Contents
Introduction........................................................................................................................................2
Executive Summary ..........................................................................................................................3
Accomplishments at a Glance .........................................................................................................4
Guiding Legislation .........................................................................................................................5
Goals of Career Connect Washington ..........................................................................................6
Career Connect Washington Infrastructure ....................................................................................7
Summary of Key Elements of Career Connect Washington ..........................................................14
Centering Equity in Career Connect Washington ........................................................................16
Philanthropic Support ....................................................................................................................20
Technology ......................................................................................................................................21
Marketing ......................................................................................................................................22
COVID-19 Response .....................................................................................................................23
Program Expansion Progress ..........................................................................................................28
Career Connect WA Funding Distribution ....................................................................................32
Enrollment Progress ......................................................................................................................34
Appendix ........................................................................................................................................39
Northeast Region (ESD 101) ........................................................................................................40
South Central Region (ESD 105) ..................................................................................................45
Southwest Region (ESD 112) ........................................................................................................49
Capital Region (ESD 113) ..............................................................................................................57
Olympic Region (ESD 114) ............................................................................................................62
Puget Sound Region (ESD 121) ....................................................................................................66
Mid-Columbia Region (ESD 123) ..................................................................................................78
North Central Region (ESD 171) ..................................................................................................84
Northwest Region (ESD 189) ........................................................................................................90
Introduction

Career Connect Washington (CCW) is a coalition of industry, labor, education, and community leaders who are creating work-based and academic programs for young people to explore, learn, and earn money and college-level credit. We believe all students in Washington deserve a future of purpose and prosperity—and the support necessary to achieve it. That is why we are creating opportunities that launch every Washington student into college and career. By weaving together college and work, we can build a better workforce, better lives, and a better Washington.

Now more than ever, young people need programs that connect them to real careers and set them up for success. CCW is addressing critical, immediate needs of students in our new reality as the state is recovering from COVID-19 pandemic.

History of CCW

In May 2017, Governor Inslee created the Career Connect Washington Task Force, composed of leaders from business, labor, government, non-profits, and education. The Task Force concluded that while Washington had many excellent career connected learning programs, it lacked systemic supports to achieve the scale needed to have a transformative impact. It recommended an inclusive planning process to develop a strategic plan and policy recommendations to overcome the barriers to scale and expansion with quality. This planning process began in early 2018 and concluded in fall 2018.

The plan was transformed into legislation following a groundswell of support from stakeholders in every region of Washington. The legislation was passed in April 2019, along with significant funding to begin implementation. In our first biennium, Career Connect Washington delivered significant results by facilitating, connecting, and motivating people across the state to make career connected learning navigable, coherent, accessible, and high-quality. Our commitment to success means success for every Washington student.

Vision for Career Connected Learning in Washington

Our vision is that every young adult in Washington will have multiple pathways toward economic self-sufficiency and fulfilment, strengthened by a comprehensive state-wide system for career connected learning.

In order for every young adult to succeed, we must intentionally focus on populations furthest from opportunity, especially students of color, Indigenous students, low-income students, rural students, and students with disabilities.

We acknowledge that systemic racism has held students back, especially Black and Indigenous students, and we aspire to build an anti-racist system for career connected learning.
Executive Summary

This Career Connect Washington Report is submitted on behalf of the Career Connected Learning Cross Agency Work Group to Governor Inslee and the Washington State Legislature pursuant to ESS HB 2158, which directs the Group to “report progress to the governor and appropriate committees of the legislature by September 1 annually.” The report describes progress achieved by the partners involved in the implementation of Career Connect Washington (CCW) in the first biennium, as of July 1, 2021. It includes participation data, program descriptions, and funding distribution.

Since the legislation was passed in April 2019, the Career Connect Washington partnership has:

- Stood up a statewide coalition of Regional Networks, Intermediaries (i.e., program builders) and K-12 Career Connected Learning Coordinators.
- Developed and implemented a program endorsement process and a competitive grant program to expand earn-and-learn opportunities for Washington’s young people.
- Launched the Career Connected Learning Directory, a one-stop resource to find internships, registered apprenticeships, and work-based learning opportunities.

To date, $19 million in public\(^1\) funds have been distributed across all nine CCW regions to expand career connected learning. Employers in the CCW system are estimated to contribute over $228 million for wages and supervision of participants each year. The CCW Advisory Team is supported by philanthropic funders that contributed $5.2 million between 2018 and 2021.

Despite the immense challenges posed by COVID-19, momentum is still growing to build a connected system for career connected learning that delivers high quality programs for students. Requests for Intermediary grant funding have far outstripped funding availability, indicating a robust enthusiasm for building and expanding programs for students.

Employer interest and commitment also remain high and in certain industries, like technology and healthcare, demand has increased. The nine Regional Networks, chosen by a competitive process, showed resilience and have problem-solved in collaboration with their communities to better serve young people during this time. The enthusiasm for CCW and commitment to providing opportunity for young people have not wavered.

In addition to planned implementation activities this year, CCW responded to the immediate needs of students during the pandemic. CCW supported programs through COVID-19 response grants that provided additional resources to improve remote learning and provide personal protective equipment. The State of Innovation Challenge—a virtual, career connected problem solving challenge that invited Washington youth to design and share their own solutions to some of the biggest issues Washington’s employers and communities are facing in 2020 and 2021.

“I think that this program has been incredible and it’s something I’d recommend to anyone who wants to work in healthcare. The learning environment is something new and one that I haven’t even experienced in regular schooling, and I’ve loved it even with the heavier workload. I am infinitely grateful, and I would hope that they continue to provide this opportunity in the future.”
- Alina, Participant in Healthcare Career Launch, Pierce County

Accomplishments at a Glance

12,826 total new enrollees² (Summer 2019-Winter 2021)

9 Regional Networks established to serve as career connected learning hubs in their regions

33 Intermediaries funded to expand or develop 67 programs in manufacturing, agriculture, automotive maintenance, construction, health care, hospitality, information technology, and maritime trades

94 Career Launch programs approved³ since 2019, of which:

  61 Career Launch programs endorsed by the Career Launch Endorsement Review Team

  33 Apprenticeship programs registered by the Washington State Apprenticeship & Training Council

150+⁴ businesses employing students in endorsed Career Launch programs

Online Directory of Career Connected Learning opportunities launched, making it easier for young people to learn about Career Explore, Prep, and Launch programs available in their region. The directory also links students to local support services in an effort to remove barriers to participation in career connected learning.

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² Includes Registered Apprenticeship and non-RA Career Launch enrollees. Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to COVID-19 pandemic.

³ Includes Registered Apprenticeship and non-RA Career Launch programs. Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to COVID-19 pandemic.

⁴ Number includes Career Launch non-RA employers and employers/training agents in programs directly supported with CCW funds.
Guiding Legislation

Per ESS HB 2158, “the legislature recognizes that in Washington’s fast-growing economy local employers need access to a pool of diverse, skilled talent, but too few people are prepared for the career opportunities available. Across the state, there are persistent opportunity gaps in education and employment. Even in today’s thriving economy, the path to economic self-sufficiency and fulfillment is difficult for many people.”

By establishing Career Connect Washington, “the legislature intends to scale up high-quality career connected learning opportunities that address persistent educational opportunity gaps and meet the talent needs of employers. Through career connected learning opportunities that are available across communities and regions, individuals can advance their academic learning and build awareness of, exposure to, and preparation for, career opportunities.”

“I think one of the biggest advantages to having the [registered apprenticeship] program is, that all of the expectations for both the apprentice and the shop are laid out in advance and there is no more "shooting from the hip" when it comes to progress and expectations. It serves as a reference point and gives the apprentice a clear understanding of what will be expected and what the shop will be asking of them. Now, more than ever, young techs need a clear set of expectations that they can focus on and the support of the shop to help them develop not only their technical skills, but also the "soft skills" needed in today's modern auto shops. Being able to communicate effectively with fellow co-workers, taking pride in their career as an auto tech and keeping the safety of the customer in mind comes when the shop is supportive along the way and making sure the apprentice feels recognized for their progress as they move through the program. I feel it's a win for the shop, a win for the apprentice and a win for the industry!”

- Swedish Automotive, Registered Apprenticeship Employer, Seattle
- iTAC Program Intermediary Partner
Goals of Career Connect Washington

Overall Goals
Career Connect Washington aims to ensure that 100% of students complete Career Prep and Career Explore activities and that 60% of students complete a Career Launch program before the high school class of 2030 is 30 years old. We measure progress toward those systems goals by tracking enrollment and completion of these programs by demographic, region, industry, and other characteristics. We are also track employer engagement, registered apprenticeship growth, and creation of new Career Launch programs. Our theory of change predicts that these programs and experiences will lead to lower rates of unemployment, higher rates of credential attainment (toward the statewide goal of 70%), growth of registered apprenticeships, increased median wage earnings, and increased gross domestic product value.

Equity Goals
Our overarching equity goal is that race, income, geography, gender, citizenship status, and other demographics and student characteristics will no longer predict the outcomes of Washington’s students. To measure whether we are on track to meet that equity goal, we are working with a cross section of agencies to collect and analyze disaggregated data per the following characteristics: race, gender, income, rurality, ability, foster youth, homeless youth, English language learner, and other key characteristics. We will know that we have reached the equity goal each year if the distribution of the enrollment among the various demographic groups named in the legislation is at parity to the public K-12 high school graduating cohort demographic distribution.
Career Connect Washington Infrastructure

Career Connected Learning Cross-Agency Work Group

ESS HB 2158 established the Career Connected Learning Cross-Agency Work Group (CAWG) and directed it to “scale up and expand high-quality career connected learning opportunities in communities across the state.” The Governor selects the chair of the Work Group.

ESS HB 2158 reads, in part: “The purpose of the work group is to coordinate agency functions and external partnerships and carry out the duties and responsibilities set forth in section 55 of this act.”

Each agency has developed a Career Connect Washington workplan, outlining roles, metrics, and milestones. Information on progress towards program expansion, enrollments, endorsement, and equity goals is integrated in this report.

Career Connected Learning Advisory Team

ESS HB 2158 reads, in part: “The governor’s office may consult or contract with entities with expertise in industry and education partnerships to provide staffing support and guidance on industry talent needs. The governor’s office may convene additional ad hoc committees that include industry sector advisory groups and leaders including, but not limited to, high-level representatives from education, industry, philanthropy, as well as students, parents, and community partners.”

The Business and Philanthropy Leadership (BPL) Committee, convened by Washington Roundtable, and the Labor Leadership Committee, convened by Washington State Labor Council, were established in 2018 to guide the CCW implementation process.

The Equity Advisory Network, convened by Washington STEM, is a group of over 40 intermediaries, network leaders, state agencies and community-based organizations, focused on key aspects of CCW equity goals.
The Career Connected Learning Work Group and Advisory Team are implementing the legislation via 11 workstreams. Leads for each workstream are identified, but multiple stakeholders are involved in each workstream. The following list of partners is not exhaustive.

**Government Workstreams**

**Endorsement**
- **Lead:** SBCTC
- **Partners:** OSPI, COP, ICW, Industry, WSLC
  - Designing and implementing Career Launch endorsement process

**Grants to Intermediaries & Networks**
- **Lead:** Employment Security Department
  - **Partners:** LNI, SBCTC, OSPI, WSLC, Industry
  - Creating RFPs, selecting grantees, technical assistance, performance accountability

**Marketing**
- **Lead:** CCW Advisory Team
- **Partners:** WSAC
  - Getting the word out to students and families about CCW and Career Launch

**Technology**
- **Lead:** WSAC
  - **Partners:** WA STEM, ESD, OSPI, SBCTC, LNI
  - Developing mobile-friendly tool for students, counselors, and businesses to find CCL programs

**Data and Learning**
- **Lead:** Washington STEM
  - **Partners:** ERDC, LNI, OSPI, SBCTC
  - Building secure data protocols and measurement/reporting process to track student outcomes

**External Workstreams**

**Supporting Current Industry Groups**
- **Lead:** CCW Advisory Team
  - Helping to scale programs already in development

**Regional and Intermediary Support**
- **Lead:** CCW Advisory Team
  - **Partner:** ESD
  - Providing training and technical assistance for Regional Networks and intermediaries

**Cultivating New Industries**
- **Lead:** CCW Advisory Team
  - Facilitating workshops for new industry groups to create new CCL programs

**Endorsement Campaign**
- **Lead:** CCW Advisory Team
  - Supporting existing programs to gain Career Launch endorsement

**Stakeholder Engagement**
- **Lead:** CCW Advisory Team
  - Continued roundtables/updates for business and philanthropy leaders, labor, regions, legislators, and intermediaries.

**Equity**
- **Lead:** Washington STEM
  - Ensuring equitable access to CCL programs

Acronyms: **SBCTC** – State Board for Community and Technical Colleges; **OSPI** – Office of Superintendent for Public Instruction; **ESD** – Employment Security Department; **LNI** – Department of Labor and Industries; **WSLC** – Washington State Labor Council; **WSAC** – Washington Student Achievement Council; **DSHS** – Department of Social and Health Services; **ERDC** – Education Research and Data Center; **COP** – Council of Presidents; **ICW** – Independent Colleges of Washington. **WTECB** – Workforce Training and Education Coordinating Board.
Regional Networks, Intermediaries, Career Connected Learning Coordinators
Washington is home to companies that lead in their fields. By connecting our educators to these innovative industries, we can better prepare young people with relevant skills, creating an educational system that can keep pace with a rapidly changing set of workforce needs. Regional Networks, Career Connected Learning Coordinators, and Program Intermediaries provide the necessary connections between industry, government, and education partners.

“Critical to effecting change is assembling a team where each member shares the passion for the effort. The CCW funded initiative to synergize the insight of industry representatives, educators, administrators, and policy makers provided the opportunity for such a group, who in turn created and expanded upon pathways to employment in the bioscience industry.”

- Tammy Mandell
  Director, Biotility
  BioTech Career Launch Partner
### Roles of Regional Networks, Program Intermediaries, and Career Connected Learning (CCL) Coordinators

<table>
<thead>
<tr>
<th><strong>Alignment</strong></th>
<th><strong>Regional Networks</strong></th>
<th><strong>Program Intermediaries</strong></th>
<th><strong>CCL Coordinators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regionally focused, based on Educational Service District boundaries</strong></td>
<td>- Program focused, not regionally focused</td>
<td>- Regionally focused, based on Education Service District boundaries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Role</strong></th>
<th><strong>Regional Networks</strong></th>
<th><strong>Program Intermediaries</strong></th>
<th><strong>CCL Coordinators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve as the CCL hub in their region</td>
<td>Manage the creation and scaling of specific CCL opportunities (i.e., time-bound deliverables within scope of grant)</td>
<td>Share the CCW framework and the approach of offering multiple pathways to postsecondary education and career</td>
<td></td>
</tr>
<tr>
<td>Convene a network of employers, educators, labor, CBOs, and government leaders</td>
<td>For new programs: design an endorsement-ready Career Launch or a high-quality Career Prep or Explore Program (based on the skills and competencies required by employers)</td>
<td>Assist K-12 partners to increase the number of K-12 students participating in CCL opportunities</td>
<td></td>
</tr>
<tr>
<td>Create a regional CCL strategy aligned with economic and student needs and focused on expanding high-quality CCL opportunities</td>
<td>For existing programs, develop a scaling plan to increase enrollment across industries and regions and/or upgrade program to Career Launch level</td>
<td>Provide technical assistance to K-12 partners on how to create CCL opportunities and connect to the CCW system, building from existing programs such as Core Plus</td>
<td></td>
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<tr>
<td>Understand and share information about available resources and gaps in region</td>
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<table>
<thead>
<tr>
<th><strong>Coordination</strong></th>
<th><strong>Regional Networks</strong></th>
<th><strong>Program Intermediaries</strong></th>
<th><strong>CCL Coordinators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, recruit and be a resource to program intermediaries to create programs</td>
<td>Work with employers and educators to develop CCL programs</td>
<td>Assist Regional Networks in executing their regional CCL strategy in K-12 system</td>
<td></td>
</tr>
<tr>
<td>Guide and collaborate with CCL Coordinator to execute regional strategy</td>
<td>Use Regional Networks and CCL coordinators within region as connection points to community to build awareness and scale programs</td>
<td>Help intermediaries build awareness of and scale programs within K-12 system</td>
<td></td>
</tr>
<tr>
<td>Collaborate with leaders from other Regional Networks to share and scale great programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Funding</strong></th>
<th><strong>Regional Networks</strong></th>
<th><strong>Program Intermediaries</strong></th>
<th><strong>CCL Coordinators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 2158 Workforce Investment Act legislation</td>
<td>WIOA Statewide Activities, HB 2158 Workforce Investment Act legislation and General Fund – State appropriation</td>
<td>HB 2158 Workforce Investment Act legislation</td>
<td></td>
</tr>
</tbody>
</table>
Regional Networks
Nine Regional Networks\(^5\) were established through a competitive process. The Networks convene and manage cross-industry, cross-sector partnerships that expand career connected learning (CCL) opportunities to meet their region’s needs. They develop regional strategies to grow CCL programs, serve as primary point-of-contact and navigator for career connected learning within their region, and consolidate regional data and report key learnings to the Career Connect Washington Work Group, among other responsibilities. For regional progress reports, including contact information, enrollment outcomes, funding distribution, and information about career connected learning program in each educational service district, please see the Appendix.

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\(^5\) Workforce Snohomish led the Northwest CCW Regional Network from July 1, 2019 to June 30, 2021. Starting on July 1, 2021 Northwest Educational Service District 189 is the lead organization for the network.
Program Intermediaries

Program Intermediaries work with Regional Networks, Career Connected Learning Coordinators at the Educational Service Districts, and industry and education partners to expand the use of current curricula and develop or build new curricula for Career Launch, Career Prep, and Career Explore programs.

The Employment Security Department administers program development funds, as directed by ESS HB 2158. Six rounds of competitive requests for proposals were completed, awarding $7.35 million to build and expand programs across all regions of the state. Grant applications were available to educational institutions, non-profits, joint apprenticeship committees, industry associations, chambers of commerce, and any other organizations that can perform the role of an Intermediary. The demand for funding exceeded availability with a total of $17.5 million requested.

Each proposal was evaluated by a two-tier review process with committee members from labor, industry, education, and state agencies. A rotating Regional Network representative and a rotating Career Connected Learning Coordinator was added to the review committee starting with the fourth round.

Intermediaries are developing or expanding programs in many high demand industries as shown in the table below. Funded programs are projected to create over 1,200 Career Launch seats within two years of implementation.

Program development funding is a one-time investment; applicants are required to provide evidence that they will be able to sustain and grow the proposed programs.

Number of Intermediary Grantees by Region & Industry

<table>
<thead>
<tr>
<th>Region (Educational Service District)</th>
<th># of Intermediary Grantees</th>
<th>Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Region (ESD 113)</td>
<td>2</td>
<td>Construction, Manufacturing, Automotive</td>
</tr>
<tr>
<td>Puget Sound (ESD 121)</td>
<td>22</td>
<td>Aerospace, Automotive, Biotech, Education, Healthcare, Information Technology, Manufacturing</td>
</tr>
<tr>
<td>Mid-Columbia (ESD 123)</td>
<td>4</td>
<td>Automotive, Healthcare, Information Technology</td>
</tr>
<tr>
<td>North Central (ESD 171)</td>
<td>7</td>
<td>Aerospace, Hospitality, Industrial Technology, Information Technology, Manufacturing, Sustainability/Natural Resources</td>
</tr>
<tr>
<td>Northwest (ESD 189)</td>
<td>10</td>
<td>Aerospace, Healthcare, Manufacturing, Maritime, Restoration Ecology</td>
</tr>
<tr>
<td>Olympic (ESD 114)</td>
<td>8</td>
<td>Biotech, Construction, Healthcare, Manufacturing, Maritime, Restoration Ecology</td>
</tr>
<tr>
<td>South Central (ESD 105)</td>
<td>5</td>
<td>Aerospace, Manufacturing, Information Technology, Automotive</td>
</tr>
<tr>
<td>Southwest (ESD 112)</td>
<td>4</td>
<td>Construction, Healthcare, Information Technology, Manufacturing</td>
</tr>
<tr>
<td>Eastern (ESD 101)</td>
<td>5</td>
<td>Healthcare, Manufacturing, Construction</td>
</tr>
</tbody>
</table>
Career Connected Learning Coordinators

Each of the states’ nine Educational Service Districts hired a Career Connected Learning Coordinator to assist K-12 partners with increasing the number of K-12 students participating in high-quality CCL opportunities in their regions.

CCL Coordinators work alongside education leaders across the state to leverage federal investments in Career and Technical Education (CTE) programs, and the State investments in CTE graduation pathways. These efforts maximize the impact of the Career Connect Washington investments in each region, and expand the number of Career Launch programs faster.

In the last year, CCL Coordinators directly supported 270 school districts in the identification of potential Career Launch programs and in the planning, development, or application for Career Launch Endorsement. At present, seven Career Launch programs are officially endorsed with K-12 as a primary education partner.

To encourage youth to engage in career connected learning early, CCL Coordinators worked to expand dozens of Career Explore and Career Prep programs and actively recruited dozens of program providers to populate the CCW Directory.

CCL Coordinators grew regional partnerships between schools, skills centers, community partners, industry professionals and tribal communities. CCL coordinators led efforts to support rural and remote school districts with virtual career explorations, expanded the number of course articulations for CTE dual credit, and supported small school districts with the development of their first CTE programs.

As a critical arm of the Regional Networks, CCL Coordinators are strategically building connections between schools and work force development offices and community-based organizations to inform and increase potential for internships with employers statewide. This strategy led to the launch and immediate scale of a statewide program for auto manufacturers in seven locations across the state that is providing paid work experiences for youth in local dealerships.

As virtual engagement became paramount during the COVID-19 pandemic, CCL Coordinators supported educators in many regions with the development of flipped internships that could be completed remotely, virtual career fairs, and other programs that maintained or event enhanced student engagement and impact. In addition, CCL Coordinators supported six career fairs and professional learning workshops throughout the year, and made 41 conference presentations to raise awareness about CCW investments and the opportunities for youth that are coming to life across the state.
Summary of Key Elements of Career Connect Washington

Career Connected Learning Continuum

ESS HB 2158 codified the continuum of career connected learning experiences:

<table>
<thead>
<tr>
<th>Career Launch</th>
<th>Career Prep</th>
<th>Career Explore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Work-based programs with aligned classroom learning that culminate in a postsecondary credential*, producing a competitive candidate for meaningful employment</td>
<td>Career-specific instruction at a worksite or in a classroom for academic credit</td>
</tr>
<tr>
<td>Early exposure opportunities to careers and career options (e.g., career fairs, worksite tours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Postsecondary credential means certificate, or at least one year towards an associate or bachelor’s degree.

**Career Explore:** Programs designed to expose students to many career options and pathways, beginning as early as elementary or middle school. These programs allow students to learn about future jobs and industries through activities such as career fairs, worksite tours, job shadowing, guest speaker presentations, and other similar activities.

**Career Prep:** Programs designed to deepen understanding of a specific industry or career. These programs begin in high school and provide students with hands-on training and knowledge to help prepare for future work and decide whether a given career path is a good fit. Career Prep programs are longer and more intensive than Career Explore programs and can include a series of CTE and/or skills center courses (e.g., CTE concentration), summer internships, and pre-apprenticeship programs.

**Career Launch:** Programs which combine meaningful, supervised, paid, on-the job experience with aligned academic instruction. Career Launch completers earn an industry-recognized and/or postsecondary credential (or at least 45 credits towards a postsecondary credential) and are competitive candidates for a real job. Career Launch can begin as early as high school. Career Launch programs can be state registered apprenticeships, as well as CTE sequences or postsecondary credential programs that include robust, paid work-based training. Upon successful completion of a Career Launch program, students can choose to continue academically, seek additional career training, or start their career. Please see diagram on next page for more details on Career Launch.
Required Elements of Career Launch

- Meaningful, high quality on-the-job experience
  - At worksite
  - Paid and academic credit
  - Occupation-aligned
  - Employer supervisor at ratio typical of occupation
  - Defined competencies and skills gained
  - Full compliance with existing legal regulations

- Aligned classroom learning
  - Curriculum and program requirements developed in partnership with employers and industry
  - Aligned with academic and employer standards
  - Qualified instructors
  - Dedicated student support (academic and career)

- Competitive candidate
  - Able to continue in employment OR successfully compete for jobs leading to financially-sustainable and fulfilling careers

- Valuable credential beyond high school diploma
  - Credential attained
  - OR
  - Significant progress (at least one year) towards a 2 or 4 year credential
Centering Equity in Career Connect Washington

Ensuring equitable access and outcomes for Washington students is at the center of Career Connect Washington’s strategy. For every young adult to succeed, we must intentionally focus on populations furthest from opportunity, especially students of color, Indigenous students, low-income students, rural students, and students with disabilities.

We acknowledge that systemic racism has held students back, especially Black and Indigenous students, and we aspire to build an anti-racist system for career connected learning.

Career Connect Washington’s Equity Goal
Race, income, geography, gender, citizenship status, and other demographics and student characteristics will no longer predict the outcomes of Washington’s students.

Career Connect Washington will build a career connected learning system that enables students who participate in Career Explore, Career Prep, and Career Launch to complete programs, attain sustaining-wage entry-level jobs, and reach family-sustaining wage careers (across industries and occupations) at equitable rates across population demographics.

Achieving this goal means that every young adult:
- Has equitable access to Career Explore, Career Prep, and Career Launch programs
- Is enrolling in and completing Career Launch programs at equitable rates across population demographics; and
- Is entering living wage careers or college level learning after their Career Launch programs at equitable rates

Our Approach:

**DATA:** Identify system, resource, and outcome gaps by region, measure progress and outcomes against equity goals, and provide transparent and timely updates to stakeholders.

**TECHNOLOGY:** Connect students and families to existing programs and wraparound supports via Career Connected Learning Program Directory. Advocate for internet and technology access for students.

**STUDENT SUPPORTS:** Implement policy and legislative changes to lower barriers to participation and completion for students furthest from opportunity.

**BEST PRACTICES:** Develop professional toolkits and guides to support CCW partners in identifying and addressing equity challenges. Solutions will be informed by community experiences and tailored to achieve equity goals.

**SYSTEM ACCOUNTABILITY:** Measure performance of system partners, including state agencies, Regional Networks, and Intermediaries against equity goals and outcomes.
Equitable Student Supports Survey

In the Fall of 2020, Career Connect Washington published the *Building on Equitable Career Connected System: Program Builders Survey Report*. The findings were based on a survey of 94 CCL “program builders” from across Washington state and different organizations including K-12 schools and districts, community and technical colleges, registered apprenticeships, and Regional Networks. Multiple education and community partners provided input on the survey design and assisted with deploying the survey to program builders.

The survey was quantified the challenges faced by students in three areas: awareness of, enrollment in, and completion of CCL programs. Respondents were asked about challenges and potential solutions in each of these three areas. The survey was intended to provide context to datasets like the enrollment demographics of Career Launch and help us better understand the barriers that prevent certain communities from enrolling in CCL programs at equitable rates.

We asked CCL program builders to share with us what they hear most often from students and families they serve about the barriers to participating in CCL programs. We also asked what policy or program interventions should be prioritized based on that student and family feedback.

The survey looked at three stages of a student’s journey to and through CCL programs:

1. **Awareness and Perception**: How can we reach more students and communities with information about CCL programs?
2. **Access and Enrollment**: How can we increase the number of interested students that enroll in CCL programs? What prevents their access?
3. **Completion**: How can we increase the number of students that complete CCL programs? What supports do we provide students when they’re in programs?

One third of respondents said that awareness was the most important part of a student’s experience to prioritize to lower barriers for the communities they serve. 86% of program builders said students and families sometimes or frequently report not knowing about career connected learning (CCL) programs.

Nearly half of respondents said access and enrollment is the most important stage of the student journey to prioritize to lower barriers for the communities they serve. Dedicated program staff to connect students to available services (basic needs, financial aid, etc.) and transportation access were the most often cited interventions as a priority for increasing access and enrollment in CCL programs.

When discussing barriers students face in completing Career Connected Learning (CCL) programs, the survey focused specifically on programs with work-based learning components, where a student is spending a significant amount of time learning and training outside of the classroom. 81% of program builders said they hear that frequent check-ins by staff would support a student in completing a work-based learning program. Program builders also said that pay at or above the minimum wage, mentorship, and inclusive work environments came up frequently.

Program builders recommended focusing on the following interventions:
Helping students connect to existing resources and support and ensuring they have adequate transportation to get to and from programs were ranked as the top two intervention priorities across all nine CCW regions.

The survey of program builders is the first stage in a research effort to understand barriers to success in career connected learning programs. Our next approach was to convene an Equity Advisory Network as described below.
**Equity Advisory Network**

Career Connect Washington has been intentional about making progress on our equity goal. To that end we have convened an Equity Advisory Network. The Equity Advisory Network (EAN) is a mutually beneficial network of equity-focused partners who generate new insights and provide strategic input on key aspects to advance CCW equity goals.

There have been over 40 participants in the EAN from program Intermediaries, Regional Networks, State agencies, and community-based organizations. The Network met several times over the past year and focused on developing and deepening a common understanding of CCW, building trust, reviewing data, and identifying root causes and possible courses of action. We are in a continuous cycle of learning with this Network. We have analyzed input after each round of convenings and shared input with key stakeholder groups.

Initial feedback from the EAN highlighted the following topics, barriers, and opportunities in reaching our equity goals:

**CCW Vision:** The overall vision of CCW and efforts to build the career connected learning infrastructure are highly valued and shared by partners, particularly the collective impact approach and partnerships.

**CCW Organization:** CCW is primarily viewed as a government- and business-led initiative; there is a desire to see more partnership with community as well as clearer intersection with related workforce efforts.

**CCW Value:** There is a range of perceptions about the value of partnering with CCW. One key value is the potential to connect with others providing similar programming. Given that the core ideas of CCW are not new to folks working on pathways, important to demonstrate how CCW supports existing work.

**Success Metrics:** CCW has an opportunity to examine and evolve success metrics—with partners—to be more relevant to their work, particularly around student outcomes (e.g., revisiting parity vs. targeted universalism, identifying more incremental goals).

**Supporting the CCL Continuum:** Strong desire to see more emphasis placed on Career Explore/Prep opportunities and clear recognition that engaging young people in Explore/Prep will lead to increased Career Launch and post-secondary success.

**Navigation Support and Wraparound Services:** Significant need for navigation support throughout the CCL continuum, for students with a range of assets and barriers, to and through Career Launch to post-secondary.

**Student Voice:** CCW should be authentically and systematically engaging with students to better understand their experiences and co-design programs.

**Racial Equity:** The stated equity goals are reasonable, and there is a strong desire for partners to see how the goals and work are operationalized (e.g., individual and system responsibilities, working with employers and partners with an explicit focus on racial equity and justice, deeper connections to community and partner organization equity goals, diversifying CCW leadership and partners).

**Communication:** Need to differentiate CCW key communication (content and who leads it) for different audiences (i.e., what information is critical for which audience?).

**Next Steps:**

We will continue to engage with the EAN as we move forward with our work to center equity. We will hold additional listening sessions with current and new members of the Equity Advisory Network, and will co-develop specific strategies to address opportunities for students of color to access career pathways.
Philanthropic Support

Philanthropy supports the work of the CCW Advisory team, which led strategic planning and coordinated the implementation process. Washington state-based and national funders contributed $3 million for 2018 and 2019, $2.2 million for 2020 and 2021, and continuing commitments through 2022. Nationally, Washington is recognized as a leader in career connected learning and CCW has shared the Washington approach with other states and organizations through philanthropic networks. In addition, CCW learns from best practices across the country and insights from national experts.

**Philanthropic Funders:**

- Ballmer Group
- The Bill & Melinda Gates Foundation
- Bloomberg Philanthropies
- The James and Judith K. Dimon Foundation
- JPMorgan Chase
- Microsoft Philanthropies
- Siemens Foundation
Technology
To make it easier for young people to access local programs, we have created an online, statewide directory of all levels of career connected learning opportunities. This directory is designed to be used by students, families, young adults, educators, and school counselors—in short, anyone who is in a position to help young people prepare for their Next Big Thing. Most programs in the current Directory are at the Career Launch level, but more programs at all levels are being added every day.

The Career-Connected Learning Directory allows users to search by interest, location, and program level. Users can filter results by education level, program type and wage range. The Directory can be embedded directly into the websites of CCW partner organizations, or partners can point people to the CCW website.

Students are able to search for career connected learning opportunities and find out about resources in their communities that can help them achieve their goals, such as financial assistance, transportation, and housing. The directory is mobile-friendly.
Marketing

Research conducted during the planning phase made it clear that students, parents, and counselors knew little or nothing about existing career connected learning programs. There is a legacy perception that career connected learning is a “lesser than” pathway to a traditional, academic only, approach. In our marketing efforts, we aim to correct that perception. Career Launch, in particular, combines college level learning with work-based experience and pay which is a new pathway to college as well as career. Repositioning this experience and getting information to students, parents, and counselors will be essential to the success of CCW.

The Career Connected Learning Directory described above is CCW’s primary student-facing resource. Thus far marketing efforts have been focused on promoting the directory as a means of introducing the resource and career connected learning to young people. We conducted a small digital outreach pilot campaign in spring 2021 with promising results. Further funding appropriated by the legislature in the 2021 session will allow us to build on the learnings from this pilot to reach more young people on digital platforms. Partners are also key to spreading the word about the directory. To that end, we created a communications tool kit for the directory that partners like agencies, school districts, educator associations and others can use to create social media, newsletter, or other content about the directory.

To help partners communicate more broadly about Career Connect Washington, we created a marketing tool kit. The tool kit helps partners understand the integration of the Regional Networks and Intermediaries’ local leadership and Career Connect Washington’s statewide effort. It provides messages, story templates, and brand guidelines for the CCW logo.

The directory tool kit and marketing tool kit are available at https://careerconnectwa.org/tool-kit/.

As part of their work plans, all partner agencies committed to spreading the word about Career Connect Washington to grow new career connected learning programs and scale existing ones (with emphasis on Career Launch) and to incorporate CCW marketing materials into outreach to their clients.
COVID-19 Response
The Great Recession had a disproportionately negative impact on younger workers, which extended years into the nation’s recovery. Over five years after the stock market collapse, unemployment among younger workers was 16.2%, more than double the national rate. Even once these early-career workers were able to find jobs, they continued to earn lower wages, resulting in lower lifetime earnings.

In 2020, we were once again faced with a crisis. The pandemic affected industries that employ large numbers of young workers: hospitality, travel/tourism, and gig economy sector. As the recovery took hold, many sectors reported worker shortages and inability to re-open at full scale. Additionally, school closures and remote instruction have profoundly affected students’ learning and may have impact on their transition to postsecondary programs.

CCW can help our state’s economy and our young adult workforce recover from this downturn. From our own state’s data, we know that career connected learning models, such as Registered Apprenticeship, result in higher earnings and significant returns on investment for taxpayer dollars, with taxpayer return averaging $7.80 : $1 according to a 2021 Washington Workforce Board report.

At the core of CCW are Career Launch programs, which provide participants with paid, on-the-job training and aligned classroom instruction, and result in an industry-recognized credential and produce a competitive candidate for a real job. All state-approved Registered Apprenticeship programs are included as Career Launch. These programs are created in partnership with employers, labor groups, and educators, to ensure that the curriculum is high quality, that the skills are transferrable, and that the training is aligned to employer needs. It is vital that young people displaced by the COVID-19 pandemic have sufficient opportunities to up-skill or re-skill in new industries.

COVID-19 Response Grants
Through a competitive process, administered by Employment Security Department, $316,760 of State General Funds were awarded to eight program Intermediaries to supplement existing resources to ensure that programs are able to serve as engines of economic recovery while providing instruction safely and equitably, especially as barriers to participation in career connected learning commonly experienced by students were further exacerbated by COVID-19. Funding was used to virtualize programming, increase technology accesses, increased employer outreach, and support vulnerable participants. Recipients of COVID-19 Response Grants included Registered Apprenticeship and Recognized Pre-Apprenticeship programs, Career Launch programs at Community and Technical Colleges and K-12 institutions.

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State of Innovation Challenge

To keep students engaged in career connected learning during the 2020-2021 school year, Career Connect Washington, in partnership with Washington State STEM Education Innovation Alliance, Washington State University Extension, Junior Achievement of Washington, Washington Student Achievement Council, Office of Superintendent of Public Instruction, Office of the Governor and the Employment Security Department, held the State of Innovation Challenge for middle school, high school, and out-of-school youth - including Open Doors students, WIOA-eligible youth, and Opportunity Youth.

Youth were invited to use their imagination and innovation to design solutions to one of three “Challenge cases” based on real challenges confronting our state.

**THE FOOD CHAIN:** COVID-19 has disrupted how we produce, distribute, shop for, and share food across our agriculture rich state. How can we ensure that all Washingtonians have access to healthy, affordable, environmentally sustainable food during and after this pandemic?

**SUPPORTING OUR COMMUNITIES DURING COVID-19:** Social distancing has saved lives during the pandemic, but it can also leave people feeling isolated and anxious. People want to know the right things to do to be safe from COVID-19, but it’s not always easy to tell what information is accurate, or how you should act on information once you have it. How can we support the mental health of elders and teens during the pandemic, while keeping them safe and healthy? How can we help everyone get accurate, actionable information in a way that works for their community?

**OUR COMMUNITIES AFTER COVID-19:** The COVID-19 pandemic will not last forever, but it has changed our state. How can we help Washington build back from the pandemic in a healthier, more resilient, and more sustainable way?

Over 240 young people statewide responded, 8 were chosen as Challenge Honorees for their exceptional creativity, innovation, and community-focused design. Additionally, 3 projects were chosen for a Challenge Honorable Mention, for their exceptional merit and creativity.

In designing solutions to the challenges, students explored careers in agriculture, hospitality, nonprofits, climate science, manufacturing, urban planning, wildland firefighting, education, journalism, public health, and others. To see the list of honorees and learn about solutions to the challenges, please visit [www.InnovationWA.org](http://www.InnovationWA.org)

CareerConnect@Home

As schools were navigating the abrupt switch to remote learning, every school day from May 4, 2020 until the end of the school year mid-June, Career Connect Washington brought career exploration to students across the state virtually.

CareerConnect@Home, a collaboration by Career Connect Washington, Challenge Seattle, Washington Roundtable, Washington STEM, and School’s Out Washington, provided a six-week career connected learning opportunity for students to learn about Washington industries and employers.

The Career Connect Washington team worked with OSPI, Regional Networks, and community organizations to build and promote the program:

- OSPI connected CareerConnect@Home team with superintendents, CTE directors, and teachers
Regional Networks helped identify top career tracks for students in their region and connect with local employers to host live sessions.

Youth serving organizations like Girl Scouts, YMCA, Boys and Girls Club, and Junior Achievement promoted the program.

The CareerConnect@Home YouTube channel received more than 8,500 viewers and 19,100 website visits across six weeks. Views continued to grow after live sessions.

Themes and Participants:

**Electrifying Ideas:**
Maritime, Music, Hydro Power & Consulting
- Puget Sound Energy
- Boston Consulting
- Grant County Public Utilities
- nanoString
- Port of Seattle

**Technology and Innovation:**
- Bristol Myers Squibb
- Seven 2
- Uber
- AWS Educate
- Zillow

**Dreams into Dollars:**
Startups, Small Business & Entrepreneurship
- Chef Edouardo Jordan
- MOZ
- MOD Pizza
- Madrona Venture Group
- Armoire

**Building Washington:**
Manufacturing, Trades & Energy
- Northwest Carpenter’s Institute
- AVISTA
- SEH America
- Independent Technicians Automotive Committee
- IBEW Puget Sound Electrical Apprenticeship

**Thinking Big:**
Big Employer and Employer with Big Impacts
- Adaptive Technologies
- Boeing
- Microsoft
- Seattle Mariners
- Alaska Airlines

**Serve Your Community:**
Education, Healthcare & Government
- KUOW
- Committee for Children
- Careers in Healthcare: Seattle Children’s Hospital, Sea-Mar Community Health Centers, HealthPoint Community Health Clinic, and Swedish Medical Center
- Public Service: Rep. Jesse Johnson and Pasco Council Member Zahra Roach
Progress Report

State Agency Progress
The ESS HB 2158 directs state agencies to build system functions within agencies and existing systems. Based on the work of multi-partner strategic planning process, the Governor’s Office has proposed specific tasks related to the goals of Career Connect Washington, including quantitative performance metrics to contribute to state-wide goals. The Cross Agency Work Group members evaluate progress on these tasks, provide technical assistance, and re-evaluate the task list as necessary.

In 2021, the work of Career Connect Washington agency partners became part of Results Washington Public Performance Review (PPR). PPR incorporates review of performance measures, data, and voice of the customer to help leaders understand the problems and potential solutions. CCW PPR is focused on equity in career connected learning. Partner agencies committed to coordinating culturally sensitive, learner-centered outreach to potential participants and supporting existing participants who are facing barriers in Career Connect Washington (CCW) program completion.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Tasks/Goals</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Board for Community and Technical Colleges</strong></td>
<td>Implement Career Launch Endorsement Process</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Develop a data collection process and measurement protocols</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Create 50 Career Launch programs in the Career and Technical College system</td>
<td>Completed. 52 endorsed programs with a CTC as the primary education partner.</td>
</tr>
<tr>
<td></td>
<td>Enroll 2,000 students in Career Launch programs</td>
<td>Significant progress made toward goal. 1,242 students enrolled, up from 218 in Year 1. Likely to hit the goal when March-June enrollment data is added.</td>
</tr>
<tr>
<td></td>
<td>Implement a granting process for Career Launch FTE enrollments and capital equipment</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Office of Superintendent of Public Instruction</strong></td>
<td>Develop a data collection process and measurement protocols</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Create 18 Career Launch programs</td>
<td>Progress made toward the goal; 7 endorsed programs with K-12 institution as the primary education partner.</td>
</tr>
<tr>
<td></td>
<td>Enroll 250 students in Career Launch programs</td>
<td>Progress made toward the goal. 66 students enrolled.</td>
</tr>
<tr>
<td>Task Description</td>
<td>Progress</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Implement a granting process for Career Launch FTEs</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td><strong>Labor and Industries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grow Registered Apprenticeship enrollment by 1,100</td>
<td>Achieved. 3,572 new apprentices enrolled.</td>
<td></td>
</tr>
<tr>
<td>Link registered apprenticeship enrollment and outcome data to Career Launch and CCW</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td><strong>Employment Security Department</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement a competitive granting process for Regional Networks and Intermediaries.</td>
<td>Completed. 6 rounds of Intermediary and 2 rounds on Regional Network grants completed. COVID-19 Response Grants and High-Need and Rural Network Grants also awarded through a competitive process. Additional funding rounds in progress.</td>
<td></td>
</tr>
<tr>
<td><strong>4-Year Institutions (Council of Presidents &amp; Independent Colleges of Washington)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Create 22 Career Launch programs                                                | Progress made towards goal. Endorsed programs with a public 4-year institution as the primary education partner:  
- Data Analyst Career Launch, WSU – All Campuses.  
- Engineering Career Launch, WSU - Vancouver  
- Additional three CL programs are under development (endorsement anticipated in 2021/22) |
| Enroll 500 students in Career Launch programs                                    | No enrollments were reported up to March 2021. However, given endorsement of two programs, including a multi-campus Data Analyst Career Launch, enrollments may be reported in March – June data update. |
| Develop a data collection process and measurement protocols                       | Progress made. |
| **Washington Student Achievement Council**                                       |          |
| Ensure that Career Launch participants are eligible for Washington College Grant  | Career Launch students in post-secondary system are eligible. Process developed to award WCG funds to apprentices. |
| **Educational Research Data Center**                                             |          |
| Develop a data collection process and measurement protocols                       | Completed. |
| Create a data enclave                                                            | Completed. Data sets joined to K-12 and excel files sent to data team; overarching enclave is designed. |
| Create a CCL data mart                                                            | Not completed. |

*Completed/Significant progress made towards goal*  
*Partially Completed/Some progress made towards goal*  
*Not completed/Slight progress made towards goal*
Program Expansion Progress

CCW partners across Washington are expanding career connected learning opportunities. Program expansion activities fall within several categories:

- Grant-funded Intermediaries create new or expand/enhance existing programs
- Existing programs are endorsed when they meet the definition for Career Launch
- Registered apprenticeship standards are approved by Washington State Apprenticeship and Training Council
- Career Launch programs are awarded funding to grow enrollments; and
- Career Launch programs are awarded equipment grants

All New Programs by Educational Service District
An interactive map is available via this [link](#). The map in this report is current as of 7/30/21.
Career Launch Endorsement

The Career Launch Endorsement Process was finalized, and the application was made public on August 7, 2019. By June 30, 2021, 61 programs have received endorsement, up from 28 the previous year.

Applicants for endorsement are required to demonstrate to representatives from industry, education, and labor that their career-oriented program meets specific, rigorous requirements that ensure students complete with strong academic knowledge and workplace-ready skills.

Career Launch programs can include:
- Registered Apprenticeships⁸ (automatic Career Launch endorsement);
- A post-secondary institution participating in the Washington College Grant, College Bound Scholarship or Passport programs with a paid work-based learning component as a credentials requirement;
- A secondary career and technical education program that meet credential requirements and include a work-based component.

Career Launch endorsement is:
- Industry-validated: students are work-ready, critical mass of employers participating, valued across industry, high-potential career pathway;
- Academically validated, with high-quality academic standards; and
- Reviewed periodically based on student outcomes.

Only endorsed Career Launch Programs have access to increased support (including capacity funding) and count towards CCW’s Career Launch goal.

SBCTC maintains the latest list of endorsed Career Launch programs on its website; this list of active State Registered Apprenticeship programs is available on Labor and Industries website. All programs are listed in the Career Connected Learning Directory.

Number of Programs Endorsed (by Industry)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Automotive/Diesel Technology</td>
<td>11</td>
</tr>
<tr>
<td>Business/Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>Health &amp; Public Safety</td>
<td>6</td>
</tr>
<tr>
<td>Information Technology</td>
<td>18</td>
</tr>
<tr>
<td>Manufacturing &amp; Construction Trades</td>
<td>5</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>1</td>
</tr>
<tr>
<td>Science, Technology, Engineering, Mathematics (STEM)</td>
<td>10</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

⁸ Authority for registration of apprenticeships rests with the Washington State Apprenticeship and Training Council.
Career Launch Enrollment and Equipment Funding

In addition to managing the Career Launch endorsement process, SBCTC also administered allocations provided in HB 2158 and SHB 1102, growing enrollment in Career Launch programs through instructional and equipment funding, respectively. This funding provides for enrollment expansion in Career Launch endorsed programs, including Registered Apprenticeships, in community and technical colleges.

In the 2019-21 Biennium, SBCTC awarded $1.704 million (213 full-time equivalent students - FTES) and $5 million in equipment grants to community and technical colleges through multiple competitive funding rounds. Equipment grants are one-time funding; instructional FTES constitute ongoing funding, provided that programs reach specific growth enrollment performance targets over time.

Funding awards made in each round of competitive application were reviewed by a panel of subject matter experts from education/workforce development, organized labor, and private industry. The review panel scored proposals based on criteria related to:

- Demonstrated labor market demand
- The necessity of funding or equipment in order to increase enrollment capacity, and rigor of implementation plans
- Demonstrated capacity to maintain and sustain future operating costs of equipment
- Timelines for procurement, installation, testing and training that demonstrate clear paths to expand Career Launch capacity
- Evidence of employer engagement in the work experience elements of the program and affirming relevancy of the skills and credentials provided by the program.

Programs are monitored annually toward enrollment performance targets that must be achieved to continue to receive allocations. Programs not meeting targets over time are subject to redistribution policy, wherein funding is made available to other programs through a competitive application process. This policy will be implemented for the first cohort of awardees in early FY23, based on FY22 enrollments.

To be eligible for funding, programs must have a Career Launch endorsement or be a Registered Apprenticeship program that has a relationship with a community or technical college for the provision of Related Supplemental Instruction (RSI). Because endorsement is a prerequisite for competitive funding, it follows that funding awards in the 2019-21 biennium were concentrated both in registered apprenticeships and college programs that gained endorsement early in the biennium. Awards of instructional FTES were concentrated in the following career clusters (percent share of total funds awarded):

- Apprenticeship Trades (44%)
- Allied Health Apprenticeship (16%)
- Automotive (16%)
- Information Technology (9%)
- Semiconductors & Electronics (8%)
- Marine (6%)
Awards of equipment funding were made in the following career clusters (percent share of total funds awarded):

- Automotive & Diesel (33%)
- Business Technology & Information Technology (23%)
- Maintenance & Construction (16%)
- Semiconductors & Electronics (12%)
- Agriculture (10%)
- Apprenticeship Trades (6%)
- Manufacturing Technology (<1%)
Career Connect WA Funding Distribution

$19 million in public funds was distributed across all nine Career Connect Washington regions for Networks, Intermediaries, K-12 Career Connected Learning Coordinators, Career Launch enrollment expansion and equipment. Funding includes General Fund, State and Workforce Education Investment Act (WEIA), State dollars appropriated by the Legislature in the 2019-21 biennium, as well as Federal Workforce Investment and Opportunity Act’s (WIOA) State-Wide Activities funds.⁹

Distribution of Public Funds by CCW Region

The map below shows the distribution of funds by region compared to public K-12 student population.¹⁰

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⁹ WIOA funding was used exclusively for program building activities via five rounds of competitive grants to Intermediaries. One round (R4) of Intermediary grants was funded with General Fund – State dollars.

¹⁰ OSPI fall enrollment for the high school graduating class of 2021 of 91,712 students.
### Funding by Source, Region, and Purpose

<table>
<thead>
<tr>
<th>Region</th>
<th>Career Launch Enrollment¹¹</th>
<th>Career Launch Equipment¹¹</th>
<th>Intermediary Grants¹² (6 rounds)</th>
<th>Regional Network Grants¹²</th>
<th>CCL Coordinators¹³</th>
<th>COVID-19 Response¹²</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source</td>
<td>WEIA - State</td>
<td>WEIA - State</td>
<td>WIOA - Fed + GF - State</td>
<td>WEIA - State</td>
<td>WEIA - State</td>
<td>WEIA - State</td>
<td></td>
</tr>
<tr>
<td>Northeast (ESD 101)</td>
<td>$112,000</td>
<td>$106,811</td>
<td>$636,934</td>
<td>$225,000</td>
<td>$300,000</td>
<td></td>
<td>$1,380,745</td>
</tr>
<tr>
<td>South Central (ESD 105)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,160,575</td>
</tr>
<tr>
<td>Southwest (ESD 112)</td>
<td>$224,000</td>
<td>$1,093,877</td>
<td>$388,397</td>
<td>$225,000</td>
<td>$300,000</td>
<td></td>
<td>$2,231,274</td>
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<tr>
<td>Capital (ESD 113)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$981,138</td>
</tr>
<tr>
<td>Olympic (ESD 114)</td>
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<td>$1,317,493</td>
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<tr>
<td>Puget Sound (ESD 121)</td>
<td>$1,112,000</td>
<td>$1,840,157</td>
<td>$3,143,454</td>
<td>$300,000</td>
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<td>$186,760</td>
<td>$6,882,371</td>
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<tr>
<td>Mid-Columbia (ESD 123)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,168,100</td>
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<tr>
<td>North Central (ESD 171)</td>
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<td></td>
<td></td>
<td></td>
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<td>$1,238,590</td>
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<tr>
<td>Northwest (ESD 189)</td>
<td>$256,000</td>
<td>$1,134,282</td>
<td>$863,173</td>
<td>$250,000</td>
<td></td>
<td>$32,500</td>
<td>$2,835,955</td>
</tr>
<tr>
<td>Total</td>
<td>$1,704,000</td>
<td>$5,000,000</td>
<td>$7,350,481</td>
<td>$2,125,000</td>
<td>$2,700,000</td>
<td>316,760</td>
<td>$19,196,241</td>
</tr>
</tbody>
</table>

¹¹ Career Launch Enrollment and Equipment funding was distributed by the State Board of Community and Technical Colleges directly to the colleges and by OSPI directly to the school districts via competitive processes.

¹² Intermediary Grants, Regional Network Grants, and COVID-19 Response Grants were awarded via a competitive process by the Employment Security Department.

¹³ Career Connected Learning Coordinators at each Educational Service District are funded via an interagency agreement between OSPI and Employment Security Department.
Enrollment Progress

Goals
Our goal is to enable all Washington young adults to experience career connected learning and increase postsecondary credential attainment:

- 100% of Class of 2030 completed Career Explore or Career Prep experience
- 60% of Class of 2030 complete a Career Launch program by the age of 30

To achieve these goals, each agency is responsible for achieving annual outcome metrics for program development and enrollment.

Highlights
12,826 total Career Launch enrollees\(^\text{14}\) (July 2020 – March 2021)

7,300 new enrollees under the age of 30 in endorsed Career Launch and Registered Apprenticeships (RA) (Summer 2019-Winter 2021)

- 6,058 new apprentices under the age of 30 enrolled in Registered Apprenticeship programs between July 2019 and June 2021
- 1,242 students under the age of 30 enrolled in Career Launch programs between Summer 2019 and Winter 2021

Enrollment Goals vs. Actuals
New Career Launch Enrollments, Goals vs. Actuals (Yr. 1 & Yr. 2\(^\text{15}\))

\(^{14}\) Includes Registered Apprenticeship and non-RA Career Launch enrollees under the age of 30. The total for all ages is 20,627 enrollees. Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to COVID-19 pandemic.

\(^{15}\) Year 2 (2020/21) Actual only reflects enrollments through March 2021 and do not include spring quarter (March-June data).
Enrollment Progress of Career Launch Programs

CCW’s equity goal is that race, income, geography, gender, citizenship status, and other demographics and student characteristics will no longer predict the outcomes of Washington’s students. Students who participate in Career Explore, Career Prep, and Career Launch will complete programs, attain sustaining-wage entry-level jobs, and reach family-sustaining wage careers (across industries and occupations) at equitable rates across population demographics: race, gender, income, rurality, ability, foster youth, homeless youth, English language learner, and other relevant categories.

In order to measure against this equity goal, the CCW data and measurement cross-agency team used the public K-12 high school enrollment for the graduating class of 2021 demographic data from OSPI to compare the enrollment and completion of Registered Apprentices (RA) and Career Launch (CL) program participants during the 2020-2021 academic year. We will know that we have reached the equity goal each year if the distribution of program enrollment and completion among the various demographic groups named in the legislation is at parity to the public K-12 high school graduating cohort demographic distribution.

Our enrollment outcomes for the 2020-2021 academic year are not yet complete, as they do not include spring quarter/March-June data, but we are reporting on the entirety of the enrollments to date, including the first full year of the initiative, with comparisons from the first year to the second when possible. Effects of COVID-19 closures began in March of 2020 and continued through the end of the reporting period.

The data is further disaggregated by region, providing CCW partners across the state an opportunity to evaluate gaps and develop strategies to remove barriers to student participation in career connected learning programs. Data provided in the report is available in interactive Tableau format on www.careerconnectwa.org. Technical assistance on engaging with this information is provided to practitioners during system meetings and upon request.
Enrollment of RA\textsuperscript{16} and Career Launch Non-RA Compared\textsuperscript{17} to OSPI Data: Race\textsuperscript{18}

1. Overall, there was a slightly higher percentage of students of color in Career Launch programs — both among Registered Apprenticeships and Career Launch Non-RA programs — so far this year than compared to enrollment as of this time last year, bringing us closer to racial parity.
2. However, for Latinx and Native Hawaiian/Pacific Islander students, the trend reversed just a bit, with a slightly lower percentage engaged in Career Launch programs.
3. There are still small numbers among Career Launch Non-RA program enrollment, so we expect to see fluctuation over the next few years as programs and enrollments grow.
4. See chart below for detailed racial demographic enrollment by program type compared to the public K-12 high school graduating cohort demographic distribution.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native</td>
<td>Apprentice</td>
<td>1.6% (233 of 12,103 students)</td>
<td>1.8% (210 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL non-RA</td>
<td></td>
<td>0.5% (1 of 218 students)</td>
<td>0.8% (10 of 1,242 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Class of 2021</td>
<td></td>
<td>1.4% (1,295 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Apprentice</td>
<td>2.3% (277 of 12,103 students)</td>
<td>2.2% (253 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL non-RA</td>
<td></td>
<td>3.2% (7 of 218 students)</td>
<td>6.9% (66 of 1,242 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Class of 2021</td>
<td></td>
<td>8.1% (7,448 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African</td>
<td>Apprentice</td>
<td>4.2% (514 of 12,103 students)</td>
<td>4.4% (515 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>CL non-RA</td>
<td>2.8% (6 of 218 students)</td>
<td>2.7% (34 of 1,242 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Apprentice</td>
<td>4.7% (4,313 of 91,712 students)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>of any race(s)</td>
<td>CL non-RA</td>
<td>14.7% (1,777 of 12,103 students)</td>
<td>15.4% (1,779 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL non-RA</td>
<td></td>
<td>11.5% (25 of 218 students)</td>
<td>11.0% (137 of 1,242 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Class of 2021</td>
<td></td>
<td>22.9% (21,016 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/</td>
<td>Apprentice</td>
<td>1.8% (221 of 12,103 students)</td>
<td>1.8% (208 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Pacific</td>
<td>CL non-RA</td>
<td>0.5% (6 of 1,242 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islander</td>
<td>HS Class of 2021</td>
<td>1.2% (1,103 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More</td>
<td>Apprentice</td>
<td>4.7% (571 of 12,103 students)</td>
<td>4.8% (561 of 11,584 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Races</td>
<td>CL non-RA</td>
<td>10.6% (23 of 218 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS Class of 2021</td>
<td>7.4% (6,820 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Apprentice</td>
<td>68.9% (5,344 of 12,103 students)</td>
<td></td>
<td>63.8% (1,391 of 218 students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CL non-RA</td>
<td>67.9% (7,062 of 11,584 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS Class of 2021</td>
<td>54.2% (49,702 of 91,712 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{16} Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.

\textsuperscript{17} Enrollment outcomes for the 2020-2021 academic year are not yet complete, as they do not include spring quarter/March-June data.

\textsuperscript{18} OSPI Class of 2021 enrollment of 91,712 students; Active apprentices from Q3 2020 thru Q1 2021 is 11,584; Career Launch enrollment Summer 2020 thru Winter 2021 was 1,242 students.
Enrollment of RA\textsuperscript{19} and Career Launch Non-RA Compared\textsuperscript{20} to OSPI Data\textsuperscript{21}: Gender

1. Representation of students identifying as female decreased in Career Launch Non-RA programs as we saw significant expansion this year in enrollment compared to last year’s first report of enrollment characteristics (down from 24.8% female to 18.1%).

2. Registered Apprenticeships saw a slight improvement in female enrollment (from 8.8% to 9.1%), which could signal a positive trend.

3. See chart below for detailed gender demographic enrollment by program type compared to the public K-12 high school graduating cohort demographic distribution.

\begin{table}
\centering
\begin{tabular}{|l|c|c|c|}
\hline
 & Apprenticeship, 2019-20 & CL non-RA, 2019-20 & HS Class of 2021 \\
\hline
Female & Apprenticeship 2019-20 & 8.9\% (1,077 of 12,103 students) & 9.1\% (1,054 of 11,584 students) \\
 & Apprenticeship 2020-21 & 9.1\% (1,054 of 11,584 students) & 24.8\% (54 of 218 students) \\
 & CL non-RA 2019-20 & & 24.8\% (54 of 218 students) \\
 & CL non-RA 2020-21 & & 18.1\% (225 of 1,242 students) \\
 & HS Class of 2021 2020-21 & & 48.3\% (44,325 of 91,712 students) \\
\hline
Male & Apprenticeship 2019-20 & 91.1\% (11,026 of 12,103 students) & 90.9\% (10,530 of 11,584 students) \\
 & Apprenticeship 2020-21 & 90.9\% (10,530 of 11,584 students) & 75.2\% (164 of 218 students) \\
 & CL non-RA 2019-20 & & 75.2\% (164 of 218 students) \\
 & CL non-RA 2020-21 & & 79.1\% (582 of 1,242 students) \\
 & HS Class of 2021 2020-21 & & 51.4\% (47,109 of 91,712 students) \\
\hline
Gender X & HS Class of 2021 2020-21 & 0.3\% (278 of 91,712 students) & \\
\hline
\end{tabular}
\caption{Gender demographic enrollment by program type compared to the public K-12 high school graduating cohort demographic distribution.}
\end{table}

\textsuperscript{19} Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.

\textsuperscript{20} Enrollment outcomes for the 2020-2021 academic year are not yet complete, as they do not include spring quarter/March-June data.

\textsuperscript{21} OSPI Class of 2021 enrollment of 91,712 students; Active apprentices from Q3 2020 thru Q1 2021 is 11,584; Career Launch enrollment Summer 2020 thru Winter 2021 was 1,242 students.
Enrollment of RA\textsuperscript{22} and Career Launch Non-RA Compared\textsuperscript{23} to OSPI Data: Student Characteristics\textsuperscript{24}

1. While work is needed to reach parity for students who are learning English, students experiencing homelessness, and students with disabilities, gains have been made for all three populations over last year’s enrollment counts.

2. There were still no enrollees in Career Launch Non-RA programs among students experiencing homelessness and students from rurally-identified high schools.

3. Students from low-income households, as defined by participation in the K-12 free- and reduced-price meal program, remain very underrepresented in Career Launch Non-RA programs.

4. Unfortunately, data on rural students in Career Launch Non-RA programs was redacted/suppressed and so we cannot report on those numbers this year.

5. We are still unable to report on students formerly in foster care because of a lack of data sharing capability between ERDC and other agencies that provide that data.

6. See chart below for detailed demographic enrollment by program type compared to the public K-12 high school graduating cohort demographic distribution.

\textsuperscript{22} Registered Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.  
\textsuperscript{23} Enrollment outcomes for the 2020-2021 academic year are not yet complete, as they do not include spring quarter/March-June data  
\textsuperscript{24} OSPI Class of 2021 enrollment of 91,712 students; Active apprentices from Q3 2020 thru Q1 2021 is 11,584; Career Launch enrollment Summer 2020 thru Winter 2021 was 1,242 students. Rural, English language learners, and low-income Career Launch enrollee matches totaled 7,058 students; there was no data available on Foster Care students because of a lack of agreement in place between agencies; For Career Launch, data on foster care participation, and those experiencing homelessness was suppressed because of too few counts to meet FERPA protection thresholds.
Appendix

Career Connect by Region

Each of the nine regional sections of this report provides contact information for Regional Network Directors and Career Connected Learning Coordinators, funding received, enrollment outcomes, and descriptions of endorsed programs and programs in development.

To learn about the endorsement process and the requirements for the programs, please see page 36 of this report.

Registered Apprenticeships highlighted in the “Endorsed Programs” or “Programs in Development” sections are/were directly supported with CCW Program Development funds. To see all Registered Apprenticeship programs operating in any specific region, please use the Directory of Career Connected Learning.

Several programs are operating in multiple regions.

Please use the links below to see regional information by Educational Service District (ESD):

ESD 101 – Northeast Region
ESD 105 – South Central Region
ESD 112 – Southwest Region
ESD 113 – Capital Region
ESD 114 – Olympic Region
ESD 121 – Puget Sound Region
ESD 123 – Mid-Columbia Region
ESD 171 – North Central Region
ESD 189 – Northwest Region
Northeast Region (ESD 101)

Grant Funding

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$112,000</td>
<td>$106,811</td>
<td>$636,934</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$1,380,745</td>
<td>7.2%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Regional Network

**Greater Spokane Incorporated**
Serving Adams, Ferry, Lincoln, Pend Oreille, Spokane, Stevens, and Whitman counties

**Network Director:** Cassidy Peterson ([cpeterson@greaterspokane.org](mailto:cpeterson@greaterspokane.org))

**NEWESD 101 Career Connected Learning Coordinator:** Dennis Conger ([dconger@esd101.net](mailto:dconger@esd101.net))

Regional Enrollment Outcomes

**Overall**

- Apprenticeship 2020-21: 804
- CL non-RA 2020-21: 17

1. Overall, 17 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 804 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62% (49 of 788 students)</td>
<td>46.6% (65 of 139 students)</td>
<td>48.4% (3,005 of 6,204 students)</td>
</tr>
<tr>
<td>Male</td>
<td>38% (739 of 788 students)</td>
<td>53.2% (74 of 139 students)</td>
<td>51.5% (3,193 of 6,204 students)</td>
</tr>
</tbody>
</table>
2. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region with enrollment rates lower than the statewide average for female-identifying students.

### Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Race

<table>
<thead>
<tr>
<th>Race</th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3.4% (27 of 804 students)</td>
<td>2.0% (143 of 7,210 students)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.6% (5 of 804 students)</td>
<td>2.2% (159 of 7,210 students)</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.4% (27 of 804 students)</td>
<td>1.9% (140 of 7,210 students)</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino of any race(s)</td>
<td>11.8% (2 of 17 students)</td>
<td>4.7% (38 of 804 students)</td>
<td>8.0% (575 of 7,210 students)</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>5.9% (1 of 17 students)</td>
<td>1.5% (12 of 804 students)</td>
<td>1.2% (89 of 7,210 students)</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.8% (2 of 17 students)</td>
<td>3.2% (26 of 804 students)</td>
<td>7.6% (549 of 7,210 students)</td>
</tr>
<tr>
<td>White</td>
<td>41.2% (7 of 17 students)</td>
<td>81.0% (651 of 804 students)</td>
<td>77.0% (5,553 of 7,210 students)</td>
</tr>
</tbody>
</table>

3. There is good representation for some racial groups; however, work needs to be done to recruit more Multiracial students to Apprenticeships and Asian students to both Career Launch programs.

### Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Student Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>3.1% (226 of 7,210 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>8.0% (46 of 572 students)</td>
<td>45.1% (258 of 572 students)</td>
<td>40.6% (2,930 of 7,210 students)</td>
</tr>
<tr>
<td>Low-Income</td>
<td>3.9% (279 of 7,210 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>15.0% (86 of 572 students)</td>
<td>29.2% (2,104 of 7,210 students)</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11.8% (2 of 17 students)</td>
<td>10.7% (61 of 572 students)</td>
<td>14.6% (1,056 of 7,210 students)</td>
</tr>
</tbody>
</table>

4. Both youth facing homelessness and those from low-income households are overrepresented among Registered Apprenticeships.

5. Work needs to be done to recruit more students from Rural areas to Registered Apprenticeships.

6. There is too little data to report any enrollments among youth facing homelessness, those learning English, those from low-income households and those from rural high schools to report
any enrollments in Career Launch Non-RRA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

### Career Launch Enrollment, Under Age 30: Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>CL Enrolled</th>
<th>Apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Grounds Cleaning and M.</td>
<td>2.5% (20 of 805 students)</td>
<td>80.2% (646 of 805 students)</td>
</tr>
<tr>
<td>Construction and Extraction Occupations</td>
<td>7.3% (59 of 805 students)</td>
<td>100.0% (17 of 17 students)</td>
</tr>
<tr>
<td>Healthcare Support Occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair Occupations</td>
<td>7.1% (57 of 805 students)</td>
<td></td>
</tr>
<tr>
<td>Personal Care and Service Occupations</td>
<td>1.1% (9 of 805 students)</td>
<td></td>
</tr>
<tr>
<td>Production Occupations</td>
<td>0.9% (7 of 805 students)</td>
<td></td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>0.5% (4 of 805 students)</td>
<td></td>
</tr>
</tbody>
</table>

7. There are significant numbers of students enrolling in Installation Trades Career Launch Non-RRA programs in the region as well as Construction Trades Registered Apprenticeships in the region.

### Endorsed Programs

**Toyota T-Ten**

**Credential:** Associate in Applied Science  
**Education Partner:** Spokane Community College  
**Employer Partner:** Toyota American Corporation

The Toyota Technician Training and Education Network (T-Ten) is a partnership between Toyota corporate, regional community colleges and Toyota/Lexus dealerships that provide specialized training for career opportunities in many areas of the automotive industry.

T-TEN is an industry-leading program with a special focus on Toyota dealerships, placing thousands of factory certified technicians in challenging, rewarding, and well-paid positions throughout the country. Students learn to service and repair automobiles such as the Toyota, Scion and Lexus models as part of a state-of-the-art hands-on automotive diagnosis and repair program in both an educational classroom and dealership setting.

The program requires significant class/lab time and paid work-based learning. Students receive an Associate of Applied Science degree at completion of the program. With the Toyota T-Ten training, graduates will be prepared to take the ASE-certification exam and Toyota certification that leads to gainful employment in dealerships, independent garages, fleet shops, service stations and/or specialty shops throughout Washington and North Idaho.
Construction Trades

**Credential:** Associate in Applied Science

**Education Partner:** NEWTECH Skill Center

**Employer Partner:** Habitat for Humanity/AmeriCorps

NEWTECH Skill Center Construction Technology and Pre-Apprenticeship is a 2-year program that educates Trades students at the junior and senior level in high school. Five components create student interest in the trades and help students formulate a plan that will create a successful post-secondary path with the construction profession: industry skills, safety, employability skills, certifications, and registered apprenticeship placement/employment.

Students are in the classroom 5 hours per week and on the worksite with Habitat for Humanity Spokane for 7.5 hours per week. Students are enrolled in AmeriCorps and are paid for the work they perform on the jobsite.

Advanced Manufacturing Registered Apprenticeship

**Credential:** Industry Recognized Certification

**Employer Partner:** Collins Aerospace

AJAC’s Production Technician (Youth) and Automation Technician (Youth) Apprenticeships are 2,000-hour programs designed for high school juniors and seniors to develop career-ready skills in the aerospace and advanced manufacturing industries. These apprenticeship programs combine paid on-the-job training at an AJAC employer and college-level classroom instruction which can lead to a high school diploma, journey-level card, and short-term college certificate.

*These programs were expanded with Rounds 1 Intermediary Grant funding awarded to Spokane Workforce Council.*

Programs in Development

**Intermediary:** Washington State University - Spokane

**Biotechnology Career Launch**

The program will provide opportunity for students in Biomedical Science preparatory programs to engage with local Bioscience industries in meaningful ways that launch their careers. The intermediary will introduce the Biotechnician Assistant certification, develop articulation agreement for dual credit and post-secondary credits, and enhance biomedical science courses to align with Career Launch requirements.
Intermediary: Washington State University Medical School

Health Care Career Explore
Health Care Career Prep

This 3-year Career Explore program for middle school students in Stevens County targets the health sciences and healthcare delivery sectors and matches students with industry mentors.

Building on the Career Explore work, Health Care Career Prep will provide opportunities for students to engage in career connected learning at the next step of the continuum. WSU will create coursework to include mentoring, health career research, CPR certification, and a capstone project addressing healthcare access issues faced by residents of Stevens County.

**Instructional Allocation to Support Career Launch Enrollment Expansion**

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th># FTEs</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>Spokane</td>
<td>2</td>
<td>$16,000</td>
</tr>
<tr>
<td>Ironworker Apprenticeship</td>
<td>Spokane</td>
<td>4</td>
<td>$32,000</td>
</tr>
<tr>
<td>Insulator Apprenticeship</td>
<td>Spokane</td>
<td>4</td>
<td>$32,000</td>
</tr>
<tr>
<td>Sheet Metal Apprenticeship</td>
<td>Spokane</td>
<td>4</td>
<td>$32,000</td>
</tr>
</tbody>
</table>

**Equipment Grants to Support Career Launch Enrollment Expansion**

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>Spokane</td>
<td>$76,000</td>
</tr>
<tr>
<td>Insulator Apprenticeship</td>
<td>Spokane</td>
<td>$12,843</td>
</tr>
<tr>
<td>Toyota T-TEN</td>
<td>Spokane</td>
<td>$17,902</td>
</tr>
</tbody>
</table>
South Central Region (ESD 105)

Grant Funding

<table>
<thead>
<tr>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$635,575</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$1,160,575</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Regional Network

*Educational Service District 105/South Central Washington STEM*

Serving Grant, Kittitas, Klickitat, and Yakima counties

**Network Directors:** Mark Cheney ([mark.cheney@esd105.org](mailto:mark.cheney@esd105.org)) / Hugo Moreno ([hugo.moreno@esd105.org](mailto:hugo.moreno@esd105.org))

**ESD 105 Career Connected Learning Coordinator:** Shelly O’Neill ([shelly.oneill@esd105.org](mailto:shelly.oneill@esd105.org))

Regional Enrollment Outcomes

**Overall**

<table>
<thead>
<tr>
<th>Apprenticeship 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>200</td>
</tr>
<tr>
<td>300</td>
</tr>
<tr>
<td>294</td>
</tr>
</tbody>
</table>

1. Overall, no students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 294 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

<table>
<thead>
<tr>
<th></th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6.2% (49 of 788 students)</td>
<td>46.6% (65 of 139 students)</td>
<td>48.4% (3,005 of 6,204 students)</td>
</tr>
<tr>
<td>Male</td>
<td>93.8% (730 of 788 students)</td>
<td>53.2% (74 of 139 students)</td>
<td>51.5% (3,193 of 6,204 students)</td>
</tr>
</tbody>
</table>

2. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region.
3. Work needs to be done to recruit more Latinx and Indigenous students to Registered Apprenticeships.

4. Youth facing homelessness are overrepresented in enrollment in Registered Apprenticeships in the region.

5. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.
6. There are significant numbers of students enrolled in Construction and Installation Trades Registered Apprenticeships in the region.

Endorsed Programs

Data Analyst
Credential: Bachelor of Science
Education Partner: Washington State University
Employer Partners: Unify Consulting, Washington State Hospital Association, Workforce Snohomish

This data analyst program, developed in partnership with employers including Tableau, F5, and Avista, and the Data Analytics program at Washington State University, provides students with the skills needed to succeed as a Data Analyst, and provides employers with qualified applicants to fill high-demand roles.

Program length: 120 semester credit hours, generally completed in 4 years with a full-time course load, culminating with a BS in Data Analytics from WSU. Students will complete at least 320 paid worksite hours after completing 90 semester credits (i.e., 3 years of full-time study) during a full-time paid summer internship between their 3rd and 4th year of study.

Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Quantalogica, LLC.

Advanced Manufacturing Registered Apprenticeship
Credential: Industry Recognized Certification
Employer Partners: Collins Aerospace Yakima Chief Hops, Washington Fruit & Produce Company, Sonoco, Macro Plastics, Magic Metals, Rankin Equipment, Washington Beef, Darigold, Tree Top

AJAC’s Production Technician (Youth) and Automation Technician (Youth) Apprenticeships are 2,000-hour programs designed for high school juniors and seniors to develop career-ready skills in the aerospace and advanced manufacturing industries. These programs combine paid on-the-job training and college-level classroom instruction which can lead to a high school diploma, journey-level card, and short-term college certificate.

These programs were expanded with Rounds 1 Intermediary Grant funding awarded to South Central Workforce Development Council.
Information Technology

**Credential:** Industry Recognized Certificates

**Education Partners:** Yakima Valley Technical Skills Center, West Valley Schools, Yakima Valley College

**Employer Partners:** West Valley School District IT, Yakima County Technology Services, Yakima Valley Memorial Hospital, Matson Fruit, ESD 105 IT, City of Yakima IT Services

Career Launch program has two major components: classroom instruction and paid work-based learning with an industry mentor. The 15-month program is open to high school juniors and seniors, providing:

- 1 year 540-hour curriculum (in high school);
- 15 dual CTE college credits;
- COMPTIA A+ and ITF+ industry certifications (exams administered by COMPTIA);
- 320-400 hours of paid work-based learning (internship) following graduation

The classroom instruction is designed to be delivered as a 3-hour block per day (15 hours/week) for two 90-day semesters for a total of 540 hours in a skills center or a comprehensive high school. The program will be offered in West Valley High school (WVHS) and Yakima Valley Technical Skills Center (YV-TECH) starting fall 2021. There are 17 school districts that are served by YV-TECH in the Yakima valley.

*This program was developed with Round 4 Intermediary Grant funding awarded to Computing for All.*

General Service Technician Registered Apprenticeship

Master Service Technician Registered Apprenticeship

Automotive Service Advisor Registered Apprenticeship

**Credential:** Industry Recognized Certification

**Intermediary:** Independent Technicians Automotive Committee (iTAC)

**Employer Partner:** Independent automotive repair shops

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor was developed and received provisional approval. These registered apprenticeship programs include a minimum of 2000 hours of paid on-the-job training and aligned classroom instruction.

*These programs were expanded/developed with Rounds 1 and 3 Intermediary Grant funding awarded to iTAC.*

Programs in Development

**Intermediary:** Aerospace Joint Apprenticeship Committee (AJAC)

**Supply Chain & Logistics Registered Apprenticeship** New program

AJAC will develop one new statewide registered apprenticeship program focused on supply chain and logistics-related occupations. The program will include a minimum of 2,000 hours of paid on the job training to meet State’s requirement for registered apprenticeships.
Southwest Region (ESD 112)

Grant Funding

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$224,000</td>
<td>$1,093,877</td>
<td>$2388,397</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$2,231,274</td>
<td>11.6%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Regional Network

Educational Service District 112/Career Connect Southwest
Serving Clark, Cowlitz, Klickitat, Pacific, Skamania, and Wahkiakum counties

Network Director: Vickei Hrdina (vickei.hrdina@esd112.org)
ESD 112 Career Connected Learning Coordinator: Scott Culbertson (scott.culbertson@esd112.org)

Regional Enrollment Outcomes

Overall

1. Overall, 495 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 568 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

<table>
<thead>
<tr>
<th></th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>15.2% (75 of 495 students)</td>
<td>47.8% (4,044 of 8,452 students)</td>
</tr>
<tr>
<td>Male</td>
<td>80.2% (397 of 495 students)</td>
<td>90.8% (516 of 568 students)</td>
</tr>
</tbody>
</table>
2. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region with enrollment rates lower than the statewide average for female-identifying students.

### Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Race

<table>
<thead>
<tr>
<th></th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.4% (2 of 495 students)</td>
<td>1.2% (7 of 568 students)</td>
<td>0.7% (62 of 8,452 students)</td>
</tr>
<tr>
<td>Asian</td>
<td>6.1% (30 of 495 students)</td>
<td>0.5% (3 of 568 students)</td>
<td>4.1% (343 of 8,452 students)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.2% (11 of 495 students)</td>
<td>1.1% (6 of 568 students)</td>
<td>2.0% (170 of 8,452 students)</td>
</tr>
<tr>
<td>Hispanic/Latino of any race(s)</td>
<td>5.3% (26 of 495 students)</td>
<td>6.0% (34 of 568 students)</td>
<td>17.8% (1,507 of 8,452 students)</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.4% (2 of 495 students)</td>
<td>0.5% (3 of 568 students)</td>
<td>1.2% (101 of 8,452 students)</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.5% (57 of 495 students)</td>
<td>2.5% (14 of 568 students)</td>
<td>6.6% (555 of 8,452 students)</td>
</tr>
<tr>
<td>White</td>
<td>67.1% (322 of 495 students)</td>
<td>86.6% (492 of 568 students)</td>
<td>67.6% (5,714 of 8,452 students)</td>
</tr>
</tbody>
</table>

3. Work needs to be done to recruit more Latinx to both Apprenticeships and Career Launch programs as well as specifically attracting Asian and Multiracial students to Apprenticeships.

### Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Student Characteristics

<table>
<thead>
<tr>
<th></th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>0.2% (1 of 495 students)</td>
<td>5.3% (451 of 8,452 students)</td>
<td>5.3% (3,233 of 8,452 students)</td>
</tr>
<tr>
<td>Homeless</td>
<td>4.1% (16 of 392 students)</td>
<td>2.9% (249 of 8,452 students)</td>
<td>15.6% (3,233 of 8,452 students)</td>
</tr>
<tr>
<td>Low-Income</td>
<td>4.6% (18 of 392 students)</td>
<td>38.1% (3,233 of 8,452 students)</td>
<td>38.1% (3,233 of 8,452 students)</td>
</tr>
<tr>
<td>Rural</td>
<td>4.8% (24 of 495 students)</td>
<td>6.9% (27 of 392 students)</td>
<td>15.0% (1,267 of 8,452 students)</td>
</tr>
</tbody>
</table>

4. Both youth facing homelessness and those from low-income households are overrepresented in Registered Apprenticeships.
5. Students with disabilities are underrepresented in Career Launch non-RA and Registered Apprenticeship programs.
6. There is too little data to report any enrollments among youth facing homelessness, those learning English, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

Career Launch Enrollment, Under Age 30: Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Apprentices</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Engineering Occupants</td>
<td>94.3% (467 of 495 students)</td>
<td>12.9% (73 of 568 students)</td>
</tr>
<tr>
<td>Building and Grounds Cleaning and M.</td>
<td>65.5% (372 of 568 students)</td>
<td>0.2% (1 of 568 students)</td>
</tr>
<tr>
<td>Construction and Extraction Occupants</td>
<td>0.2% (1 of 568 students)</td>
<td>0.2% (1 of 568 students)</td>
</tr>
<tr>
<td>Food Preparation, Maintenance, and Repair Occupations</td>
<td>0.5% (3 of 568 students)</td>
<td>5.7% (28 of 495 students)</td>
</tr>
<tr>
<td>Personal Care and Service Occupations</td>
<td>0.2% (1 of 568 students)</td>
<td>0.2% (3 of 568 students)</td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>6.3% (36 of 568 students)</td>
<td>0.2% (1 of 568 students)</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>13.6% (77 of 568 students)</td>
<td>0.2% (1 of 568 students)</td>
</tr>
</tbody>
</table>

7. There are significant numbers of students enrolled in Architecture and Engineering Career Launch Non-RA programs in the region as well as Construction and Installation Trades Registered Apprenticeships in the region.

Endorsed Programs

Semiconductor and Electronics Manufacturing (Mechatronics Technology)
**Credential:** Associate in Applied Science
**Education Partner:** Clark College
**Employer Partners:** SEH America

Mechatronics Technology is a growing career field that integrates mechanical and electronic components managed by control systems. Mechatronics technicians troubleshoot, maintain, and repair mechanical equipment controlled by electrical, electronic and computer systems. Clark College's Mechatronics Technology (MTX) classes emphasize current concepts and technology by providing practical, hands-on experiences with industry standard equipment.

Toyota T-Ten
**Credential:** Associate in Applied Science
**Education Partner:** Clark College
**Employer Partner:** Toyota America Corporation
T-TEN is an industry leading automotive technician training program helping to develop and place thousands of factory certified technicians in challenging, rewarding, and well-paid positions in dealerships across the country. T-TEN students receive instruction from factory-trained instructors and guidance from dealership mentor technicians.

Participants are employees of Toyota or Lexus Dealerships and students at Clark College in the Automotive Program at the same time. Students split time between on-campus training and working alongside automotive technicians at the dealership. The program includes 1,440 hours of technical instruction on-campus, 150 hours of non-technical instruction on-campus, 400 hours of managed internship at worksite, and 1,440 hours of non-managed internship at worksite.

Hannah initiative for Technician Education (HiTECC)

Credential: Associate in Applied Science
Education Partner: Clark College
Employer Partners: Dick Hannah Dealerships

The Hannah initiative for Technician Education with Clark College, or HiTECC automotive program, prepares students for maintenance and repair employment opportunities in automotive dealerships. This program provides a broad overview of technology used in modern vehicles. This partnership between Clark College and Dick Hannah Dealerships provides students a cooperative work experience at a dealership while attending school. The two-year program leads to an associate’s degree and employment throughout the program and upon graduation.

Participants are employees of Dick Hannah Dealerships and students at Clark College in the Automotive Program at the same time. Students split time between on-campus training and working alongside automotive technicians at the dealerships. The program includes 1,440 hours of technical instruction on-campus, 150 hours of non-technical instruction on-campus, 400 hours of managed internship at worksite, and 1,440 hours of non-managed internship at worksite.

Baking and Pastry Arts Technician

Credential: Associate in Applied Science
Education Partner: Clark College
Employer Partners: Eurobake

The Professional Bakery & Pastry Arts program provides instruction on the science of baking and then applies that theoretical knowledge in a hands-on production environment. Students learn all aspects of artisan breads, laminated doughs, cakes, tortes, French pastries, as well as merchandising. Students also develop workplace skills such as teamwork, food costing, customer service, efficiency, speed and accuracy, equipment and food safety, and production scheduling.

The partnership between Clark College and Eurobake provides students a cooperative work experience with a pastry and dessert manufacturer – distributing to grocery stores, specialty shops, and European markets in 10 states – while attending school. The two-year program leads to an associate’s degree and employment throughout the program and upon graduation. Participants are employees of Eurobake and students at Clark College in the Professional Bakery & Pastry Arts Program at the same time.
Cuisine Technician

**Credential:** Associate in Applied Science  
**Education Partner:** Clark College  
**Employer Partners:** Beaches Restaurant and Bar

This program prepares students for a wide variety of employment opportunities in the food service and hospitality industries. Some of these employment sites include restaurants, resorts, assisted living communities and hospital environments. This program is designed to provide a solid foundation of necessary skills and practices for entry level employment. The curriculum is delivered in a competency-based format with a focus on skill development, production, and customer service. The curriculum also includes instruction on healthy cooking options, special dietary needs, international cuisine, food cost management, industry trends and sustainable production. Students gain valuable experience by participating in two distinct retail operations within the program.

Early Childhood Educator

**Credential:** Associate in Applied Science/Certificates  
**Education Partner:** Clark College  
**Employer Partners:** Child and Family Studies

Clark College students have a variety of options for seeking a concentration in Early Childhood Education studies. Certificates of achievement, a Certificate of Proficiency, an Associate in Applied Science Degree, and transfer options are available for students looking to continue to a four-year institution. The partnership between Clark College and Child and Family Studies (CFS) provides students a cooperative work experience with CFS while attending school. The two-year program leads to an associate’s degree and employment throughout the program. Participants are employees of CFS and students at Clark College in the Early Childhood Education Program at the same time.

Cybersecurity Technician

**Credential:** Bachelor of Applied Science  
**Education Partner:** Clark College  
**Employer Partners:** PeaceHealth

The Cybersecurity Bachelor of Applied Science (C-BAS) prepares graduates for a high-demand field using the latest technology and hands-on learning. Students learn how to secure network infrastructure, acquire skills needed to earn industry certifications, explore emerging industries (e.g., artificial intelligence, programmable sensors, big data analytics), and develop critical thinking and effective workplace communication skills. The program curriculum meets guidelines of National Initiative for Cybersecurity Education.
Network Technology Technician  
**Credential:** Bachelor of Applied Science  
**Education Partner:** Clark College  
**Employer Partners:** Online Support  

Clark's Network Technology program prepares students to work with these evolving technologies by providing extensive hands-on, real-world learning. Students in Clark's program learn to plan, design, implement, maintain, and troubleshoot small-to-large scale computer networks. The partnership between Clark College and Online Support provides students a cooperative work experience with the Online Support while attending school. The two-year program leads to an associate's degree and employment throughout the program. Participants are employees of Online Support and students at Clark College in the Network Technology Program at the same time.

Welding Technician  
**Credential:** Associate in Applied Science  
**Education Partner:** Clark College  
**Employer Partners:** Madden Fabrication  

Welding Technology combines the technical knowledge and artistry of joining metals. With updated equipment found in real-world shops, students will learn to read blueprints, analyze parts, and carry out proper fitting, welding, and inspection using a variety of materials such as steel, stainless steel, aluminum, and titanium. Coursework pairs welding with fabrication skills, processes, and techniques for students to be competitive in the workplace.

The partnership between Clark College and Madden Fabrication provides students with experience working with carbon steel, stainless steel, aluminum, nickel alloys, as well as some exotic metals. This includes structural steel fabrication, pipe spool manufacturing, storage tank, and pressure vessel fabrication and repair.

The two-year program leads to an associate’s degree and employment throughout the program and upon graduation. Participants are employees of Madden Fabrication and students at Clark College in the Welding Program at the same time.

Pre-Engineering  
**Credential:** Associate of Science Transfer Degree  
**Education Partner:** Clark College, Washington State University - Vancouver  
**Employer Partners:** SEH America  

The program provides the foundation for a four-year Bachelor of Science engineering degree program with a focus in mathematics, chemistry, physics, and engineering. Students can pursue Major Ready Pathway (MRP’s) associate degrees in:

- Bioengineering and Chemical Engineering;
- Computer and Electrical Engineering;
• Mechanical, Civil, and Aeronautical Engineering; and
• Computer Science and Engineering

Students spend 20-29 hours on the worksite. Hours vary to accommodate course load.

Surveying Technician
Credential: Associate of Applied Science
Education Partner: Clark College
Employer Partners: MacKay Sposito

Surveying and Geomatics involves the accurate assessment, measuring, and plotting of land and water boundaries for development projects that include buildings, roads, and bridges. Clark’s program uses state-of-the-art land surveying equipment and techniques to prepare students for entry-level work in government and private sector roles.

Clark’s program provides opportunities for students to learn on equipment used in real-world situations. Classes meet in the evenings and weekends, and Clark offers an Associate in Applied Science degree that provides training in survey techniques and methods.

Data Analyst
Credential: Bachelor of Science
Education Partner: Washington State University
Employer Partners: Unify Consulting, Washington State Hospital Association, Workforce Snohomish

This data analyst program, developed in partnership with employers including Tableau, F5, and Avista, and the Data Analytics program at Washington State University, provides students with the skills needed to succeed as a Data Analyst, and provides employers with qualified applicants to fill high-demand roles.

Program length is 120 semester credit hours, generally completed in 4 years with a full-time course load. Program culminates with a Bachelor of Science in Data Analytics from Washington State University (WSU). Students will complete at least 320 paid worksite hours after completing 90 semester credit hours (i.e., 3 years of full-time study). The majority of students will complete their worksite training during a full-time, 8-10 week paid, summer internship between their 3rd and 4th year of study.

Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Quantalogica, LLC.
Programs in Development

Intermediary: Washington State Building and Construction Trades Council

**Construction Career Explore**  
New program

The program will deliver the foundation necessary to advance and enhance pathways into Registered Apprenticeship programs in construction trades. Its apprenticeship awareness campaign will utilize common messaging about apprenticeship pathways for youth and design targeted informational materials for youth, parents, and high school counselors and CTE directors. WSBCTC will develop and test several Career Exploration strategies and plans to enhance existing or design new Career Preparation programs in construction trades directly connected to state Registered Apprenticeship programs.

**Instructional Allocation to Support Career Launch Enrollment Expansion**

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th># FTEs</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semiconductors &amp; Electronics</td>
<td>Clark</td>
<td>18</td>
<td>$144,000</td>
</tr>
<tr>
<td>Automotive – HiTEC</td>
<td>Clark</td>
<td>5</td>
<td>$40,000</td>
</tr>
<tr>
<td>Automotive – T-Ten</td>
<td>Clark</td>
<td>5</td>
<td>$40,000</td>
</tr>
</tbody>
</table>

**Equipment Grants to Support Career Launch Enrollment Expansion**

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semiconductors &amp; Electronics</td>
<td>Clark</td>
<td>$603,397</td>
</tr>
</tbody>
</table>
Capital Region (ESD 113)

Grant Funding

<table>
<thead>
<tr>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$158,325</td>
<td>$297,813</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$981,138</td>
<td>5.1%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Regional Network

Capital Region ESD 113/Capital Region STEM
Serving Grays Harbor, Lewis, Mason, Pacific, and Thurston Counties

Network Director: Lorie Thompson (lthompson@esd113.org)

ESD 113 Career Connected Learning Coordinator: Pat Lange (plange@esd113.org)

Regional Enrollment Outcomes

Overall

| Apprenticeship 2020-21 | CL non-RA 2020-21 | 854 | 58 |

1. Overall, 58 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 854 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics:

Gender

<table>
<thead>
<tr>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region, though less so in Career Launch Non-RA programs.
3. There is good representation for some racial groups; however, work needs to be done to recruit more Latinx students to Career Launch programs and Apprenticeships.

4. Youth facing homelessness and those from low-income households are overrepresented among Registered Apprenticeships.

5. Students with disabilities are underrepresented in both Career Launch non-RA and Registered Apprenticeship programs.

6. There is too little data to report any enrollments among students learning English, youth facing homelessness, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.
7. There are significant numbers of students enrolled in Healthcare Support and Installation, Maintenance, and Repair Career Launch Non-RA programs in the region as well as Construction and Installation Trades Registered Apprenticeships in the region.

Endorsed Programs

Business Office Technology-Administrative Assistant
Business Office Technology-Medical Office Assistant

**Credential:** Associate in Applied Science

**Education Partner:** Centralia College

**Employer Partners:** Valley View Health Center, Port of Chehalis, Centralia College

The Business Technology Program at Centralia College provides a broad business background and specialized training in office skills to prepare students for jobs as administrative assistants. Students will be prepared for entry-level employment as office assistants, receptionists, and transcriptionists in general offices, schools, government agencies or in medical and legal offices.

Centralia College’s Associate in Applied Science Degree (AAS) with an emphasis in Administrative Assistant is a two-year program resulting in 96 credits. Students achieving the AAS degree will accumulate 814 hours of lecture, 374 hours of lab, and 150 hours at a worksite. In total, students will gain 1,338 hours of comprehensive classroom and work-site time combined.

During the second year of the program, students can choose to pursue pathway options of Administrative Office Assistant or Medical Administrative Assistant.

Students wishing to advance to the Bachelor of Applied Science in Applied Management (BASM) degree may substitute general education courses to fulfill the BASM admission and prerequisite requirements.
Diesel Technology

**Credentials:** Associate in Applied Science, Bachelor of Applied Science

**Education Partner:** Centralia College

**Employer Partners:** Penske, LeMay Enterprises, Peterson Caterpillar, RMT Equipment

Centralia College’s Diesel Equipment Technology Associate in Applied Science Degree (AAS) is a two-year program resulting in 105 credits. Students achieving the AAS degree will accumulate 506 hours of lecture, 1,188 hours of lab, and 210 hours at a worksite. In total, students will gain 1,904 hours of comprehensive classroom and worksite time combined.

Centralia College’s Bachelor of Applied Science Degree in Diesel Technology (BAS) is a two-year program succeeding the two-year AAS Degree in Diesel Equipment Technology. The BAS degree is completed during the third and fourth years and requires an additional 96 credits. Students obtaining this BAS degree will accumulate 451 hours of lecture, 660 hours of lab, 20 credit hours of electives, and 150 hours at a worksite. In total, students will gain 1,261 hours of overall classroom and worksite time combined.

Centralia College’s Bachelor of Applied Science Degree in Diesel Technology is one of only four diesel technology bachelor’s degree offerings in the United States.

General Service Technician Registered Apprenticeship

Master Service Technician Registered Apprenticeship

Automotive Service Advisor Registered Apprenticeship

**Credential:** Industry Recognized Certification

**Intermediary:** Independent Technicians Automotive Committee (iTAC)

**Employer Partner:** Independent automotive repair shops

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor was developed and received provisional approval. Depending on the occupation, these programs include 2000 – 5000 hours of paid on-the-job training.

*These programs were expanded/developed with Rounds 1 and 3 Intermediary Grant funding awarded to iTAC.*

Programs in Development

**Intermediary:** Thurston County Chamber Foundation

**Advanced Manufacturing Career Prep**

**Construction Career Prep**

New programs

The two-year Advanced Manufacturing Career Prep program includes a paid summer internship and up to 1,800 hours of classroom instruction aligned with Washington State standards. The program will
provide Thurston County high school students with the knowledge, skills, and abilities to pursue rewarding manufacturing careers with excellent wages and benefits.

The Construction Technology Program is customized to meet the need of the region’s construction technology businesses. The program will include a robust outreach campaign to students with an enhanced Business2Youth Connect toolkit for counselors, teachers, parents, partners, and businesses that will include construction technology.

Intermediary: Independent Automotive Technicians Apprenticeship Committee (iTAC)

Recreational Vehicle Technician Registered Apprenticeship  New program

iTAC will develop a Recreational Vehicle Serve Technician Apprenticeship for L&I and WSATC approval. The program will include a minimum of 2,000 hours of paid on-the-job training.

<table>
<thead>
<tr>
<th>Equipment Grants to Support Career Launch Enrollment Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Launch Program</td>
</tr>
<tr>
<td>Computer Systems Networking &amp; Telecommunications</td>
</tr>
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Olympic Region (ESD 114)

Grant Funding

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<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
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<th>% of Funding</th>
<th>% of Secondary Students</th>
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</table>

Regional Network

**West Sound STEM Network**

Serving Clallam, Jefferson, Kitsap, and Mason counties

**Network Director:** Kareen Borders (borders@skschools.org)

**Career Connected Learning Coordinator:** Kimberly Hetrick (khetrick@oesd114.org)

Regional Enrollment Outcomes

**Overall**

- Overall, no students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 366 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

1. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region.
3. There is strong representation for Native Hawaiian/Pacific Islander and American Indian/Alaskan Native students for enrollment in Registered Apprenticeships.

4. There is a need to recruit more Latinx and Asian students to enroll in Registered Apprenticeships.

5. Both youth facing homelessness and those from low-income households are overrepresented in Registered Apprenticeships.

6. Work is needed to recruit more students with disabilities, those learning English, and from rural areas to enroll in Registered Apprenticeships. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.
7. There are significant numbers of students enrolled in Construction and Installation Trades Registered Apprenticeships in the region.

Programs in Development

Intermediary: Olympic Educational Service District (OESD)

Maritime Trades Career Launch

New program

OESD, in partnership with Cape Flattery School District, Makah Nation, Peninsula College, and US Coast Guard, will develop a year-long maritime curriculum aligned with Washington State Common Core Standards. The program will provide opportunities for Neah Bay High School students to earn post-secondary credit via articulation agreement with Peninsula College, and develop skills for careers in water transportation, fisheries management, ship and boat operation, and shipbuilding and maintenance.

Intermediary: Northwest Maritime Center

Maritime Trades Career Launch

New program

The Northwest Maritime Center (NWMC), the Port Townsend Public School District, and regional industry partners will create a new Career Launch program for the Port Townsend Maritime Academy (PTMA). The PTMA is an accredited maritime Career and Technical (CTE) skills center that provides students with a one- to two-year underway vessel operations curriculum taught by professional mariners. Partners will develop a year-long Maritime Trades and Manufacturing curriculum, develop a Basic Safety Training curriculum, providing students with the opportunity to earn an essential Coast Guard credential, develop articulation agreements with Skagit Valley Community College, and establish 20 Career Launch slots including worksite instruction for academic credit and paid meaningful work in compliance with youth employment regulations.
Intermediary: Seattle Goodwill Industries
Manufacturing and Healthcare Career Explore New program
The program will support high school students living in Kitsap County as they learn about and gain access to two career pathways: advanced manufacturing and healthcare. Youth STEM Program (YSP) will provide individualized support for Kitsap youth living with barriers to transition to education and employment. Activities will include job fairs, guest speakers, job shadows, job-site tours, paid work experience, virtual job shadowing, and college coursework.

Intermediary: Washington State University
Biotechnology Career Launch New program
The program will provide opportunities for students in Biomedical Science preparatory programs to engage with local Bioscience industries. To meet Career Launch standard, the program will include paid work experience and postsecondary credit with Olympic and Shoreline Colleges, as well as with University of Washington - Bothell.
Puget Sound Region (ESD 121)

Grant Funding

<table>
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<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
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</table>

Regional Network

**Washington Alliance for Better Schools** (in partnership with College Success Foundation)

Serving King and Pierce Counties

**Network Director:** John Bonner (john@wabsalliance.org)

**Puget Sound ESD Career Connected Learning Coordinator:** Walter Jackson (wjackson@psesd.org)

Regional Enrollment Outcomes

**Overall**

1. Overall, 287 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 5,090 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.
2. There is strong representation for nearly all racial groups for enrollment in either one or both types of Career Launch programs; exceptions include needing to recruit more Asian students to enroll in Registered Apprenticeships and more Latinx and Native Hawaiian/Pacific Islander students to enroll in Career Launch Non-RA.

3. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region with enrollment rates lower than the statewide average for female-identifying students.
4. Students learning English and students with disabilities are fairly well represented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region, and both youth facing homelessness and those from low-income households are overrepresented among RAs.

5. There is too little data to report any enrollments among youth facing homelessness, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

6. There are significant numbers of students enrolled in Computer and Math, Production and Installation, Maintenance, and Repair Career Launch Non-RA programs in the region as well as Construction and Installation Trades Registered Apprenticeships in the region.
Endorsed Programs

Advanced Manufacturing Academy

**Credential:** Industry-Recognized Certifications  
**Education Partners:** Renton Technical College, Bates Technical College  
**Employer Partners:** Creative Casting, CAB Incorporated, Berry Global

The Aerospace Joint Apprenticeship Committee’s (AJAC) Advanced Manufacturing Academy (AMA), is a six-month advanced manufacturing training program designed specifically for out-of-school and opportunity youth between the ages of 16 and 29. AMA combines industry recognized credentials from AJAC’s Manufacturing Academy (MA), a 32-credit pre-apprenticeship training program, with a structured work-based learning experience aimed at transitioning young adults into entry-level advanced manufacturing occupations and apprenticeship pathways.

*This program was enhanced to meet Career Launch standard with Round 4 Intermediary Grant funding awarded to AJAC.*

Heating and Air Conditioning Refrigeration (HVAC/R) Technician

**Credential:** Associate in Applied Science  
**Education Partner:** Clover Park Technical College  
**Employer Partner:** Washington State Association of United Association of Plumbing and Pipefitting of the United States and Canada

Clover Park Technical College (CPTC) Heating and Air Conditioning/Refrigeration Service Technician (HVAC/R) degree has a long-standing partnership with the Washington State Association of United Association of Plumbing & Pipefitting of the U.S. and Canada for the work-based learning requirement of the program.

Students in CPTC’s program prepare for entry-level positions as service technicians, building maintenance technicians, equipment assemblers, and residential and light commercial installers. They get hands-on, work-based training through realistic activities on and off-campus.

Full Stack Developer

**Credential:** Industry-recognized certificate  
**Education Partners:** Edmonds School District/Edmonds College, Seattle Public Schools/North Seattle College  
**Employer Partner:** T-Mobile

This Full Stack Developer Certificate prepares students for a career in full stack software development. The required coursework successfully develops students' skills teaching them introductory web programming, client-side scripting, structured and object-oriented programming, and database programming and design. This certificate requires successful completion of a minimum of 59 credits utilizing Running Start as the low or no cost beginning to the program. The program is specifically designed for, and supported by, T-Mobile and will include two six-week summer paid internships.
The program is designed as follows: Paid internship one occurs right after the junior year of high school. The certificate program starts as Running Start during the senior year. Paid internship two occurs the summer after senior-year. The certificate program is completed within an additional one to three quarters after the second paid internship. In total, the program will be approximately 1,365 hours, 480 hours of internship time and about 885 hours of contact time at the college. 

_This program was developed with Round 1 Intermediary Grant funding awarded to Washington Alliance for Better Schools._

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**Diesel and Heavy Technician**

**Credential:** Associate in Applied Science  
**Education Partner:** Lake Washington Institute of Technology  
**Employer Partners:** City of Seattle, N.C. Machinery, Mack Trucks, Pape’ Machinery

Diesel and Heavy Equipment Technician Associate in Applied Science degree students learn how to diagnose problems and perform repairs on various vehicle components including engines, fuel, cooling, electrical, electronic, hydraulic, brake, suspension, undercarriage, power-shift and drive-train systems in the trucking and heavy equipment industry. Students will spend their first term training in a transportation core curriculum. The laboratory area simulates an industry environment. Students who have met the course objectives can increase their knowledge in a cooperative work experience to further develop their skills on the job.

The classes are offered on a five-quarter rotation with 250 hours of lecture/lab combinations in each quarter. The Cooperative Work Experience portion can be taken in the fourth quarter or divided in quarters four through six. Industry partners include the City of Seattle, N.C. machinery, Mack Trucks, and Pape’ Machinery.

Students completing this program are eligible to continue their studies in the Career Launch endorsed Bachelor of Applied Science-Diesel Technology program at Centralia College.

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**Medical Assisting Registered Apprenticeship**  
**Central Sterile Processing Registered Apprenticeship**  
**Pharmacy Technician Registered Apprenticeship**  

**Credential:** Industry Recognized Certification  
**Education Partners:** Seattle Colleges, Clover Park Technical College  
**Employers:** Kaiser Permanente, UW Medicine, MultiCare, Swedish

The Training Fund expanded Medical Assisting Registered Apprenticeship (RA) programs and created Registered Apprenticeships in new occupations: Central Sterile Processing Technicians and Pharmacy Technicians.

_These programs were expanded/developed with Round 1 Intermediary Grant funding awarded to SEIU 1199NW / Training Fund._
Ford ASSET

**Credential:** Associate in Applied Science  
**Education Partner:** Renton Technical College  
**Employer Partners:** Puget Sound Area Ford, Lincoln-Mercury Dealerships

Ford ASSET is a joint effort of Ford Motor Company, Renton Technical College, and a sponsoring Ford or Lincoln dealership. This is a pre-employment training program where a prospective student is hired (sponsored) by a Ford or Lincoln dealership before enrollment is allowed into the training program, so 100% of students achieve employment upon entry into the program.

Technical training on Ford automotive products is provided in all Automotive Service Excellence (ASE) repair areas plus specific Ford Motor Company Service Technician Specialty Training certification courses. Also, factory automotive repair certification credentials are achieved that cover the latest development of Ford/Lincoln automotive technology including: engines, fuel management, electronics, transmission/transaxles, brake systems, air conditioning, hybrid and diesel diagnosis and repair.

The Ford ASSET program alternates 8 week/30 hours per week classroom/lab training with 8 weeks/minimum 30 hours per week dealership training over the two-year training cycle. Students are teamed with a mentor in the dealership workplace during the cooperative learning session and students and mentors are assigned task sheets related to recent classroom/lab.

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Toyota T-Ten

**Credential:** Associate in Applied Science  
**Education Partner:** Shoreline Community College  
**Employer Partner:** Toyota America Corporation

Working in partnership with Toyota dealerships, Shoreline’s program offers students in-class training and instruction paired with on-site, paid work at Toyota and Lexus dealerships. The Program has a robust Advisory Board that consists of several dealerships, which ensures that course work directly aligns with real-world job needs.

The Shoreline Community College Toyota T-TEN program is a two-year Associate of Applied Science degree with a cohort model. Students begin the Technician Training and Education Network (T-TEN) program during fall quarter in the classroom. After successful completion of the fall quarter, the students complete an 11-week work-based learning at their participating dealer during Winter quarter. They will then return to the college for Spring quarter. This alternating pedagogy from the college to dealer will continue throughout the two-year program.

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General Motors Automotive Services Educational Program (GMASEP)

**Credential:** Associate in Applied Arts and Science  
**Education Partner:** Shoreline Community College  
**Employer Partners:** Puget Sound Area General Motors and Chevrolet Dealerships
Working in partnership with GM dealerships, Shoreline’s program offers students in-class training and instruction paired with on-site, paid work with GM dealerships. The Program has a robust Advisory Board that consists of several GM dealerships, which ensures that course work directly aligns with real-world job needs.

GMASEP students enrolled in the program are required to complete 24 hours of weekly classroom/lab time, 4 to 6 hours of weekly homework and 24 hours of automotive dealership applied work-based learning.

Cloud Computing

**Credential:** Associate in Applied Arts and Science  
**Education Partner:** Bellevue College, Bates Technical College, Renton Technical College, Cascadia College, Whatcom Community College, Skagit Valley College, Columbia Basin College  
**Employer Partners:** Washington Technology Solutions (WaTech), King County Department of Information Technology, Pacific Northwest National Laboratory

The Cloud Computing Career Launch program creates pathways at multiple Washington State employers for students to earn a 2-year credential to prepare them for entry-level roles in Cloud Computing including as Cloud Support Associates, Information Security Specialists, and Data Security Administrators. The program includes 90-105 credit hours, and 200-320 of worksite time. Students have two options for worksite training: full-time during summer between 1st and 2nd year (40 hr./week for a minimum of 8 weeks) or part-time during the school year (10-15 hours per week for two quarters)

*Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Computing for All.*

General Service Technician Registered Apprenticeship  
Master Service Technician Registered Apprenticeship  
Automotive Service Advisor Registered Apprenticeship  

**Credential:** Industry Recognized Certification  
**Employer Partner:** Independent automotive repair shops

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor was developed and received provisional approval. Depending on the occupation, registered apprenticeship programs include a minimum of 2000 hours of paid on-the-job training and aligned classroom instruction.

*These programs were expanded/developed with Rounds 1 and 3 Intermediary Grant funding awarded to iTAC.*
Next Move Nursing Career Launch

**Credential:** Industry Recognized Certificate – CNA

**Education Partner:** Tacoma Public Schools

**Employer Partners:** Trouves at St. Ann, MultiCare Tacoma General

The Next Move Nursing Career Launch Program provides students interested in pursuing a nursing career with meaningful classroom learning, career exploration and preparation, paid on-the-job training, a career mentor, and an employable certification. After completing Intro to Internship, and one semester of an internship within the medical field, students are invited to participate in a summer NA-C program facilitated by our partner, The Health Care Apprenticeship Consortium (HCAC). Recently certified through the Washington State Nursing Care Quality Assurance Commission, this 130-hour training program provides students with a combination of real-time online classroom learning, online clinical skills labs, small group in-person clinical skills practice, and a clinical experience in the health care setting. After successfully passing the Washington Nursing Assistant Exam, students will participate in a 90-hour paid internship in a healthcare setting where they hone their skills, learn to work as part of a care team, and prepare to enter the workforce as an NA-C. Throughout their Internship and NA-C clinical experiences, career mentors support students and provide feedback and guidance. Students can earn college credit for both internship experiences and the NA-C coursework.

*This program was developed with Round 2 Intermediary Grant funding awarded to Elements of Education Partners.*

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Ambulatory Care Network Project Management
Home and Community Care Nursing Pathway
Clinical Engineer in Hospital Setting

**Credential:** College Certificate

**Education Partner:** Renton School Districts, Highline Public Schools, Renton Technical College

**Employer Partners:** Providence Healthcare

This Healthcare Career Launch program offers students three two-year pathways: 1) Ambulatory Project Manager; 2) Home and Community Care certified Nursing Assistant; and 3) Home Health Aide. These pathways include all prerequisites for a two-year nursing program and Clinical Engineer program.

Each pathway includes paid internships and classroom learning over a two-year period. Clinicals are considered classroom learning in this scenario since they have to be unpaid in Washington. Paid Internship will occur during the summer after junior year. The certificate/college learning will begin during senior year in the Running Start model. Students are ready to interview a year after graduation, with the exception of Certified Nursing Assistant and Home Health Aid certificate recipients who may start work at 18 years of age, while pursuing the nursing prerequisites.

*This program was developed with Round 3 Intermediary Grant funding awarded to Washington Alliance for Better Schools.*
Biotechnology

**Credential:** College Degree, College Certificate, Industry Recognized Certification

**Education Partner:** Shoreline Community College

**Employer Partners:** AGC Biologics, Fred Hutch, Malik Lab

Shoreline Community College’s Biotechnology program is comprised of the following certificates and degrees:

*Introduction to Biomanufacturing certificate with a BioPath AGC Internship* (9-credits):

Students in their junior year of high school can gain knowledge and experience to launch a full-time career in biotechnology after graduation and completion of the certificate. Students engage in a 32-week internship with paid hourly compensation while enrolled in high school. The certificate provides high school credit and college credit at the same time.

*Biotech Lab Specialist certificate (37-38 credits):*

The certificate prepares students for entry-level laboratory work in the biotechnology field. Students gain foundational skills and working knowledge of concepts through classroom lecture and extensive hands-on, laboratory learning experiences.

*Associate in Applied Arts and Sciences (AAAS) degree (92.5 - 93.5 credits):*

The AAAS prepares students for entry-level laboratory work in the biotechnology field. Students gain foundational skills and working knowledge of concepts through classroom lecture and extensive hands-on, laboratory learning experiences. The AAAS requires students to complete a 30-credit internship with a participating biotechnology company or laboratory.

This program was developed with Round 3 Intermediary Grant funding awarded to Shoreline Community College.

Programs in Development

**Intermediary:** Career Connect Tech, supported by Commission for Hispanic Affairs

**Information Technology Career Launch**

New program

In partnership with Lake Washington Institute of Technology and IBM, the program will teach employer-identified competencies needed for young people to be successful in the industry. It will provide a minimum of 45 college credits, and a seamless transition from high school to college-level instruction, as well as paid work experiences and potential long-term employment.
ANEW/RPAC is developing an on-the-job (OJT) training program for youth that provides paid training and exposure to the construction industry. The OJT program creates a pathway for youth to get into an apprenticeship.

Recreational Vehicle Service Technician is under development and will be submitted to the Apprenticeship Council for approval by June 30, 2022. This apprenticeship program will include a minimum of 2,000 hours of paid on-the-job training and aligned classroom instruction.

Cyber Security Technician Program includes 540 hours of classroom instruction for high school juniors and seniors, including up to 400 hours of work-based learning will occur in the summer after high school graduation. Students will earn 15 college credits and IT certifications.

The Extended Reality program is a secondary to post-secondary dual credit pathway that will provide on-ramp from high school to college, in partnership with Seattle Public Schools. Students will receive industry certifications developed by Unity Certified User Certification and participate in paid on-the-job training opportunities with Unity, VirBELA and other employer partners.

In partnership with Seattle Public Schools, Seattle Central College will expand Academy for Rising Educators (ARE) through the development of dual credit courses in education that lead to an associate’s degree, expansion to additional school districts, development of a new Bachelor of Applied Science (BAS) program in Teacher Preparation (K-8), and a Career Launch Endorsement.

The program consists of two pre-apprenticeship pathways, the first at Renton School District for high school students and the second for young out-of-school adults. The on-ramp will include an academic
component resulting in industry certifications in safety and operations coupled with a two-month paid internship experience.

**Intermediary: Aerospace Joint Apprenticeship Committee**

**Supply Chain & Logistics Registered Apprenticeship**

AJAC will develop one new statewide registered apprenticeship program focused on supply chain and logistics-related occupations. The program will include a minimum of 2,000 hours of paid on the job training to meet state’s requirement for registered apprenticeships.

**Intermediary: Degrees of Change**

**The Seed Internship Program**

The Seed Internship program places cohorts of underrepresented college students and recent graduates in 32-36 hour per week, 10-week summer internships that pay $15/hour or more with in-depth weekly career connected, employer-informed professional and leadership development. Program seeks to increase the number of youths participating to 60 and the number of businesses to 20 in the first year after completing a successful small-scale pilot of 10 students.

**Intermediary: Elements of Education Partners**

**Next Move Internship Program**

The Next Move seeks to expand its existing program through a partnership with Chief Leschi Schools and the Puyallup Tribe of Indians. The Next Move program will support Chief Leschi in establishing and implementing their Intro to Internship courses. The Next Move will help Chief Leschi develop industry partners to serve as internship hosts and create the system necessary to endure long term success for both students and community.

**Intermediary: Washington Alliance for Better Schools (WABS)**

**Healthcare Career Explore**

WABS will develop and scale a robust healthcare Career Explore program. WABS will bring program development, K-12 education, and industry knowledge and partnership to serve as the project manager to develop this program for implementation at scale, targeting 6,150 students in the first year and 10,500 students in the second.

**Intermediary: Washington State University**

**Biotechnology Career Launch**

The program will provide opportunities for students in Biomedical Science preparatory programs to engage with local Bioscience industries. To meet Career Launch standard, the program will include paid
work experience and postsecondary credit with Olympic and Shoreline Colleges, as well as with the University of Washington - Bothell.

Instructional Allocation to Support Career Launch Enrollment Expansion

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<tr>
<th>Career Launch Program</th>
<th>College</th>
<th># FTEs</th>
<th>Funding Amount</th>
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</thead>
<tbody>
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<td>HVAC/Refrigeration</td>
<td>Clover Park</td>
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<tr>
<td>Medical Assistant Apprenticeship</td>
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<tr>
<td>Ironworkers Apprenticeship</td>
<td>North Seattle</td>
<td>29</td>
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<td>Carpentry Apprenticeship</td>
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Equipment Grants to Support Career Launch Enrollment Expansion

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<td>HVAC/Refrigeration</td>
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<td>Sprinkler Fitters UA Local 699 Apprenticeship</td>
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<td>Automotive – Ford ASSET</td>
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<td>Ironworkers Apprenticeship</td>
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Mid-Columbia Region (ESD 123)

Grant Funding

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Regional Network

Washington State STEM Education Foundation/Mid-Columbia STEM Network

Serving Asotin, Benton, Columbia, Franklin, Garfield, and Walla Walla counties

Network Director: Deb Bowen (deb@STEMlearning.org)
ESD 123 Career Connected Learning Coordinator: Jim Kindle ([jkindle@esd123.org](mailto:jkindle@esd123.org))

Regional Enrollment Outcomes

Overall

<table>
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<th>Apprentices 2020-21</th>
<th>788</th>
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<tbody>
<tr>
<td>CL non-RA 2020-21</td>
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</table>

1. Overall, 139 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 788 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

<table>
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<tr>
<td></td>
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<td>46.8% (65 of 139 students)</td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53.2% (74 of 139 students)</td>
<td>93.8% (739 of 788 students)</td>
<td></td>
</tr>
</tbody>
</table>

2. Students identifying as female are well represented in enrollment in Career Launch Non-RA; however, they are significantly underrepresented in enrollment in Registered Apprenticeships in...
the region with enrollment rates lower than the statewide average for female-identifying students.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Race

3. There is strong representation for Multiracial students in Career Launch Non-RA programs as well as Registered Apprenticeships in the region.

4. There is a particular need to recruit more Latinx students to enroll in both Career Launch programs.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Student Characteristics

5. For each of the student characteristics reported, students are unrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region.
6. There is too little data to report any enrollments among youth facing homelessness, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>CL Enrolled</th>
<th>Apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Grounds Cleaning and Maintenance</td>
<td>0.5% (4 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>3.6% (5 of 139 students)</td>
<td></td>
</tr>
<tr>
<td>Construction and Extraction Occupations</td>
<td>0.8% (5 of 789 students)</td>
<td>87.0% (691 of 789 students)</td>
</tr>
<tr>
<td>Farming, Fishing, and Forestry Occupations</td>
<td></td>
<td>54.0% (75 of 139 students)</td>
</tr>
<tr>
<td>Healthcare Support Occupations</td>
<td>0.8% (6 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair Occupations</td>
<td>5.7% (45 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Life, Physical, and Social Science Occupations</td>
<td></td>
<td>45.3% (63 of 139 students)</td>
</tr>
<tr>
<td>Personal Care and Service Occupations</td>
<td>0.6% (5 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Production Occupations</td>
<td>0.9% (7 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>3.0% (24 of 789 students)</td>
<td></td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>0.1% (1 of 789 students)</td>
<td></td>
</tr>
</tbody>
</table>

7. There are significant numbers of students enrolled in Farming, Fishing, and Forestry as well as Life Sciences Career Launch Non-RA programs in the region.

8. Enrollment in Registered Apprenticeships are largely in Construction Trades.

Endorsed Programs

**Agriculture Production**

**Credential:** Associate in Applied Science

**Education Partner:** Columbia Basin College

**Industry Partners:** Simplot, RDP Equipment Co., ConAgra Foods, Inc.

Columbia Basin College’s Associate in Applied Science in Agriculture Production prepares students for positions as technicians, crop advisors, hydroponic consultants, field supervisors, and agribusiness management positions. Students are placed in work-based learning agreements during the final quarter of their program and spend 15-30 hours per week at the worksite with options in both regional and international companies. Students also have the opportunity for employment as student employees/interns on campus for Columbia Basin Colleges’ Agricultural Research division. Students in the associate program complete 1,298 classroom hours and 99 work-based learning hours.
Agriculture Management

**Credential:** Bachelor of Applied Science  
**Education Partner:** Columbia Basin College  
**Industry Partners:** AgriNorthwest, BioGro, Inc., Syngenta

Columbia Basin College’s Bachelor of Applied Science in Applied Management-Agriculture prepares students for agribusiness management positions. Students are placed in work-based learning agreements during the final quarter of their program and spend 15-30 hours per week at the worksite with options in both regional and international companies. Students also have the opportunity for employment as student employees/interns on campus for Columbia Basin Colleges’ Agricultural Research division.

Students in the bachelor’s program complete 1,980 classroom hours and work-based learning hours ranging from 165-330 hours. Students enrolling from the new (approval pending) Associate in Applied Science in Agriculture Production will bring an additional 99 hours of work-based learning experience hours.

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Nuclear Technology

**Credential:** Associate of Applied Science – Non-Licensed Nuclear Operator  
Associate in Applied Science – Instrumentation and Control Technician  
Associate in Applied Science – Radiation Protection Technician  
**Education Partner:** Columbia Basin College  
**Employer Partners:** Energy Northwest, City of Richland

The Associate in Applied Science (AAS) degrees in Nuclear Technology prepare students for positions in areas such as nuclear power plant operating and processing facilities, disposal of nuclear waste, laboratories, and other nuclear applications. Nuclear Operators and Instrumentation and Control Technicians have transferable skills to work in industries such as energy generation (wind, hydro, gas, and oil), process operations, and manufacturing. Students in all three AAS Nuclear Technology degree programs receive hands-on, work-based training through experiential activities on campus and mandatory internships.

Nuclear Technology students complete seven quarters of their degree in classroom and lab training. During the quarter of the scheduled internship, students are required to spend 7-10 hours per week in the classroom and a minimum of 165 hours at the worksite.

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Automotive Systems Technology

**Credential:** Industry Recognized (ASE) Certificate  
**Education Partner:** Tri-Tech Skills Center (Kennewick School District-ESD 123)  
**Employer Partner:** Tri-Cities Area Dealerships

The Automotive Systems Technology (AST) program trains students for a variety of jobs within the automotive service industry, including auto service departments. Students service and diagnose vehicles, gaining experience in engine fundamentals, maintenance, tune-up and repair, brake and suspension repair, and wheel alignment. The course is designed as a two-year program, providing the skills and training necessary for ASE certification in brakes, suspension and steering, electrical and electronics
systems, and engine performance. In preparation for advanced training in this program, students must demonstrate commitment and a professional interest in the automotive service industry.

Each student is required to have 540 hours of classroom experience and 540 hours at the work site each year. Additionally, there is a paid internship during the summer that consists of 6 to 8 weeks of paid experience for 40 hours each week. Students are paid between $15 and $17 per hour during the internship. Industry partners include several automotive dealerships in the Tri-Cities area.

Cloud Computing

**Credential:** Associate in Applied Arts and Science  
**Education Partners:** Columbia Basin College, Bellevue College, Bates Technical College, Renton Technical College, Cascadia College, Whatcom Community College, Skagit Valley College  
**Employer Partners:** Washington Technology Solutions (WaTech), King County Department of Information Technology, Pacific Northwest National Laboratory

The Cloud Computing Career Launch program creates pathways at multiple Washington State employers for students to earn a 2-year credential to prepare them for entry-level roles in Cloud Computing, including as Cloud Support Associates, Information Security Specialists, and Data Security Administrators. The program includes 90-105 credit hours, and 200-320 of worksite time. Students have two options for worksite training: full-time during summer between 1st and 2nd year (40 hr./week for a minimum of 8 weeks) or part-time during the school year (10-15 hours per week for two quarters).

*Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Computing for All.*

Career Connect Tech (CCT) – Information Technology

**Credential:** Associate in Applied Science  
**Education Partners:** Columbia Basin College, Pasco School District  
**Employer Partners:** Pacific Northwest National Laboratory (PNNL), Hanford Mission Integration Solution (HMIS), LIGO Hanford Observatory

High school students (beginning in 9th grade) will have the opportunity to select a high-demand, STEM-focused career pathway and take college credits free of charge. At the end of the program, students graduate with both a high school diploma and an industry-recognized associate degree, in addition to gaining relevant workplace skills in on-the-job training environments.

*This program was developed with Round 2 Intermediary Grant funding awarded to Commission on Hispanic Affairs.*
General Service Technician Registered Apprenticeship
Master Service Technician Registered Apprenticeship
Automotive Service Advisor Registered Apprenticeship

Credential: Industry Recognized Certification
Intermediary: Independent Technicians Automotive Committee (iTAC)
Employer Partner: Independent automotive repair shops

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor was developed and received provisional approval. Depending on the occupation, registered apprenticeship programs include a minimum of 2,000 hours of paid on-the-job training, and aligned classroom instruction.

These programs were expanded/developed with Rounds 1 and 3 Intermediary Grant funding awarded to iTAC.

Equipment Grants to Support Career Launch Enrollment Expansion

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Columbia Basin</td>
<td>$ 494,767</td>
</tr>
</tbody>
</table>
North Central Region (ESD 171)

Grant Funding

<table>
<thead>
<tr>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$346,742</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$871,742</td>
<td>6.0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Regional Network

North Central Educational Service District/Apple STEM (in partnership with SkillSource)
Serving Chelan, Douglas, Grant, and Okanogan counties

Network Director: Sue Kane (suek@ncesd.org)
North Central ESD Career Connected Learning Coordinator: Tami McBride (tamim@ncesd.org)

Regional Enrollment Outcomes

Overall

<table>
<thead>
<tr>
<th>Apprenticeship</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL non-RA</td>
<td>2020-21</td>
</tr>
<tr>
<td>0</td>
<td>102</td>
</tr>
<tr>
<td>100</td>
<td>273</td>
</tr>
</tbody>
</table>

1. Overall, 102 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 273 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

Career Launch Enrollment, Under Age 30, Compared to Regional Public K-12 Demographics: Gender

<table>
<thead>
<tr>
<th></th>
<th>CL Enrolled</th>
<th>Apprentices</th>
<th>HS Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>17.6% (18 of 102 students)</td>
<td>13.6% (37 of 273 students)</td>
<td>49.2% (1,895 of 3,848 students)</td>
</tr>
<tr>
<td>Male</td>
<td>82.4% (84 of 102 students)</td>
<td>85.4% (236 of 273 students)</td>
<td>50.8% (1,953 of 3,848 students)</td>
</tr>
</tbody>
</table>
2. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region with enrollment rates lower than the statewide average for female-identifying students.

3. There is strong representation for Multiracial students in both types of Career Launch programs.

4. There is a particular need to recruit more Latinx students to enroll in Registered Apprenticeships and Career Launch Non-RA.

5. For each of the student characteristics reported, students are unrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region.
6. There is too little data to report any enrollments among youth facing homelessness, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

7. There are significant numbers of students enrolled in Computer and Mathematical and Installation, Maintenance, and Repair Career Launch Non-RA programs in the region as well as Construction and Installation Trades Registered Apprenticeships in the region.

Endorsed Programs

Agriculture Technology and Management

**Credential:** Associate in Applied Science  
**Education Partner:** Big Bend Community College  
**Employer Partners:** National Frozen Foods Corporation, McGregor Seeds, and CHS SunBasin

Big Bend Community College provides students interested in Agricultural Technology and Management a comprehensive Associate in Applied Science degree to provide graduates with the skills to independently operate or support local, regional, and national agriculture industries. The program specifically outlines pathways for students interested in specializing in Agricultural Business, Agronomy, and/or the use of Unmanned Aerial Vehicles (UAVs). The program is comprised of lecture (690 hours), lab (181 hours), and work-based learning (198 hours).

Students completing this program will be eligible to continue their studies in the proposed Bachelor of Applied Science-Applied Management program at Big Bend anticipated to start fall 2021.

Natural Resources

**Credential:** Certificate  
**Education Partner:** Oroville High School  
**Employer Partners:** LifeLine Ambulance, Inc., Washington State Department of Fish and Wildlife, Washington State Department of Natural Resources
Oroville’s Natural Resources Program of Study (NRPS) is a 4-year career path program that spans a freshman to senior year, with the total number of 2,464 hours. The program provides a very wide range of workplace experiences, many that will assist the district in providing students entry level certifications for entry level occupations, and/or foundational certifications and skills to pursue specialized or four-year degree careers. In this Career Launch program of study, industry partners are able to provide field experiences for careers such as: Fallers, Landscaping and Grounds Keepers, Biomass Collection, Fisheries, Animal Pest Control, Environmental Engineer Technicians, Environmental Sampling Technicians, Wild Land Fire Fighters, Cartographers, Photogrammetrists, Forest Technicians, Conservation Technicians, GIS Technicians, Pesticide Sprayers, Ambulance Response Crews, Triage Technicians, Soil Conservationists, Water Treatment Technicians, and Waste Treatment Operators.

Health and Public Safety

**Credential:** Certificate

**Education Partner:** Oroville High School

**Employer Partners:** Family Health Center, Mid Valley Hospital, LifeLine Ambulance, Okanogan County Public Health, Oroville School District.

The Health and Public Safety Program of Study (HPSPS) is a 4-year career pathway program that spans a student’s freshman to senior year, with the total number of hours equating to 2,464. Field experience hours increase during years three, four, and five. Participation in the program prepares students for employment in Health Sciences, Human Resources, and Public Safety career fields.

Automotive Technology

**Credential:** Associate of Technical Science

**Industry-Recognized Certificate**

**Education Partner:** Wenatchee Valley College

**Employer Partners:** Subaru of America, Armstrong Ford

The automotive technology program is designed to prepare students for careers in the automotive repair field. It combines theory classes with practical shop work to properly train students for entry-level positions in the automotive industry. Automotive Service Excellence (ASE) certification evaluation ensures that the WVC program meets or exceeds industry-recognized, uniform standards of excellence. Graduates of the program will have achieved competencies based on ASE tasks. Student achievement is based upon demonstrated performance ability and testing in all required areas.

Automotive program course articulations are available from the Wenatchee Valley Skills Center for high school students wishing to advance their skills.

Environmental Systems and Refrigeration Technology

**Credential:** Associate of Technical Science

**Education Partner:** Wenatchee Valley College

**Employer Partners:** LambWeston, Patriot Plumbing, Heating and Cooling, Inc.
The ESRT program at WVC prepares graduates for entry-level jobs as service technicians, mechanics, maintenance personnel, application engineers, electronic temperature controls specialists, and environmental systems designers. Graduates are prepared for positions in agriculture storage facilities, office buildings, shopping malls, schools, industrial plants, and many other facilities around the world. The ESRT program combines theory classes with practical, hands-on lab work. The work-based learning component is completed in the final quarter of the program in conjunction with the capstone project.

Course articulations are available for the welding portion of the ESTR program for Brewster High School, Bridgeport High School, Cashmere High School, Chelan High School, Manson High School, Mansfield High School, Okanogan High School, Omak High School, Pateros High School, Tonasket High School and Waterville High School.

Engineering Technology

Credential: Bachelor of Applied Science
Education Partner: Wenatchee Valley College
Employer Partners: Chelan PUD, Confluence Health, Lamb Weston, Washington State University

The WVC Baccalaureate of Applied Science Engineering Technology (BAS-ET) degree was designed to serve the educational and workforce needs of the region. The new program is for two groups of students:

- Those who have completed a related associate applied sciences transfer (AAS-T) degree (such as the associate of technical science in industrial technology or engineering technology); and
- Those who have completed an associate of arts and sciences-direct transfer agreement (AAS-DTA)

Students are officially enrolled in the BAS-ET career launch program once they have completed a 2-year degree. The BAS-ET degree focuses on electronics and mechatronics, which is comprised of engineering, including mechanical, electrical, telecommunications, control, and computer engineering. The program coursework includes general education requirements and provides students with a foundation in physics, chemistry, and math.

This program was enhanced to Career Launch level with Round 2 Intermediary Grant funding awarded to WVC.

Computer Technician

Credential: Industry Recognized Certification
Education Partners: Wenatchee Public Schools, Wenatchee Valley College
Employer Partners: SkillSource, North Central Educational Service District (NCESD)

The Computer Technician Career Launch Program includes a paid summer internship at the end of the first year of coursework. Students work full time for at least 6 weeks, 240 hours. The internship scope of work is aligned to the learned skills, and offers students additional instructional support through mentorship, and enrollment in the internal workforce development program supported by a virtual
training platform, Stormwind. Secondary students participating in the program have opportunities to earn college credits via articulation with Wenatchee Valley College.

*This program was expanded with Round 1 Intermediary Grant funding awarded to SkillSource.*

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**Advanced Manufacturing Registered Apprenticeship**

**Credential:** Industry Recognized Certification  
**Employer Partners:** Ephrata Machinery, SGL Composites, Joyson Safety System

AJAC’s Production Technician (Youth) and Automation Technician (Youth) Apprenticeships are 2,000-hour programs designed for high school juniors and seniors to develop career-ready skills in the aerospace and advanced manufacturing industries. These apprenticeship programs combine paid on-the-job training at an AJAC employer and college-level classroom instruction which can lead to a high school diploma, journey-level card, and short-term college certificate.

*These programs were expanded with Round 1 Intermediary Grant funding awarded to SkillSource.*

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**Programs in Development**

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**Intermediary: Western Washington University**  
**Sustainability Career Launch**  
New program

The Sustainability Careers program prepares young people for employment in community health, economic vitality, social justice, and environmental quality fields. A Community Learning Lab residency experience in the Methow Valley, focuses on community-based sustainability projects. The program includes a professional internship of at least 240-hours. Students will complete 45 credits towards a 4-year degree.

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**Intermediary: Wenatchee Valley College**  
**Industrial Technology**  
Enhanced program

Through a DAKUM process with a minimum of 20 employers, the college will redesign the structure and curriculum of the Industrial Technology program with intent to meet Career Launch endorsement standards in spring 2022. WVC will also obtain one or more industry certifications such as becoming a Boeing Partner Program, develop a Programmable Logic Controllers Certificate, or another credential recommended through the DACUM process.

**Equipment Grants to Support Career Launch Enrollment Expansion**

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Wenatchee Valley</td>
<td>$171,781</td>
</tr>
</tbody>
</table>

---
Northwest Region (ESD 189)

Grant Funding

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>CCL Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$256,000</td>
<td>$1,134,282</td>
<td>$863,173</td>
<td>$250,000</td>
<td>$300,000</td>
<td>$2,835,955</td>
<td>14.8%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Regional Network

**Northwest ESD 189/Snohomish STEM** (in partnership with Northwest Workforce Development Council, and Workforce Snohomish)

Serving Island, San Juan, Skagit, Snohomish, and Whatcom Counties

**Network Directors:** Jennifer Veltri ([jveltri@nwesd.org](mailto:jveltri@nwesd.org)) / Angie Sievers ([angies@snohomishstem.org](mailto:angies@snohomishstem.org))

**NWESD 189 Career Connected Learning Coordinator:** Sinead Plagge ([splagge@nwesd.org](mailto:splagge@nwesd.org))

Regional Enrollment Outcomes

Overall

1. Overall, 144 students under the age of 30 have enrolled in a Career Launch Non-RA program in the region and 1,839 students under the age of 30 have enrolled in a Registered Apprenticeship in the region.

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25 | Workforce Snohomish was the lead partner for the Network and its fiscal agent in the 2019-2021 biennium. Northwest ESD 189/Snohomish STEM are taking on the leadership role in 2021-2023 biennium.
2. There is good representation for some racial groups, including Indigenous students; however, work needs to be done to recruit more Latinx and Black students to Career Launch programs as well as specifically attracting Asian students to Apprenticeships.

3. Students identifying as female are significantly underrepresented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region, though less so in Career Launch Non-RA programs.
4. Students learning English and students with disabilities are fairly well represented in enrollment in both Career Launch Non-RA and Registered Apprenticeships in the region, and both youth facing homelessness and those from low-income households are overrepresented among Registered Apprenticeships.

5. There is too little data to report any enrollments among youth facing homelessness, those from low-income households and those from rural high schools to report any enrollments in Career Launch Non-RA programs in the region. Rural counts and definitions are complicated in the reporting and likely undercount students who are in Career Launch programs.

6. There are significant numbers of students enrolled in Computer and Mathematical Career Launch Non-RA programs in the region as well as Construction and Installation Trades Registered Apprenticeships in the region.
Endorsed Programs

**Marine Maintenance Technology**
**Credential:** Associate of Applied Science  
**Education Partner:** Skagit Valley College  
**Employer Partners:** NW Explorations, North Harbor Diesel, TOMCO American Tug

Skagit Valley’s Marine Maintenance Technology program is a member of the Marine League of Schools, a national consortium of marine technology education providers (primarily community and technical colleges in North America) all of whom teach to industry standards. The Marine League of Schools comes under the operational umbrella of the American Boat and Yacht Council, and as a member, the college is able to offer intensive certification courses multiple times a year for industry professionals.

Students learn the skills and receive the training they need to launch careers in the recreational boat, ship repair, and maintenance industries. Training with a faculty of industry experts, they learn in a purpose-built professional facility and prepare to work as a technician on recreational and commercial vessels in this high demand industry. Curriculum is aligned to industry standards and credentials and students receive hands-on, work-based experience through paid cooperative education opportunities.

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**Computer Systems Networking & Telecommunications**
**Credential:** Associate of Applied Science  
**Education Partner:** Everett Community College  
**Employer Partners:** Cities of Arlington and Everett

The Everett Community College Computer Information Technology (IT) pathway is a two-year, 90 credit hour program designed to prepare students for careers in Computer Support Technician, System Administration, help desk, cyber security, PC support or other closely related IT careers. The program is focused on providing students with a solid foundation of theory (70 credit hours), combined with 14 contact hours of hands-on lab work, and 100-250 hours of work-based learning (paid internship).

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**Cloud Computing**
**Credential:** Associate in Applied Arts and Science  
**Education Partner:** Skagit Valley College, Whatcom Community College, Bellevue College, Bates Technical College, Renton Technical College, Cascadia College, Columbia Basin College  
**Employer Partners:** Washington Technology Solutions (WaTech), King County Department of Information Technology, Pacific Northwest National Laboratory

The Cloud Computing Career Launch program creates pathways at multiple Washington State employers for students to earn a 2-year credential to prepare them for entry-level roles in Cloud Computing, including as Cloud Support Associates, Information Security Specialists, and Data Security Administrators. The program includes 90-105 credit hours, and 200-320 of worksite time. Students have two options for
worksite training: full-time during summer between 1st and 2nd year (40 hr./week for a minimum of 8 weeks) or part-time during the school year (10-15 hours per week for two quarters).

Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Computing for All.

Software Development

**Credential:** Associate of Applied Science  
**Education Partner:** Whatcom Community College  
**Employer Partners:** Alpha Technology Services, Inc., Emergency Reporting, Faithlife, LLC., Korber Supply Chain, Samson Rope Technologies

Whatcom Community College (WCC) has developed a new Software Development associate in science degree for fall 2021. This two-year 90 credit degree is a technical program designed to prepare students and address workforce needs both in Whatcom County and statewide. In partnership with Technology Alliance for Northwest Washington (TAGNW) and industry leaders, this program was developed to ensure graduates are competitive candidates for entry-level software development positions. The program is focused on providing students with a solid classroom education (231 hours), combined with hands-on lab work (198 hours), and 330 hours of work-based learning (internship). Paid internship opportunities, hosted by leading local and regional employers, are a core requirement of the curriculum to ensure meaningful, high-quality work-based learning.

This program was developed with Round 2 Intermediary Grant funding awarded to Whatcom Community College.

Data Analyst

**Credential:** Bachelor of Science  
**Education Partner:** Washington State University  
**Employer Partners:** Unify Consulting, Washington State Hospital Association, Workforce Snohomish

This data analyst program, developed in partnership with employers including Tableau, F5, and Avista, and the Data Analytics program at Washington State University, provides students with the skills needed to succeed as a Data Analyst, and provides employers with qualified applicants to fill high-demand roles.

Program length: 120 semester credit hours, generally completed in 4 years with a full-time course load. Program culminates with a Bachelor of Science in Data Analytics from Washington State University (WSU). Students will complete at least 320 paid worksite hours after completing 90 semester credit hours (i.e., 3 years of full-time study). The majority of students will complete their worksite training during a full-time, 8-10 week paid, summer internship between their 3rd and 4th year of study.

Continued expansion of this program state-wide is supported by Intermediary grant funding awarded to Quantalogica, LLC.
Programs in Development

**Intermediary: Whatcom Community College (WCC)**

**Computer Information Systems Career Launch**  
Enhanced program

WCC intends to enhance their current associate degree in Computer Information Systems in preparation for Career Launch endorsement. This project will focus on fostering equitable access to the program, increased engagement of industry partners, and expansion of paid work-based learning opportunities.

**Behavioral Health Career Launch**  
Enhanced program

WCC will extend its Behavioral Health education pathways to develop a Bachelor of Applied Science in Social Work (BASSW) degree. Program will have industry aligned curriculum and paid work-based learning opportunities.

**Intermediary: Career Connect Tech, supported by Commission for Hispanic Affairs**

**Health Care Career Launch**  
New program

In partnership with Everett Public Schools, Everett Community College, SeaMar, Kaiser Permanente, and Providence Hospital, the program will teach employer-identified competencies needed for young people to succeed, provide a minimum of 45 college credits, and a seamless transition from high school to college-level instruction, as well as paid work experiences and potential long-term employment.

**Intermediary: Aerospace Joint Apprenticeship Committee (AJAC)**

**Supply Chain & Logistics Registered Apprenticeship**  
New program

AJAC will develop one new statewide registered apprenticeship program focused on supply chain and logistics-related occupations. The program will include a minimum of 2,000 hours of paid on the job training to meet state’s requirement for registered apprenticeships.

**Intermediary: San Juan Islands Conservation District**

**Restoration Ecology**  
New program

The program integrates a paid internship model of field conservation activities in San Juan County, on the Lummi Reservation, and in Kitsap County with classes at Huxley College of the Environment and the Northwest Indian College. This collaboration offers opportunities for indigenous youth access to their ancestral homelands through conservation activities.
Intermediary: Skagit Valley College

**Manufacturing Technology**  
**Enhanced program**

The intermediary will redesign the Manufacturing Technology program to closer align with industry needs by developing new curriculum and work-based learning experiences to meet Career Launch standards.

Intermediary: Washington Alliance for Better Schools (WABS)

**Healthcare Career Explore**  
**New program**

In partnership with Healthcare Industry Leadership Table, WABS will develop and scale a robust healthcare Career Explore program that will include the following components: 1) Speakers Bureau, 2) Healthcare Career Week, 3) Video Library, 4) Mentoring. The program is expected to serve over 10,000 students by the second year of implementation.

### Instructional Allocation to Support Career Launch Enrollment Expansion

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th># FTEs</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems Networking &amp; Telecommunications</td>
<td>Everett</td>
<td>20</td>
<td>$160,000</td>
</tr>
<tr>
<td>Marine Maintenance Technology</td>
<td>Skagit Valley</td>
<td>12</td>
<td>$96,000</td>
</tr>
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</table>

### Equipment Grants to Support Career Launch Enrollment Expansion

<table>
<thead>
<tr>
<th>Career Launch Program</th>
<th>College</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems Networking &amp; Telecommunications</td>
<td>Everett</td>
<td>$1,134,282</td>
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</tbody>
</table>