



## Preparing Future Trades Workers by Cultivating Regional Pre-Apprenticeship Programs

### 2023–25 Biennial Operating Budget Decision Package

#### Recommendation Summary

Pre-apprenticeship programs operate in partnership with high schools and are proven to educate and engage students in career pathways tied to trades like welding, electrical work, construction, and others. The Office of Superintendent of Public Instruction (OSPI) requests \$3 million for the 2023–25 biennium to support and expand regional pre-apprenticeship programs for Washington high school students. This proposal will support students pursuing post-graduate work in the trades by providing introductory and specialized training through partnerships with the private sector, labor unions, and institutions of higher education.

#### Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2024	FY 2025	FY 2026	FY 2027
Fund 001-1	\$1,000,000	\$2,000,000	\$2,000,000	\$2,000,000
<b>Total Expenditures</b>	<b>\$1,000,000</b>	<b>\$2,000,000</b>	<b>\$2,000,000</b>	<b>\$2,000,000</b>
<b>Biennial Totals</b>	<b>\$3,000,000</b>		<b>\$4,000,000</b>	
Staffing	FY 2024	FY 2025	FY 2026	FY 2027
FTEs	0	0	0	0
<b>Average Annual</b>	<b>0</b>		<b>0</b>	
Revenue	FY 2024	FY 2025	FY 2026	FY 2027
	0	0	0	0
<b>Total Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Biennial Totals</b>	<b>0</b>		<b>0</b>	
Object of Expenditure	FY 2024	FY 2025	FY 2026	FY 2027
Obj. N	\$1,000,000	\$2,000,000	\$2,000,000	\$2,000,000

#### Package Description

What is the problem, opportunity, or priority you are addressing with the request?

Without access to pre-apprenticeship programs, many students are not made aware that these post-secondary pathways, and the high-paying jobs connected to the trades, are available to them. Most who end up apprenticing do so several years after graduation, missing out on the income and experience they could have gained if they had started their career and training

earlier. The state has an opportunity to capitalize on the success of recent industry and district partnerships to expand opportunities to high school students across the state.

The Legislature has invested in supporting the Regional Apprenticeship Pathways (RAP) program in Marysville School District over the last two biennia; however, the funding is not ongoing and creates uncertainty and potential instability of the existing programs.

In addition, there is no opportunity similar to the RAP program for students in other areas of the state.

### What is your proposed solution?

The state has a model for a successful pre-apprenticeship program in the Marysville School District. Through the program, the district partners with local businesses, labor unions, and a local community college to create a rich educational experience for high school students across the 11th and 12th grades. These graduates have high rates of success being hired into the trades as companies value their professional presentation, their experience with introductory training and base skills, and their understanding of the interplay of different specialties within the trades. The program, about to start its third year, has doubled the number of students served since starting.

OSPI requests that the \$1.5 million in biennial funding currently tied to a budget proviso (Senate Bill 5693, Sec. 501[5][d], 2022) be increased to \$2 million (\$1 million per fiscal year), to account for inflation and needed expansion within the Marysville program. OSPI also requests that an additional ongoing \$1 million be included, starting in fiscal year 2025 (FY25), to develop or support a similar program in another area of the state.

### What are you purchasing and how does it solve the problem?

Funding will secure the ongoing success of the pre-apprenticeship program in Marysville by mitigating the impact of inflation on materials and fuel and allowing for continued growth.

Funds in FY25 will also aid the start-up of a similar program in another area of the state for students in that region pursuing a post-secondary career in the trades. Funds will secure necessary facilities and equipment, staff, and curriculum development going forward.

The other program will:

- Establish an education-based pre-apprenticeship preparation program recognized by the Washington State Apprenticeship and Training Council that prepares students for registered apprenticeships within the building and construction trades;
- Provide dual credit for participants by meeting high school graduation requirements and providing opportunities for credit leading to a college credential; and
- Provide participants with preferred or direct entry into a state registered apprenticeship program in the building and construction trades.

## What alternatives did you explore and why was this option chosen?

Regional deployment of funds directly into district-level partnerships is the most efficient way for the state to invest in and expand pre-apprenticeship programs and capitalize on prior state investments. To develop similar work through OSPI would not only take additional funding, staffing, and time, but would also minimize the benefit of having multiple, regional headquarters for apprenticeship-oriented education in the state.

## Performance Measures

### Performance outcomes:

Success of this program will be measured in the existence of two high-quality pre-apprenticeship programs across the state and an increase in successful trades sector job applicants among students graduating high school in these regions.

## Assumptions and Calculations

### Expansion or alteration of a current program or service:

This request will expand the program funded under the proviso in the 2022 Supplemental Operating Budget (Senate Bill 5693, Sec. 501[5][d]).

### Detailed assumptions and calculations:

This request includes \$1 million per fiscal year in ongoing funding to sustain the Marysville program, and an additional \$1 million per year in ongoing funding starting in FY25 for the startup of a regional pre-apprenticeship program in another area of the state.

The 2019 appropriation for Marysville was \$750,000 per year. The requested increase accounts for over 15% inflation per year, resulting in a cumulative increase of approximately 30% to cover rate increases over 2020 and 2022 (the program's existence to-date) tied to construction materials, and the fact that Marysville now serves twice as many students as it did in its first year.

OSPI assumes that the funding provided in the 2022 Supplemental Operating Budget concludes with FY23.

### Workforce assumptions:

N/A

## How is your proposal impacting equity in the state?

At the forefront of every program, policy, and decision, OSPI actively focuses on ensuring all students have access to the rigorous instruction and supports they need to succeed in our schools. OSPI regularly engages with a wide array of partners and stakeholders to continuously connect with students, families, and community representatives as partners in decision-making. OSPI facilitates and participates in a significant range of committees and workgroups, regularly engaging with a variety of stakeholders to ensure voices are heard and ideas are incorporated.

Pre-apprenticeship programs are currently limited. OSPI's proposal would provide funds for similar program in another part of the state, providing students who live in these regions with the same opportunities to engage in apprenticeship-oriented education and training in high school. The Marysville program is engaged in direct outreach and recruitment of women and tribal students, and a similar commitment to diversity will be expected from the other program. Students graduating from these programs have the opportunity to attain stable, high-paying employment immediately after graduation, instead of directing themselves to these same careers several years later. This will help to establish financially strong and healthy households across the state.

## **Strategic and Performance Outcomes**

### **Strategic framework:**

This request aligns with OSPI's Strategic Goal #2: Ensuring rigorous, learner-centered options in every community.

## **Other Collateral Connections**

### **Intergovernmental:**

N/A

### **Stakeholder response:**

This proposal is supported by the Marysville Regional Apprenticeship Pathways program.

### **Legal or administrative mandates:**

N/A

### **Changes from current law:**

N/A

### **State workforce impacts:**

Establishment of a new regional pre-apprenticeship programs may result in the hiring of educators and administrative staff. These costs are assumed as part of the overall funding request.

### **State facilities impacts:**

This proposal may result in adaption of and/or utilization of space in public school buildings.

### **Puget Sound recovery:**

N/A

## Other Documents

Reference documents:

[Regional Apprenticeship Pathways \(RAP\) | Marysville School District 25 \(msd25.org\)](#)