencies, dual credit for high school and college-level coursework, apprenticeship preparation, and career opportunities in emerging and high-demand programs.

In 2017, the Washington State Auditor’s Office (SAO) released the Performance Audit of Leading Practices for the State’s Secondary Career and Technical Education Programs. In that report, the SAO recommended that OSPI “communicate to school counselors annually the importance of discussing CTE and apprenticeship paths, along with academic paths, as part of each student’s High School and Beyond Plan.”

Despite the request within this SAO report to promote apprenticeship opportunities, as of the date of this report, only 24 of the 295 school districts in the state have CTE pre-apprenticeship programs and an additional 10 school districts have applied for and received WSATC recognition as apprenticeship preparation programs. Additional strategies identified for expansion, enhancement, and sustainability of high-quality CTE pre-apprenticeship programs for recognition by WSATC include strengthened apprenticeship preparation program promotion, increased engagement with students, and increased communication and support for the WSATC recognition process.

Strengthened Program Promotion

Program promotion strategies will specifically focus on OSPI and L&I collaboration, in partnership with the State Board for Community and Technical Colleges (SBCTC), to engage with K–12 CTE Directors and Career Connected Learning Coordinators at each of the nine Educational Service Districts (ESDs). The goals will include:

- Provide resources, documents, and promotional materials to promote implementation of apprenticeship preparation CTE programs, including an increased focus on CORE Plus CTE models as options for program development.
- Develop increased communication tools, resources, professional training, and promotional materials regarding implementation of pre-apprenticeships as well as the employment or apprenticeship opportunities for students who complete these programs.

- Develop communication tools to promote the benefits of, and support resources for, CTE apprenticeship preparation programs to qualify for their recognition by WSATC.
- Develop targeted marketing strategies to aid in the recruitment of skilled instructors possessing recent industry experience.
- Communicate resources to support districts in accessing 1.2 Full Time Equivalent (FTE) Career Launch Endorsement funding, if applicable, to help offset costs related to the development of apprenticeship preparation programs.
- Promote currently developed CTE programs recognized by WSATC as models for replication through site visits, development of promotional resources, and development of communication resources.

Increased Student Engagement

Increasing student engagement with, awareness of, and understanding of apprenticeship preparation programs will involve supporting school districts and Career Connected Learning Coordinators with opportunities to achieve certain goals. The goals will include:

- Expand Career Connect Learning (CCL) opportunities focused on apprenticeship preparation and apprenticeship careers for students through the Career Connect Washington’s statewide initiative to increase the provision of Career Exploration, Career Preparation, and Career Launch programs.
- Increase student engagement opportunities by expanding access to Core Plus models for apprenticeship preparation programs.
- Increase promotion of opportunities for site visitations, field trips, guest speakers, career exploration/fairs, workshops, speaker forums, and the development and distribution of quality resource materials meant to increase understanding of apprenticeship occupations.
- Partner with SBCTC to expand student awareness of career pathways spanning K–12 and higher education and provide continuing support for students transitioning into a registered apprenticeship program.
- Expand staff training about accessing relevant career data within High School and Beyond Plans and using it to connect students with career exploration and preparation opportunities both within the high school and the local community.
- Increase support of career and technical student organizations (CTSOs) with guidance to align skill demonstration competitions, advocacy efforts, career exploration opportunities, and mentorship practices to apprenticeship occupations.

Increased Communication and Support for WSATC Recognition

The process of expanding and enhancing high-quality CTE pre-apprenticeship programs to become WSATC recognized apprenticeship preparation programs began with the identification of 24 OSPI approved CTE apprenticeship preparation programs that meet initial qualification for

recognition by WSATC. OSPI and L&I will collaborate to assist these programs in achieving WSATC recognition. This will include:

- OSPI communication with each district offering a currently identified pre-apprenticeship program to determine their readiness for the WSATC recognition process.
- Development of communication tools, support resources, and mentoring resources from L&I, including a staff member dedicated to apprenticeship preparation support and a “readiness tool” to gauge ability to meet criteria for recognition status.
- OSPI and L&I collaboration to support 60% of the districts identified with potentially qualifying CTE pre-apprenticeship programs to achieve WSATC recognition in the 2022–23 school year and provision of support to the remaining 40% of the identified CTE programs to achieve WSATC recognition in the 2023–24 school year.
- OSPI & L&I collaboration to support all of the schools in meeting recognition continuance through development of communication tools, mentorship support, and procedural resource guides to meet deadlines for application to complete recognition continuance.
- Developing a recommendation to amend statutory language so that apprenticeship-related terms used across K–12 and Labor and Industry are aligned, which will simplify and streamline communication and support the implementation of additional programs.

Sustainability of High-Quality CTE Programs

An opportunity identified to sustain high-quality CTE programs was the development of a collaborative support structure between OSPI and L&I to assist currently eligible programs to achieve state recognition as an apprenticeship preparation program. OSPI identified 24 school districts with CTE pre-apprenticeship programs with the capacity for achieving recognition by WSATC as apprenticeship preparation programs. Three of these school districts are being supported with the process of completing their application; one of these school districts will present their application at the October 2022 WSATC quarterly meeting; and the other two schools will present their application at the January 2023 WSATC meeting.

OSPI, in partnership with L&I, has established a goal of supporting 14 of the remaining schools to prepare for recognition by WSATC in the 2022–23 school year, and to support the remaining 7 schools to prepare for recognition in the 2023–24 school year. High-quality CTE pre-apprenticeship programs that have been previously recognized by WSATC as apprenticeship preparation programs will require additional support for sustainability, continuous growth, and success of the program, including support for the timely completion of the recognition continuance process.

WSATC Recognition Status for CTE Pre-Apprenticeship Programs

WSATC Recognized:

- Bellevue School District

- Federal Way Public Schools
- Longview School District
- Marysville School District
- NEWTech Skills Center
- Pierce County Skills Center
- Sno-Isle Tech Skills Center
- Tri-Tech Skills Center
- Vancouver Public Schools
- Yakima Valley Skills Center

Applied for Recognition 2022–23:

- Renton School District

Supported for Recognition in 2022–23:

- Bainbridge Island School District
- Bethel School District
- Evergreen School District
- Garfield-Palouse School District
- Mt. Vernon School District
- NEWESD 101
- Orting School District
- Peninsula School District
- Tacoma Public Schools

Source: Department of Labor & Industries Apprenticeship Report (2022)

CONCLUSION & NEXT STEPS

To expand the number of high-quality CTE pre-apprenticeship programs achieving WSATC recognition, OSPI identified 24 CTE programs that potentially qualify for state recognition as an apprenticeship preparation program. OSPI, in collaboration with L&I, will support 60% of these districts to achieve WSATC apprenticeship preparation program recognition in the 2022–23 school year and support the remaining 40% to achieve recognition in the 2023–24 school year.

Future efforts for expansion and sustainability of high-quality CTE apprenticeship preparation programs will include promotion strategies and support resources for implementing new programs and increasing enrollments, communication strategies, and support resources for achieving WSATC recognition, and support resources for existing programs to meet recognition continuance requirements. Next steps include the following:

1. Future Development of CTE Pre-Apprenticeship Programs

- a. OSPI and L&I will collaborate to implement strategies to increase overall awareness, supporting program expansion, expanding utilization of grant funding to further WSATC recognition, and promoting successfully implemented programs as models for replication in the development of new programs.
- b. OSPI and L&I, in partnership with the SBCTC, will collaborate to use strategies to engage K–12 staff, students, and families to provide an increased understanding of apprenticeship preparation and the occupational options within apprenticeship preparation programs, in alignment with the students' interests, career goals and postsecondary goals as documented in their High School and Beyond Plan.

2. Support for Achieving WSATC Recognition and Continuance of Recognition

- a. The 24 CTE pre-apprenticeship construction and trades programs identified as potentially qualifying for recognition by WSATC as an apprenticeship preparation program will be supported by OSPI and L&I with additional resources and assistance in completing the application process. This will include, but not be limited to, the disbursement of a "readiness tool" developed by L&I, for school districts to gauge whether they meet the criteria for registration status, and mentor support from L&I to assist districts with the application process.
- b. OSPI and L&I will support CTE programs currently recognized by WSATC as apprenticeship preparation programs who are expiring in the 2022–23 and 2023–24 school years with support resources for completion of requirements for continuance of their recognition.

3. Future WSATC Recognition and Continuance

- a. OSPI and L&I will collaborate to provide support resources for CTE pre-apprenticeship programs to achieve WSATC recognition and to complete requirements for continuance of their recognition.

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- Elmer Arter, Apprenticeship Field Supervisor, Department of Labor & Industries
- Aubre Nelson, Apprenticeship Consultant, Department of Labor & Industries

REFERENCES

- Office of the Washington State Auditor (2017). Leading practices for the state's secondary career and technical education programs.
[PA CAREER TECH ED LEADING PRACTICES_AR1020510.PDF \(WA.GOV\)](#)
- [RCW 28A.700.080](#) (2019). *Awareness campaign for career and technical education.*

APPENDIX: WSATC REVIEW CRITERIA, RECOGNITION REQUEST PROCEDURES, AND RECOGNITION CONTINUANCE (FROM ADMINISTRATIVE POLICY 2012-03)

WSATC Review Criteria

The Washington State Apprenticeship and Training Council, in cooperation with the Washington State Apprenticeship Coordinator's Association, Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges, the Work Force Training and Education Coordinating Board, and other interested stakeholders recognize industry knowledge, expertise and formal connections are the core of a good apprenticeship preparation program.

Therefore, the following criteria shall be used to review requests for apprenticeship preparation program recognition (note: the following list is presented as a guide and should not be construed as all-inclusive or minimally required, understanding there is great variability among programs):

- *Evidence of a communication plan* demonstrating the program's working relationship with one or more recognized apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.
- *The program incorporates safety training.* Safety training on all aspects of the job – from tool use, to hazard recognition, fall protection and personal protective equipment – is critical both in the preparatory program and on a jobsite. Most students will need to learn more specific skills once they enter an apprenticeship, but they should be taught the basics of workplace safety and health.
- *Focus on employability:* Incorporate basic workplace skills such as showing up on time, wearing the right clothes, bringing a lunch, working on a team and being responsive to a supervisor. Show evidence of communication with the recognized apprenticeship program(s) about expectations and practices on the job site or within a given occupation, and how these practices are incorporated into the preparatory program.
- *Physical fitness:* Incorporate into the preparatory program physical work that will be done in the apprenticeship career path, so students will be physically prepared. May include stretching, strength, flexibility, and cardiovascular conditioning to the extent necessary for the trade or occupation the student is pursuing.
- *Math skills:* Evidence of applied mathematical concepts relevant to the level of math the student will need to meet or exceed minimum qualifications and be a successful candidate in the apprenticeship program. Applied math concepts should identify common scenarios involving math for the trade or occupation to use in the classroom.

- *Program participant population*: detailed description of the tools and activities used to recruit and retain students, and how underrepresented populations are encouraged to enroll in the program.
- *Formal agreement with Recognized Apprenticeship Program(s)*: Also referred to as an Articulation Agreement. Such an agreement, between the authorized preparatory program representative and one or more local apprenticeship sponsors, is required as part of this application. The agreement details how the student will be prepared to meet/exceed minimum qualifications and compete for or receive direct entry into the recognized apprenticeship program.

Recognition Request Procedures

1. All requests for recognition must be received 45 calendar days prior to the next regularly scheduled Washington State Apprenticeship and Training Council quarterly meeting. Mail or email requests to:
 - a. Washington State Apprenticeship & Training Council
Attn: Program Manager, Apprenticeship Section
PO Box 44530
Olympia, WA 98504-4530; or Email: apprentice@lni.wa.gov
 - b. A letter of endorsement from a Recognized Apprenticeship Program(s) must accompany the request. This endorsement should indicate the preparatory program is designed to provide quality instruction and related work preparation experience resulting in graduates meeting or exceeding the minimum qualification standards of the apprenticeship program(s).
2. A program packet addressing the WSATC review criteria as listed above and includes the following information:
 - a. *Request Letter* identifying the need for the pre-apprenticeship program and the target population. Include an overview, clearly describing the program and the organization operating the preparatory training.
 - b. *Program Outcomes*: Provide a description of the desired outcomes or what program participants will accomplish through successful completion of the program.
 - c. *Course/Curriculum Outline*: This is an overview of the academic and manipulative portions of the program. Individual course descriptions, class hours and measurement tool(s) used to determine successful completion of classes should be provided in this section.
 - d. *Participant Population*: What are the demographics of the intended program participants? What are the tools and activities used to recruit students, and how are underrepresented populations encouraged to enroll in the program?

3. Department of Labor & Industries staff will review the request and supporting documentation, place the timely request on the quarterly agenda and make a recommendation to the WSATC for their consideration. The WSATC will:
 - a. Recognize the preparatory program for a period of three (3) years and publish the results for public review
 - b. Deny the request for recognition and provide the reasons therefore OR
 - c. Require additional information for reconsideration of the request at the next regularly scheduled meeting.

Recognition Continuance

1. The Washington State Apprenticeship & Training Council will recognize approved preparatory programs for a period of three (3) years.
 - a. During this time, the WSATC in cooperation with staff at the Department of Labor & Industries will promote the preparatory program.
 - b. Apprenticeship section staff will be available to assist with recognized apprenticeship program connections with the goal to expand apprenticeship opportunities for preparatory program students.
2. If a preparatory program wishes to continue recognition through the WSATC, program administrators must reapply for continued recognition prior to the end of the three-year period. Include the following in the application for continued recognition:
 - a. Program demographics to include but not limited to the following:
 - i. Number of students successfully completing the preparatory program.
 - ii. Number of program completers recognized as apprentices during the time period.
 - iii. Program participant demographic characteristics. Please include information on recruitment and retention of underrepresented populations.
 - b. Program and curriculum updates - include relevant information regarding continuous improvement measures.
 - c. A letter of continued endorsement from a Recognized Apprenticeship Program(s). This endorsement should indicate the preparatory program continues to provide quality instruction and related work preparation experience producing qualified applicants for recognized apprenticeship who meet or exceed minimum qualifications.
3. WSATC reserves the right to discontinue formal recognition at the request of the preparatory program or if valid evidence is presented demonstrating the program in question is not operating in a fashion consistent with its application for recognition.

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