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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:

Perry Technical Institute Agricultural & Diesel Equipment Technology (AET) Program

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

Perry Technical Institute

Contact Information:

Individual Authorized to Represent the Program

Name: Nathan Hull
Organization: Perry Technical Institute
Title: Vice President of Academic Affairs
Phone: 509-453-0374
Email: Nathan.Hull@PerryTech.edu
Mailing Address: 2011 W. Washington Ave, Yakima, WA 98903
Physical Address: 2011 W. Washington Ave, Yakima, WA 98903

Point of Contact for Outreach and Enrollment

Name: Garet Gasseling
Organization: Perry Technical Institute
Title: Associate Dean of Education
Phone: 509-453-0374
Email: Garet.Gasseling@PerryTech.edu
Mailing Address: 2011 W. Washington Ave, Yakima, WA 98903
Physical Address: 2011 W. Washington Ave, Yakima, WA 98903

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

Name: Garet Gasseling
Organization: Perry Technical Institute
Title: Associate Dean of Education
Phone: 509-453-0374
Email: Garet.Gasseling@PerryTech.edu
Mailing Address: 2011 W. Washington Ave, Yakima, WA 98903
Physical Address: 2011 W. Washington Ave, Yakima, WA 98903

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:*

   Graduates of the Agricultural & Diesel Equipment Technology program are prepared to enter an apprenticeship program as a "heavy duty repair mechanic". Students also commonly begin their careers in roles such as service technicians, diesel technicians, maintenance mechanics, and heavy equipment mechanics.

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

   The target goal for students graduating from the Agricultural & Diesel Equipment Technology program to enter into a registered apprenticeship program is 15%.

3. *<u>Target Participant Population and Successful Articulation Timeframe:</u> 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)*

The timeframe for the Agricultural & Diesel Equipment Technology program is 6 months as none of the exemptions apply.

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

In the Agricultural & Diesel Equipment Technology program, the anticipated number of participants is 15 to 18 students per cohort. The program has start dates beginning in March and September each year.

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

Attendance is mandatory at Perry Technical Institute and students are held to a rigorous standard using a points system. Students are expected to be in attendance 100% of the time. Should students' attendance fall below 90%, they run the risk of probation and dismissal. Perry Technical Institute does not accept any late schoolwork either, so if a student is absent or late on any given day where any schoolwork is due, they receive a "0" for the respective assignment. Probations can be accrued for attendance, conduct, and academics; more than three probations throughout the duration of the program will not be tolerated and may result in a dismissal from the program. Students are also held to a zero-tolerance standard regarding substance abuse and may be tested randomly, for cause, or post-accident. Successful completion of the Agricultural & Diesel Equipment Technology program requires that students maintain satisfactory academic progress with a minimum grade point average of 2.0 (74%); the minimum grade established for each course is 70% (C-). Students must be able to prove their understanding of the curriculum in a lab setting as the hands-on learning portion of the program is heavily weighted. Each course has a grading scale in which their final grade is made up of Lab Activity (20%), Written and Lab Testing (30%), Weekly Performance Review (20%), Homework (15%), and Quizzes (15%).

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

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

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

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

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

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

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

Please select the option which best characterizes your program.

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

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

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

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

Operating Engineers' Regional Training Program	**Heavy Duty Repair Mechanic**	**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)** *(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)*
Blueline Equipment Corp.	Program Advisory Committee Member
Northwest Handling Systems	Program Advisory Committee Member
Agri-Service	Program Advisory Committee Member

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.

Perry Technical Institute's Agricultural & Diesel Equipment Technology program is 12 months in length (four quarters). The student will earn 70 credit hours which are 1,080 clock hours. Topics of study include safety, electrical systems, hydraulic systems, fuel systems, and engine and powertrain theory. Students frequently work in a lab setting, conducting hands-on activities on large equipment including forklifts, agricultural tractors, diesel tractor/trailers, and more. The Agricultural & Diesel Equipment Technology program is full time, Monday – Thursday, year-round; and is taught, in person, by instructors with a minimum of three years of relevant industry experience. Students are presented with information through lecture, expected to complete classwork during independent study, and prove their understanding of material through hands-on activities in the lab.

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 Operating Engineers' Regional Training Program has the ability to provide feedback and collaboration on program development. The opportunity is there via our program advisory committee, which provides members the opportunity to review curriculum, book lists, tool lists, facilities, and labs on a semiannual basis. Fostering Perry relationships

with apprenticeship programs are a work in progress for the Agricultural & Diesel Technician program and additional partnerships are actively being pursued.

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

   The current faculty of the Agricultural & Diesel Equipment Technology program includes Dusty Morrill and Duane Rudgren. Each instructor at Perry Technical Institute is required to have at least three years of relevant industry experience. Dusty Morrill brings over 30 years of extensive experience in automotive repair and maintenance to Perry Technical Institute. His expertise spans drivability and engine performance, heating and air-conditioning, chassis electrical systems, and starting and charging systems. Dusty began his career at Smith Auto Electric (1993-2000), where he honed his skills in electrical troubleshooting and repair, rebuilding starters, alternators, and generators, and managing shop maintenance and customer interactions. At Alpine Automotive (2000-2004), Dusty performed comprehensive automotive repairs, earned his ASE Certified Master Technician status with advanced L1 certification, and enhanced his customer relations and service writing skills. He then joined Hyundai of Yakima (2004-2008), where he became a factory-certified Hyundai technician, performed certified warranty repairs, and mentored entry-level technicians. From 2008 to 2010, Dusty worked at Auto Haus, handling complete automotive repairs, service writing, customer concerns, and parts ordering. Since 2010, he has been an instructor at Perry Technical Institute, where he is a certified Snap-On trainer and MACS 609 instructor, and has recertified in five ASE certifications. Dusty's dedication to continuous learning and his vast experience make him an invaluable asset to Perry's educational team. Duane Rundgren has extensive experience in the mechanical industry, beginning in the early 90s with the United State Marine Core, where he maintained and repaired over 50 outboard engines. After his military service, he worked in the marine industry for 8 years, then transitioned to the automotive industry in Idaho, focusing on light-duty trucks and aftermarket performance. In Yakima, Duane moved into the heavy-duty trucking industry in both fleet shops and dealerships, holding positions such as shop foreman, trainer, and safety officer. He has earned multiple master technician certificates and special awards. Currently, Duane is dedicated to teaching and training upcoming technicians at Perry Tech Institute.
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:*

   The Agricultural & Diesel Equipment Technology program is open to any student over the age of 16 and there is no specific population that Perry Tech caters to. However, the primary recruitment efforts take place at the high school or even middle school level in Washington, Oregon, Idaho, and Montana. 100% of the students currently enrolled in the program are from Washington State and 71% from Yakima County. 58% of the Agricultural & Diesel Equipment Technology students are Hispanic, 35% are Caucasian, and 6% Native American or Alaskan Native. Currently, there is one female students in the program, but efforts are being made to increase those numbers. The average age of a Perry Technical Institute student is 23 years old with current Agricultural & Diesel Equipment Technology students ranging from ages 18 to 39 years old. Lastly, veteran students make up 12.9% of the student population in the program.

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.*

   Perry Technical Institute's Enrollment Department focuses on high schools throughout Washington, Oregon, Idaho, and Montana. Recruitment efforts include a small team of specialists that visit prospective students at their location to inform them about the opportunities at Perry Tech. Additional emphasis is placed on

recruiting and retaining women in the trades which has included hosting (FFA) Future Farmers of America female events on campus and providing a Women in Trades group focused on women working in trades that have traditionally been male dominated. Perry Technical Institute frequently provides tours of the campus for middle and high school level students. Open house events are held three times per year for the general public to come on campus and see everything that Perry Tech has to offer.

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

   Perry Technical Institute has a robust system of resources in place for its students. Starting with the Enrollment department, students are paired with an Enrollment representative to help them through the application process from start to finish. The Financial Aid department is available to help students navigate the daunting task of paying for school. The Student Success Coordinator provides a supportive role to students and alumni, sharing resources, guiding students on a successful education and career path, listening and providing support, and making referrals to mental health counseling if necessary. The coordinator meets with students one-on-one to provide additional opportunities to help them through their individual situations. While actively enrolled in the Agricultural & Diesel Equipment Technology program, students have constant meetings with their instructors to ensure information retention. Multiple times throughout the quarter, student progress will be checked by instructors; failure to meet the academic benchmark at that time will result in disciplinary procedures that are tracked using an early alert system. Academic standards that are not met are monitored through verbal and written warnings long before a student "fails" a section. The program also employs student tutors that are available daily if needed. Perry Tech employs a Career Services team to recruit potential employees from industry. Twice per year, employer expo events (job fairs) are held at the school for current students and alumni. Over 100 potential employers were at the most recent employer expo with 22 companies specifically looking for Agriculture & Diesel Technology students. Although these resources are in place to help students be successful, the curriculum is rigorous and, because of that, the graduation rate over the last two years for this program is 89%.

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.*

   Perry Technical Institute's Agriculture & Diesel Technology program offers a range of services to assist graduates and current participants in successfully applying and articulating into registered apprenticeship programs. The early-start externship process provides students with hands-on experience in real-world settings and improves their skills for apprenticeship

applications. The curriculum includes professional development training to build essential soft skills. Industry partnerships, such as with the Operating Engineers Regional Training Program, offer recommendations and support for graduates. Comprehensive training in technical skills like electrical systems, hydraulics, engine theory, and powertrain theory ensures graduates are well-prepared for apprenticeship demands. Additionally, job placement services through the Career Services department help graduates find positions in the diesel equipment industries, serving as a steppingstone to apprenticeships. These services collectively aim to equip students with the necessary skills, experience, and industry connections for a successful transition into registered apprenticeship programs. The Career Services department also provides clinics on presentation skills, resume and cover letter building, and mock interviews; and is available for alumni as needed for preparation and coaching on career/job changes. Additionally, the work with company representatives to coordinate campus visits and set up employer presentations and even job interviews.

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.*

The Agriculture & Diesel Technology program at Perry Technical Institute is a 12-month program divided into four quarters. Tuition is payable on a quarterly basis. The total cost of the program's tuition and fees is $23,039. To help mitigate the cost, Perry Tech offers various forms of financial aid, including scholarships, grants, and federal financial aid. Nearly 90% of Perry Tech students require financial aid to pay for school. The Financial Aid Department is dedicated to guiding students through the financial aid process, answering questions, and helping them make the right decisions to cover the cost of their education and living expenses.

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.

The school employs a full time Registrar who keeps live demographic data for Perry Technical Institute. The school has successfully utilized the ARTS system to report registration data over the past 3-4 years and will continue to do so. We have four employees who have trained on the system and are responsible for updating every three months.

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

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Teri Gardner 5-19-25

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.

Established in 1939, Perry Technical Institute is a private, non-profit educational institution which offers 13 specialized technical training programs. The mission at Perry is to "Educate, empower, and equip students for lifelong careers in industry." Perry's goal is to provide industry-driven, student-centered education that empowers graduates to thrive in the workforce. The Agricultural & Diesel Equipment Technology program produces qualified, skilled graduates that are prepared to start their careers in a wide range of apprenticeship positions.

Perry Technical Institute maintains accreditation through ACCSC, Accrediting Commission of Career Schools and Colleges. Being recognized by the U.S. Department of Education, the Agricultural & Diesel Equipment Technology program is eligible for federal financial aid. Perry Tech provides its students with a Financial Aid Department to help them navigate the process of paying for their education. Students in the program may be eligible for grants, loans, scholarships, VA education benefits, and federal work-study opportunities.

Perry Tech Agriculture and Diesel equipment technology program is funded through the institute's operational budget.

There is a growing need for qualified diesel technicians across the country to work in fields such as dealership level technicians, manufacturing, fleet maintenance for municipalities or farms, and basic equipment repair and Washington State is no exception. Washington's Yakima Valley is a major hub for agriculture and transportation industries, yet employers face a growing shortage of skilled diesel technicians and equipment operators. There is a growing need for qualified diesel technicians across the country to work in fields such as dealership level technicians, manufacturing, fleet maintenance for municipalities or farms, and basic equipment repair, and Washington State is no exception. Nationally, the U.S. will need over 258,000 new diesel and auto technicians by 2025 to meet demand, yet schools are graduating less than 50,000 technicians per year, creating a severe talent gap. Diesel technician jobs are expected to grow by 4% through 2032, faster than average for blue-collar trades. This shortage impacts productivity, with unfilled roles leading to lost productivity. Through discussions with employers across the Yakima Valley, a major hub for agriculture and transportation industries, it is evident that the area is facing a growing shortage of skilled diesel technicians and equipment operators. Many job seekers lack the technical training or industry certifications needed for employment. The program addresses this skills gap by providing hands-on education and a clear pathway into apprenticeship and employment. The goal of the Agricultural & Diesel Equipment Technology program is to provide students with safe practices within the agriculture and diesel industry. Students are taught a diverse foundation of knowledge to include shop safety, basic welding skills, and tool usage. Students are provided with an in-depth look at engine and powertrain repair as well as electrical, hydraulic, and fuel system diagnosis and repair. Graduates are encouraged to seek opportunities as field technicians, dealership technicians, and within

the operators' trades. Program graduates find there are endless opportunities with the skills they have developed.

While constant recruiting efforts are being made at the junior high and high school levels, the average age of a Perry Tech student is 23 years old. Additional emphasis is placed on recruiting and retaining women in the trades which has included hosting (FFA) Future Farmers of America all female events on campus, and providing a Women in Trades group focused on women working in trades that have traditionally been male dominated. Perry Tech also hosts a Veterans Alliance group, with a focus on exposing veteran students to resources and opportunities. 90% of the students in the program are from Washington State and 55% from Yakima County.

Perry Technical Institute's Agriculture & Diesel Equipment Technology program is 12 months in length (4 quarters). Approximately 15 – 18 students begin the program every six months and remain with their cohort for the duration of the program, assuming they meet the program standards. The anticipated number of participants per year is approximately thirty to thirty-six. Each quarter of the Agriculture & Diesel Equipment Technology program is taught by an instructor with a minimum of three years practical work experience. The program is overseen by the Department Head and the Associate Dean of Education for Perry Technical Institute.

Perry Technical Institute employs a robust support staff dedicated to serving both students and faculty. From the very beginning, the Enrollment team prepares incoming students for their educational journey, offering guidance on course selection, registration, and orientation. The Financial Aid department plays a crucial role in setting students up for success by assisting with tuition payments, providing financial literacy training, and helping students understand and manage their financial responsibilities. The Foundation department is always available to help students search for and apply to various scholarships, ensuring they have access to additional funding opportunities. Career Services is instrumental in preparing students for the professional world, offering training in interview techniques, resume writing, and presentation skills, as well as organizing job fairs and networking events. The Student Success department is a cornerstone of student support, offering strategies for taking high-quality notes, studying effectively for exams, managing stress, and preventing procrastination. They also provide guidance on navigating life in general, including time management and balancing academic and personal commitments. Additionally, they connect students with essential resources such as mental health support, housing assistance, and other community services. A fully staffed Facilities & Maintenance department ensures that the campus remains a comfortable and safe learning environment. They are responsible for maintaining the cleanliness and functionality of all campus facilities, addressing any maintenance issues promptly, and ensuring that all safety protocols are followed. Students will be exposed to and review various employment opportunities during their education at Perry Technical Institute to ensure that they understand the paths towards their individual careers. To facilitate that process, representatives from industry partners will present to the students periodically for general networking and to provide them with next steps.

Attendance is mandatory at Perry Technical Institute and students are held to a rigorous standard using a points system. Students are expected to be in attendance 100% of the time. Should students' attendance fall below 90%, they run the risk of probation and dismissal. Successful completion of the Agriculture &

Diesel Equipment Technology program requires that students adhere to strict attendance and conduct guidelines as well as maintain satisfactory academic progress with a minimum grade point average of 2.0 (74%); the minimum grade established for each course is 70% (C-). Along with the graduation certificate, students have the opportunity to obtain multiple nationally recognized certifications if they choose to pursue them. The target articulation rate for graduates of the Agriculture & Diesel Equipment Technician program is 15%.

Students attending the Agriculture & Diesel Equipment Technology program at Perry Technical Institute occasionally have opportunities to be involved in community service. In fact, in 2020, Perry Tech was named the Excellence in Community Service award recipient by the Accrediting Commission of Career Schools and Colleges for the community service the school provides. Also, according to the New York Times in 2019, Perry Technical Institute was ranked #1 out of 690 two-year schools in the US for income mobility; meaning children who were in the bottom fifth for income and moved to the top fifth as adults. The entire focus of the institute is job readiness. Graduates are equipped to work in the field as the curriculum is aligned with current industry needs, and students benefit from real-world experience through externship opportunities.

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Teri Gardner 5-19-25

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.

Quarter 1:

1. AET 110 - Intro to Agricultural Equipment (5.5 Credit Hours / 93 Clock Hours)

   Curriculum Elements:
   ☒ Industry/occupation specific safety training and education
   ☒ Employability skill development
   ☒ Industry/trade specific skills and knowledge

   This course covers workplace safety, hazardous materials and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of agricultural equipment technology. Topics include familiarization with equipment systems along with identification and proper use of various hand and power tools, shop equipment, and lifting procedures. Students are also introduced to equipment repair orders, parts ordering, and repair estimating. Upon completion, students should be able to describe safety and environmental

procedures, terms associated with agricultural & diesel equipment, document repair orders, order parts, and know how to use basic tools and shop equipment.

Workshops are completed during this course to prepare students for career success. Perry Tech 101 workshops enhance employability skills by teaching goal setting, effective communication, financial literacy, and career preparedness. It covers job search strategies, resume writing, and interview techniques, while also emphasizing workplace safety, legal compliance, and stress management. These skills help students become responsible, productive, and well-rounded employees, ready for successful careers. Career Services workshops take place focusing on enhancing employability by providing training in resume and cover letter formatting, job search strategies, and interview preparation. Students learn how to structure their applications, introduce themselves professionally, and choose appropriate references. The workshops also include mock interviews, allowing students to practice and refine their responses to typical interview questions, ensuring they are well-prepared for real-world job interviews.

1. AET 111 - Electrical Systems I (6.5 Credit Hours / 115 Clock Hours)

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

   This course covers basic electrical theory, wiring diagrams, test equipment, diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to use wiring diagrams, and diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns effectively.

2. AET 114 - Hydraulic Systems I (7.5 Credit Hours / 128 Clock Hours)

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

   During this course, students will be exposed to the theory and fundamentals of a hydraulic system. Students will study hydraulic application safety, plumbing

schematics, hydraulic fluid composition, and component identification. Students are taught the principles of how pumps, valves, cylinders, and motor's function.

Quarter 2:

3. AET 120 - Engine Theory & Repair (4.5 Credit Hours / 80 Clock Hours)

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

   Students will be introduced to gas, CNG (compressed natural gas), and diesel engine application, design, construction, theory, and operating principles. This course will also emphasize diagnosis, disassembly, and assembly of engines.

4. AET 121 - Fuel Systems (4.5 Credit Hours / 80 Clock Hours)

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

   This course focuses on fuel system theory, design, maintenance, diagnosis, and repair of mechanical and electronic fuel systems used in agricultural and construction equipment.

5. AET 122 - Electrical Systems II (5.0 Credit Hours / 88 Clock Hours)

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

   This course covers electronic theory, wiring diagrams, test equipment, diagnosis, repair and replacement of electronics, lighting, gauges, and control modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, modules, and electronic components.

Quarter 3:

6. AET 130 - Electronics & Accessories (5.5 Credit Hours / 96 Clock Hours)

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

   This course will build upon the study of electricity by introducing the circuitry, diagnosis, and repair of electronic components. This course also covers theory, diagnosis, and repair of in-cab climate control systems. Students will also be introduced to GPS and telematics.

7. AET 131 - Powertrain Theory I (9.0 Credit Hours / 152 Clock Hours)

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

   In this course, students should develop an understanding of transmissions, clutches, and sliding gears. Students will be exposed to the design, operation, adjustment, and maintenance of powertrain systems.

Quarter 4:

8. AET 141 - Powertrain Theory II (8.0 Credit Hours / 136 Clock Hours)

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

   This course will focus on proper repair techniques and diagnosis of transmissions. Students should be able to demonstrate skills in working with differentials, torque converters, clutches, planetary drive axles, and power take-off units.

9. AET 143 - Hydraulic Systems II (6.5 Credit Hours / 112 Clock Hours)

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

During this course, students are taught how to apply diagnostic steps to pinpoint hydraulic system failures. Students are taught how to check for pressure and flow on live applications to aid in diagnosing hydraulic control systems. Students will also be introduced to hydrostatic transmission systems and components.

Received 05/16/2025

Teri Gardner 5-19-25 RB

Preparatory Program Name:	**ADET**	**Total Number of Participants:**	**46**
		Total Participant Graduates:	**30**
Reporting Period, Earliest Date:	**3/27/2023**	**Total Withdrawals/Incomplete:**	**16**
Reporting Period, Latest Date:	**9/25/2024**	**Total Grad's Articulated into Reg' Apprenticeship:**	**0**

Washington State Department of Labor & Industries

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

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
		YYYY/MM/DD	M,F,X	A,B,W,NI,H,AN,M,O,X	H,N,X	Yes,No	YYYY/MM/DD	A,W,C	YYYY/MM/DD			YYYY/MM/DD	
Last Name	**First Name**	**Birth Date**	**Gender**	**Race**	**Ethnicity**	**Veteran**	**Cohort Start Date**	**Current Status**	**Graduation Date**	**Registered Apprenticeship Name**	**Occupation**	**Date of Registration**	**Apprentice ID Number**
46	46	0	46	46	0	0	46	46	30	0	0	0	0

Articulation Rate 0.00%

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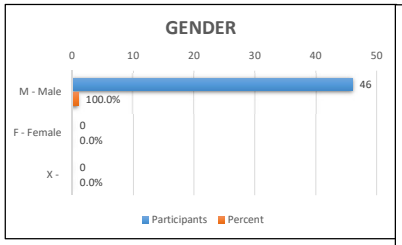

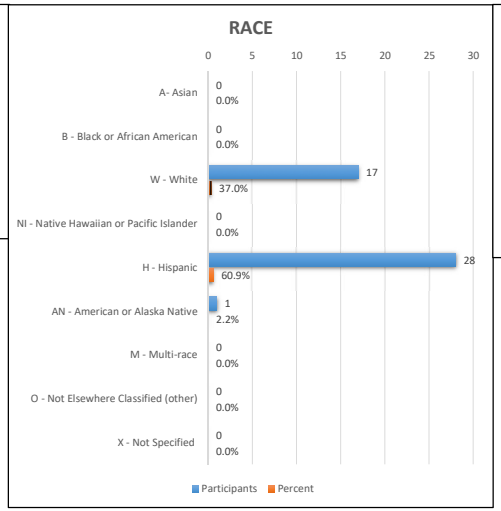

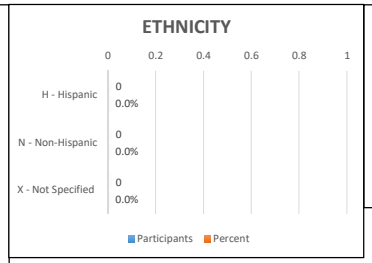

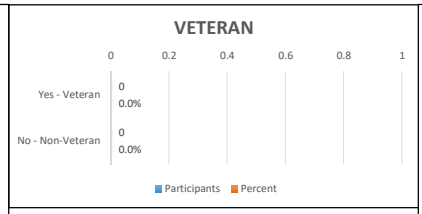

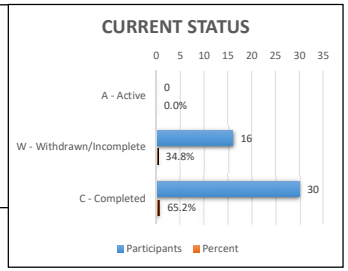

Totals

Received 05/14/2025
RB

Excellence In Education
3 0 2 6 1 2
Labor-Management Training Together

Operating Engineers' Regional Training Program

16921 Vantage Highway, Ellensburg, WA 98926
Telephone: (509) 968-3203 ~ *Fax:* (509) 968-4422
Website: www.oetraining.com

April 23, 2025

Washington State Department of Labor and Industries
Apprenticeship Section
PO Box 44530
Tumwater, WA 98504

To The Washington State Apprenticeship and Training Council:

The Operating Engineers Regional Training Program would like to provide a recommendation for the **Agriculture & Diesel Equipment Technology** program at Perry Technical Institute (located in Yakima WA) to be recognized as a pre-apprentice training center. They provide a one-year training program that encompasses the concepts of:

- Electrical Systems
- Diesel Fuel Systems
- Hydraulics & Implements
- Engine Theory & Repair
- Fuel Systems
- Power Train Theory
- Professional Development

By supporting field trips to our training center and giving graduates of this program further consideration into our apprenticeship training program, we feel confident that a partnership with Perry Technical Institute will provide our industry with greater recruitment opportunities and well-prepared individuals who are ready to go to work.

As stated in the Operating Engineers Regional Training Program JATC (Section 111.10.a), "Those who have successful completed committee approved pre-apprenticeship programs and those referrals received, may be granted direct entry into apprenticeship openings without regard to ranked eligibility lists as soon as they meet the minimum qualifications."

Kind Regards,

Eric Arntson
Administrator