11/13/2024 MN

Teri Gardner 11-13-24

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. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Yakima Valley Technical Skills Center Apprenticeship Preparation Program

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

Yakima Valley Technical Skills Center

Contact Information:

Individual Authorized to Represent the Program

Name: Bonnie Smith
Organization: Yakima Valley Technical Skills Center
Title: Director/Principal
Phone: 509.573.5501
Email: smith.bonnie@ysd7.org
Mailing Address: ***1120 S 18th St, Yakima, WA 98908***
Physical Address: ***1120 S 18th St, Yakima, WA 98908***

Point of Contact for Outreach and Enrollment

Name: James Krueger
Organization: Yakima Valley Technical Skills Center

Title: Electrical Instructor
Phone: 509.573.5551
Email: krueger.james@ysd7.org
Mailing Address: ***1120 S 18th St, Yakima, WA 98908***
Physical Address: ***1120 S 18th St, Yakima, WA 98908***

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

Name: James Krueger
Organization: Yakima Valley Technical Skills Center
Title: Electrical Instructor
Phone: 509.573.5551
Email: krueger.james@ysd7.org
Mailing Address: ***1120 S 18th St, Yakima, WA 98908***
Physical Address: ***1120 S 18th St, Yakima, WA 98908***

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 and 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:*

   The program participants will be prepared to enter the Construction Industry Training Council and International Brotherhood of Electrical Workers apprenticeship. The main industries that they will be prepared to enter are the construction and manufacturing industries in the electrical trades.

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 goal every year is to have at, or above, 15% of our registered cohort enter a registered apprenticeship following completion of our program. Since our last reapproval in 2022, our registered apprenticeship rate is 19.6%

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)*

YVTECH is open to both High School Juniors and Seniors that range in ages from 16 – 20.

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

We anticipate enrolling approximately 30-45 students per year as a single cohort. This would be based on the amount of high school seniors that are enrolled and eligible.

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

The requirements for students to complete the program are identified as those who fulfill the following conditions. This includes students who participate in 80% of entire 540 hour/year-long course. Students also are expected to attempt at least 80% of the industry recognized certifications offered in the class. Students must demonstrate skill competency in at least 60% of all the curriculum objectives taught throughout the year. An overall grade score of a B or better at the end of the year qualifies them for post-secondary dual credit eligibility.

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

Construction Industry Training Council	**Inside Wiremen**	**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.)*
Central Washington University	College in the Highschool post-secondary credit provider
Walla Walla Community College	Post-secondary articulation credit 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.

The program curriculum is based on a 540 hour/year framework. The framework is locally updated every year to adapt to any changes in the industry or projections in the workforce. Every 5 years, the framework and associated required documentation is submitted to OSPI for re-approval. A few curriculum topics and objectives include electrical safety, electrical test equipment, drawings and blueprints, residential wiring and electrical theory. The topics covered throughout a year include industry health and safety standards, National Electrical Code regulations, programmable logic controllers, hydraulics and pneumatics and soldering. Students are trained and can earn multiple industry-recognized certifications such as tech math, OSHA 10, forklift, and First Aid/CPR. The program also allows for cross-crediting in both the secondary and post-secondary levels. The method of delivery is a combination of theory lecture, presentations, and lab-based skills assessments. There is an intentional focus to balance classroom and lab projects to gauge knowledge competency.

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 YVTECH Electrical Program partners closely with registered apprenticeship programs to assist in the development and curriculum content for the course. The

apprenticeship program includes the Construction Industry Training Council of Washington and the International Brotherhood of Electrical Workers. The program has an established advisory board that helps review and give input on what skills and traits the industry/apprenticeships are looking for. The advisory board does have members from the apprenticeship group. An example of a collaboration are presentations and information sessions being lead by apprenticeship partners. They also assist on providing mock interview sessions and apprenticeship application workshops for the students, to provide aid in the registration process. Many of the class activities, labs, and teaching techniques are modeled after what the students will be doing in the industry upon program completion.

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

   Mr. James Krueger is the program instructor. His background demonstrates a strong emphasis on his industrial experience. Beginning in 1999, he began his electrical career in the Electrical Training Alliance Apprenticeship. Upon completion of the required hours, he moved onto the role as a Journeyman / Administrator. He held that position until 2017, up to the time his employment here at YVTECH. He has grown his program to one of the top 2 most popular that we offer here at the Skills Center. We hired an assistant for him, to accommodate the enrollment demand and bring someone in for added support in the classroom and lab. This assistant has 3 years of experience and knowledge in the low voltage networking industry. This gives the students exposure to the electrical aspects of the computer technology arena.

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

   Central Washington University - 5 Credits (EST 101), Walla Walla Community College – 5 Credits (EST 132), Walla Walla Community College – 5 Credits (EST 133)

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; and

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

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 demographics breakdown of the program participants is included below. The program is limited to high school juniors and seniors between the ages of 16-20. Students attend from our 16 different school districts. Most reside within the Yakima County. YVTECH has also expanded to the Ellensburg and Kittitas areas. Based on the historical enrollment demographics of our students, we have the following breakdown: 2022-2023 School Year – Male (94%) / Female (6%) & Latinx (65%) / Non-Latinx (35%) 2023-2024 School Year - Male (90%) / Female (10%) & Latinx (76%) / Non-Latinx (24%) 2024-2025 School Year - Male (97%) / Female (3%) & Latinx (72%) / Non-Latinx (28%).

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.*

   The recruitment process goes throughout the year. In the fall, we have open houses and invite our industry partners/stakeholders/community to visit and participate events and be active advisory board members. In the winter, we begin recruiting by coordinating and traveling to the sending schools for presentations. Communication through various media help YV-TECH reach a broader and more diverse audience. We also utilize digital media as changes in information distribution has gotten more internet and web based. In the summer, we offer a summer academy in which incoming freshman are eligible to enroll in an introductory 90-hour course for their chosen program of interest.

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

   Expenses, socioeconomic conditions, and time associated with the program poses challenges for students to overcome. For those students that qualify, YV-TECH provides financial support to alleviate this burden. Examples include the purchase of course materials/supplies, covering costs of certification tests, and other fee reduction/waiver options. When students are having a hard time with attendance, parent contact and level 1 interventions are triggered. This includes parent and counselor contact. The building administration can also step in to assist in the level 2 intervention as needed. Support and resources vary, depending on individual circumstances.

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.*

   The YV-TECH Electrical program starts with the education and development of student growth. Industry partners and future employment opportunities are presented via guest speakers, site visits, and career exploration assignments. Students are shown and given time to register into apprenticeship programs in class, so that any questions or problems with the application can be answered real time. The employability skills are emphasized and embedded throughout the year with the intention of teaching students how to keep a job.

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.*

   There is no cost to program 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.

YV-TECH has adopted the registering and reporting of cohort information using the ARTS system since 2022. We will continue to use that method, with a collaborative conversation of how to address the unique situations that we may encounter.

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 45 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 Frame, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
Rio.Frame@Lni.wa.gov
509-426-0985

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APPENDIX A – PROGRAM SUMMARY

Yakima Valley Technical Skills Center (YV-TECH) began its operation in 1977 with six programs; today that number has increased to twenty-three programs. Functioning as a co-op, YV-TECH offers technical career programs to local high schools in their junior or senior years. YV-TECH operates under a ten-member administrative council made up of ten superintendents who are the governing body for YV-TECH. Washington Skills Centers provide free academic and hands-on technical career training to high school students. The Skills Centers offer specialized education programs for high school students. The programs teach a variety of technical and professional skills, which improve outcomes for students and add value to Washington's workforce.

Students who receive training at a Skills Centers can expect to:

- Earn equivalency and cross-credit for some courses; providing credit in both career and technical education and basic education subject areas
- Meet graduation requirements
- Earn up to 3+ high school credits in a full-year program (up to 6 credits over two full years)
- Learn from teachers/partners who come from business and industry
- Receive information on career and post-secondary opportunities
- Participate in internships, pre-apprenticeships, and worksite learning
- Receive certificates of competency
- Make the transition from school to work and/or post-secondary education
- Receive advanced placement and/or college credit through Tech Prep programs

Our mission is to prepare all students with the skills, knowledge, and attitude to successfully advance to the next educational or career level.

Not only does the student gain the necessary industry skills, workplace readiness skills and college entry preparedness, industry, community, and colleges benefit from this experience as well. Students that complete a skills center program enter the workplace ready and able to meet industry expectations. A student that chooses to enter post-secondary education programs come more prepared for the expectations set forth. Skills Centers are part of the Washington State K-12 education system. Funding for skills centers comes from state funding and additional grant opportunities. There is no cost to program participants. Calculations for funding are based on a program enrollment-based system, which considers the number of students registered and the CTE enhanced funding model. Below is the racial makeup of our students as a data reference.

YVTECH Electrical Program Demographics (Race)									
School Year	Male	Female	Total Students	% Male	% Female	Latinx	Non-Latinx	% Latinx	% Non-Latinx
2022-2023	59	4	63	94%	6%	41	22	65%	35%
2023-2024	44	5	49	90%	10%	37	12	76%	24%
2024-2025	99	3	102	97%	3%	73	29	72%	28%

The primary needs we have identified in our service area is driven by the local and regional employment gap that our program completers can fill. According to public records, there are upcoming projects in the area that will require experienced skilled workers. Our neighbor in the Tri-Cities, Richland, is finalizing an agreement for the construction of a second Costco in 2025 and submitted a permit application for building an 182,644 sq. ft. warehouse valued at $22.9 million. There is also currently a bid out for a campus electrical primary upgrade project at the Lower Columbia College. This future employment need is also driving the demand for students entering the electrical/electrician

fields. There is also still a shortage of skilled electricians within the Yakima County. Our applications last year had its highest number ever, and the local post-secondary tech school (Perry Technical Institute) has had a 2-year waitlist for the past 3 years.

Looking at the data from the U.S. Bureau of Labor Statistics, the Eastern Washington nonmetropolitan area is one of the top paying nonmetropolitan areas in the US for Electricians. Kennewick-Richland, WA that is located 85 miles east of Yakima and Seattle-Tacoma-Bellevue, WA is 140 miles to the west, are also the top paying metropolitan areas for Electricians in the US. The charts below describe this situation. The data charts below were pulled directly from the www.bls.gov website.

Top paying metropolitan areas for Electricians:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
San Jose-Sunnyvale-Santa Clara, CA	5,110	4.47	0.95	$ 49.32	$ 102,590
San Francisco-Oakland-Hayward, CA	10,500	4.34	0.92	$ 49.15	$ 102,230
Mount Vernon-Anacortes, WA	490	9.71	2.07	$ 46.16	$ 96,000
Seattle-Tacoma-Bellevue, WA	9,710	4.67	1.00	$ 45.54	$ 94,730
Kennewick-Richland, WA	910	7.31	1.56	$ 44.05	$ 91,620

Top paying nonmetropolitan areas for Electricians:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
South Illinois nonmetropolitan area	350	4.05	0.86	$ 40.96	$ 85,200
Eastern Washington nonmetropolitan area	640	6.15	1.31	$ 40.84	$ 84,950

The historical data has played an integral part in determining the needs and makeup of the population that make up our geographical area. Functioning as a Skills Center, our target population are the High School Students that are 16 yrs. and older within the surrounding districts that are identified in the YV-TECH Interdistrict Cooperative Agreement. Currently, it comprises of 16 different school districts within the Yakima and Kittitas Counties. Below is a chart of the enrollment from each district from the past 3 years.

YVTECH Electrical Program (Enrollment Sending Districts)			
School District	2022-2023	2023-2024	2024-2025
East Valley	9	5	8
Grandview	3	1	1
Granger	0	1	1
Highland	2	2	2
Mabton	0	0	1
Mt. Adams	1	2	2
Naches	2	1	5
Selah	2	3	13
Sunnyside	9	6	12
Toppenish	9	8	9
Wapato	0	2	4

West Valley	6	5	15
Yakima	16	11	28
Zillah	2	2	1
Other	2	0	0
Total	63	49	102

The Electrical Trades program is designed to train students in residential and commercial electrical codes, wiring and motor controls, electrical theory, and blueprint reading. Students also will learn to design and install traditional and alternative energy systems for industrial, commercial, and residential buildings. The structure of the program is based on a 3-hour block session where students are in class learning the theory and lab-based skills demonstrations. YV-TECH offers two sessions a day, allowing student flexibility in the coordination with their sending high school schedule. The program course length is based on the 180-day academic school year calendar. It also includes the Career and Technical Student Association participation component.

The electrical program is currently a chapter of the SkillsUSA. The students that choose to register as members have the option to compete against their peers at the regional and state levels. The anticipated number of participants has shown to be a steady growth from a 1:17 instructor to student ratio, to the current 1:25 instructor to student ratio. The amount of student enrollment interest impacted our decision to hire an additional instructor this past year. We expanded our instructor staffing by adding a complementary instructor assistant, to meet the increasing demand.

The program is staffed based on student enrollment and registration information. YV-TECH provides full administrative/student support services that consists of a Director/Principal, Assist. Director/Principal, Career and College Readiness Coordinator, Office manager, Registrar, and Attendance Specialist. Coordination with the host district allows for an expansion of the available in-building student/resources, as needed.

Program review and the goal of continuous improvement are the foundation of building a strong and successful program. Each year, the YVTECH Electrical program hosts a minimum of three Advisory Board meetings. At these meetings, the partnership between instructor and industry professionals are highlighted through active engagement. Activities include, but are not limited to, conversations surrounding curriculum delivery and content, career pathway opportunities, and the mastery of knowledge and skills that will allow them to be successful upon completion of the program.

Students are exposed to all available post-secondary options available. The student outcomes and goals center around successfully completing the program and earning all available benefits of the program. Students would be earning high school credits, college credits, and advanced standing into one of our partnered apprenticeships. A student would be considered as a completer if the student participated in 80% of entire 540 hour/year-long course. Students also are expected to attempt at least 80% of the industry-recognized certifications offered in the class. Students must demonstrate skill competency in at least 60% of all the curriculum objectives taught throughout the year. An overall grade score of a B or better at the end of the year qualifies them for post-secondary dual credit eligibility.

The industry-recognized certifications offered to all students include interim credentials, OSHA 10, and tech math. During the year, all students are also taught about various career offerings. This includes continuing their academic options at a Technical Institute or pursuing an associate or bachelor's degree at university or college. YV-TECH currently has an articulation agreement with Walla Walla CC and was just recently approved as a college in the high school course with Central Washington University. Students are educated and guided in the apprenticeship pathway, where they can fill out an application and continue directly into the workforce through the CITC or IBEW. The target articulation rate for the pathway into an apprenticeship is above 15% of the eligible cohort.

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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)*

1. Basic and Electrical Safety – 30 Hours

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

   a. Demonstrate the use and care of appropriate personal protective equipment (PPE)
   b. Identify electrical hazards and how to avoid or minimize them in the workplace
   c. Explain the purpose of OSHA and how it promotes safety on the job.

2. Electrical Theory – 90 Hours

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

   a. Explain how voltage, current, and resistance are related to each other
   b. Using the formula of Ohm's Law, calculate an unknown value

c. Explain the different types of meters used to measure voltage, current, and resistance.

3. AC Theory and Application – 90 Hours

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

a. Calculate the phase relationship between two AC waveforms.
b. Describe the voltage and current phase relationship in a resistive AC circuit.

4. Electrical Test Equipment and Tools – 40 Hours

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

a. Describe the Operations of Three Tools Used to Strip Insulation from a Wire
b. Describe How to Strip Insulation from a Wire
c. Recognize and identify some of the basic hand tools used in the trade.

5. Electrical / Mechanical Drawings and Blueprints – 30 Hours

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

a. Explain the basic layout of a blueprint
b. Interpret electrical drawings, including site plans, floor plans, and detail drawings.
c. Describe the type of information included in electrical specifications.

6. Residential Wiring – 60 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

a. Describe How to Interpret an Electrical Print
b. Describe the Importance of Using Wire Number Labels
c. Explain the role of the NEC® in residential wiring.

7. Workplace Effectiveness – 40 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☒ Employability skill development

☐ Industry/trade specific skills and knowledge

a. Understand the importance of effective communication
b. Identify the different conflict management strategies

8. Green Technology & Design – 60 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

a. Describe PV Array Design Characteristics.
b. Describe the Function of a Mechanical Power Transmission System

9. Motors and Generators – 60 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

a. Understand A.C. and D.C. Motor theory and operation

b. Troubleshoot a Circuit That Includes a Variable Frequency AC Drive

10. Industry Health and Safety Standards - 20 Hours

Curriculum Elements:

☒ Industry/occupation specific safety training and education

☐ Employability skill development

☐ Industry/trade specific skills and knowledge

a. Identify, describe and apply health and safety regulations that apply to specific tasks and jobs. Students must complete a safety credential program, e.g., Occupational Safety and Health Administration 10, Forklift, and Flagger Training.
b. Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop and classroom, e.g., the OSHA Lockout/Tagout Program (LOTO).

11. National Electrical Code Regulations – 20 Hours

Curriculum Elements:

☐ Industry/occupation specific safety training and education

☐ Employability skill development

☒ Industry/trade specific skills and knowledge

a. Describe the layout of the National Electrical Code (NEC).
b. Locate appropriate National Electric Code Amendments.
c. Describe the NEC Licensing requirements.

Teri Gardner 11-13-24 11/13/2024 MN

Preparatory Program Name:	**Yakima Valley Technical Skills Center Apprenticeship Preparation Program**	**Total Number of Participants:**	**51**
		Total Participant Graduates:	**51**
Reporting Period, Earliest Date:	**1/17/2022**	**Total Withdrawals/Incomplete:**	**0**
Reporting Period, Latest Date:	**11/12/2024**	**Total Grad's Articulated into Reg' Apprenticeship:**	**9**

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**
51	51	0	51	51	20	0	51	51	51	9	9	9	9

Articulation Rate 17.65%

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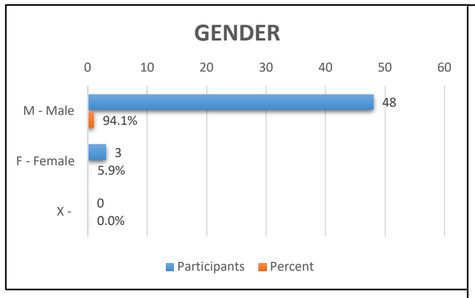

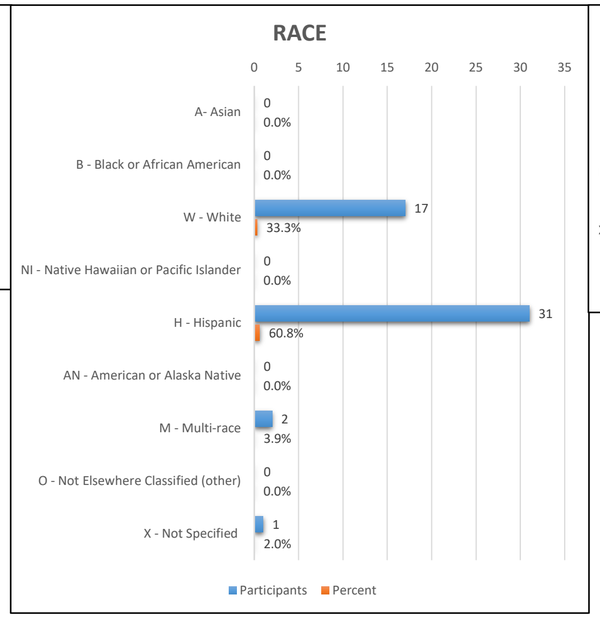

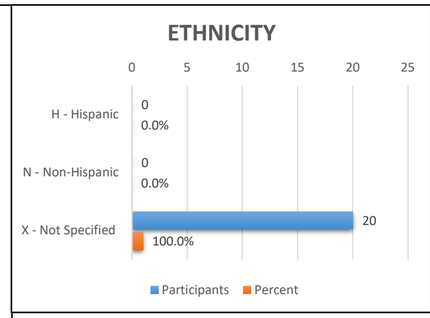

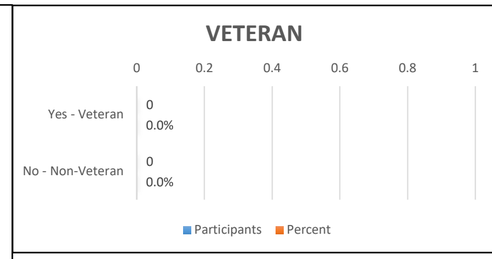

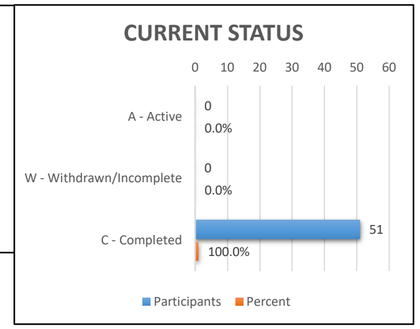

11/13/2024 MN

Teri Gardner 11-13-24

October 28, 2024

To Whom It May Concern:

This letter serves as an articulation agreement between the Construction Industry Training Council of Washington (CITC) and Yakima Valley Technical Skills Center (YV-Tech). YV-Tech's pre-apprenticeship program has been instrumental in preparing students for careers in construction, specifically within the electrical field.

Through this agreement, YV-Tech graduates will be granted direct entry into CITC's electrical apprenticeship program and will not be limited to two per year where they will be prepared to work as Inside Wiremen.

Additionally, the agreement provides the following benefits to YV-Tech graduates outside of the electrical trade:

- A preferred entry agreement guaranteeing qualified graduates a formal interview for any available apprentice positions within CITC's other registered apprenticeship programs.
- Additional points granted toward ranking on the eligibility list.

This agreement will be valid for three years from the date of signing and can be renewed as needed.

Sincerely,

Halene Sigmund

Halene Sigmund, president
Construction Industry Training Council of Washington (CITC)

Cc: file