September 1, 2020

Dear Senators and Representatives,


Career Connect Washington is a coalition of industry, labor, education (including K-12, community colleges and public and private-not-for-profit colleges and universities), and community leaders who are creating work-based and academic programs for young people to explore, learn, and earn money or college-level credit. We believe all students in Washington deserve a future of purpose and prosperity—and the support necessary to achieve it.

Now more than ever, young people need career connected learning 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 with COVID-19 and helping programs and students adapt moving forward. We recognize that young people face different challenges and barriers and in order for every young adult to succeed, we must intentionally focus on populations furthest from opportunity.

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. More than 150 career connected learning programs are serving thousands of young people across the state, including 10,000 students enrolling in programs at the Career Launch level, the highest level in the career connected learning continuum. These results would not be possible if not for our state’s registered apprenticeship system, which is rapidly broadening to new fields, such as IT and Healthcare. It serves as a strong foundation to build on, and as a model to replicate across industries and occupations.

We are pleased to submit the following report showcasing the progress our state has made toward a comprehensive state-wide system for career connected learning that ensures every young adult in Washington will have multiple pathways toward economic self-sufficiency and fulfilment.

Sincerely,

Maud Daudon, Executive Leader of Career Connect Washington

Chris Reykdal, Superintendent for Public Instruction

Jan Yoshiwara, Executive Director, State Board for Community and Technical Colleges

Lisa Brown, Director, Washington State Department of Commerce

Joel Sacks, Director, Department of Labor and Industries

Suzi LeVine, Commissioner, Employment Security Department

Signatures continue on next page
Paul Francis, Executive Director, Council of Presidents

Randy Spaulding, Executive Director, Washington State Board of Education

Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board

Roger Millar, Secretary, Washington State Department of Transportation

Terri Standish-Kuon, President & CEO, Independent Colleges of Washington

Mike Meotti, Executive Director, Washington Student Achievement Council

Ross Hunter, Secretary, Department of Children, Youth, and Families

Jim Schmidt, Director, Educational Research & Data Center
2020 Progress Report to Governor Inslee and the Legislature

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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.

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 also recommended an inclusive planning process to develop a strategic plan including 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 by the Legislature in April 2019, along with significant funding to begin implementation. In our first year, Career Connect Washington has 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. Students can pursue their interests and achieve their dreams when they are connected to the incredible opportunities surrounding them.

Now more than ever, young people need career connected learning 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 with COVID-19 and helping programs and students adapt moving forward. We recognize that young people face different challenges and barriers and in order for every young adult to succeed, we must intentionally focus on those who are furthest from opportunity.

CCW allows young people to explore, prepare for, and launch into careers of purpose and impact. We will continue to link the many people, programs, and resources across Washington state to offer young people high-quality, unique pathways to college and career.

VISION FOR CAREER CONNECTED LEARNING IN WASHINGTON

Our 10-year 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.

“Digital Skills for All has changed my life; DSFA made me a better employee and person. By the end of the program I felt like I had an idea of where I’m heading in life and it made me feel like a more functional person in society. If you want to better your understanding of where you stand in this jungle gym of a society, DSFA will help you find your place!”

– High school student participant in Computing for All’s Digital Skills for All IT pre-apprenticeship pilot program.
**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 in fulfillment of 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 will describe progress achieved by the partners involved in the implementation of Career Connect Washington in the first year, as of September 1, 2020. It includes participation data, program descriptions, and distribution of funding.

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), industry associations, career connected learning coordinators within the K-12 system, and industry champions; a program endorsement process; and a grant program including four rapid and responsive rounds of intermediary grants to expand earn-and-learn opportunities for Washington’s young people. More than 150 programs are serving thousands of young people at every level of the career connected learning continuum – Career Explore, Career Prep, and Career Launch. We have met our first-year total enrollment goal and are on track to meet our two-year goals.

To date, $14.4 million in public funds has been distributed across all nine CCW regions for regional networks, intermediaries, K-12 Educational Service Districts Career Connected Learning coordinators, and Career Launch equipment and enrollment at community and technical colleges and K-12 institutions. Employers in the CCW system are projected to contribute more than $228 million for wages and supervision of participants in 2020. The CCW Advisory Team is supported by Washington state and national philanthropic funders that contributed $3 million for 2018 and 2019 with continuing commitments through 2022.

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. In each of the four rounds of intermediary grant funding the requests for funding have far outstripped funding availability, indicating a robust enthusiasm for building and expanding programs for students, despite the current challenges. Employer interest and commitment also remains high and in certain industries demand has increased (especially within technology and healthcare). The nine regional networks, chosen in a competitive process in September 2019, 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 has not wavered.

In addition to planned implementation activities this year, CCW also responded to the immediate needs of students during the pandemic by creating CareerConnect@Home. This initiative connected students in grades 7-12 with real Washington state employers to learn about career opportunities here in our state. Every weekday over six weeks in May and June featured a livestream a conversation with a different employer, who talked about their career, their industry, their skills and challenges, and answered questions from students. More than 30 employers from across the state participated. The conversations were recorded, viewed more than 8,500 times, and are still available on YouTube.

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“Recently, some students and I were selected to go on a trip to YV Tech, where I learned about AJAC’s apprenticeship program. The program immediately intrigued me as I was raised around construction, with a dad who did maintenance on machines. I chose to enroll with AJAC because they gave me an opportunity to learn about machining while earning benefits like college credit and certifications all while still attending high school.”

—High school student participant in AJAC’s Youth Apprenticeship program

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1 Includes Workforce Education Investment Act – State, General Fund – State, and Workforce Investment and Opportunity Act – Federal funds.

2 Employer contributions include wages for all registered apprentices under 30 years old.
ACCOMPLISHMENTS AT A GLANCE:

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

9 Career Connected Learning coordinators hired by Educational Service Districts to assist K-12 partners to increase the number of K-12 students participating in high-quality career connected learning

10,000 total enrollees projected, exceeding Year 1 target of 8,400 by 19%

1,800 new enrollees under the age of 30 in Career Launch and Registered Apprenticeship programs projected for 2019/20

1,145 new apprentices under the age of 30 enrolled in Registered Apprenticeship programs\(^3\)

228 students under the age of 30 enrolled in newly endorsed Career Launch programs in first two quarters

22 Intermediaries funded to expand or develop programs in manufacturing, agriculture/food processing, automotive maintenance, construction, health care, hospitality, information technology, and maritime trades, creating **400+** Career Launch slots in Year 1 of implementation and **800+** slots in Year 2

21 new apprenticeship programs registered by the Washington State Training and Apprenticeship Council\(^4\)

28 new Career Launch programs endorsed

$14.4 million distributed to regions to expand career connected learning

150+ employers engaged in Career Explore, Prep, and Launch programs

8,500+ viewers of CareerConnect@Home Career Explore virtual series

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\(^3\) Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.

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Victor Grebyonkin started the SEH Career Launch program, working part-time at SEH while pursuing an AA in mechatronics at Clark College. SEH pays for his tuition, books, and fees. As he learns more about mechatronics, he is able to apply his learning at work, taking on increasingly sophisticated tasks designed to move him into a technician position. If it weren't for Career Launch, he says he wouldn't be in college. He needed the support that he gets from his team at SEH, and the help in paying for school. Victor loves applying what he learns at work. He says he feels like SEH is investing in him, and everyone in the company wants him to succeed and will help him to succeed.
GUIDING LEGISLATION: CAREER CONNECT WASHINGTON SYSTEM DESIGN

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”.
### Goals of Career Connect WA

#### 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 are measuring our progress toward those systems goals by tracking enrollment and completion of these programs by demographic, region, industry, and other characteristics. We are also tracking engagement of employers, 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.

<table>
<thead>
<tr>
<th>System Goals</th>
<th>Leading Indicators</th>
<th>Long-Term Success</th>
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<tbody>
<tr>
<td>Career Launch (CL)</td>
<td>60% completion for Class of 2030</td>
<td>Career Launch completion rate</td>
</tr>
<tr>
<td>Career Prep (CP)</td>
<td>100% completion for Class of 2020</td>
<td>Completion by sub-group (e.g. region, industry, demographic)</td>
</tr>
<tr>
<td>Career Explore (CE)</td>
<td></td>
<td>No. of young adults enrolled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No. of employers participating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registered apprenticeship growth</td>
</tr>
<tr>
<td>CP, CA completion rate</td>
<td>Completion by sub-group (e.g. region, industry, demographic)</td>
<td>70% credential attainment (for Class of 2030)</td>
</tr>
<tr>
<td></td>
<td>No. of young adult experiences (including by experience type)</td>
<td>x2 growth in registered apprenticeships</td>
</tr>
<tr>
<td></td>
<td>No. of employers participating</td>
<td>WA median wage increase</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WA GDP increase</td>
</tr>
</tbody>
</table>

#### Equity Goals:

As we track enrollment and completion rates across programs, our overarching equity goal is to reach a point such 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 relevant categories. The CCW data and measurement cross-agency team is using the five-year rolling average of K-12 high school graduating cohort enrollment demographic data from OSPI to compare the enrollment of Registered Apprentices and Career Launch program participants during the 2019-2020 academic year. 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 K-12 high school graduating cohort demographic distribution.
**SUMMARY OF KEY CAREER CONNECT WASHINGTON ELEMENTS**

**CAREER CONNECTED LEARNING CONTINUUM**

ESS HB 2158 codified the continuum of Career Connected Learning experiences:

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<th>Definition</th>
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<tbody>
<tr>
<td>Work-based programs with aligned classroom learning that culminate in a postsecondary credential*, producing a competitive candidate for meaningful employment</td>
</tr>
</tbody>
</table>

Career-specific instruction at a worksite or in a classroom for academic credit

Early exposure opportunities to careers and career options (e.g. career fairs, worksite tours)

*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 including career fairs, worksite tours, job shadowing, guest speaker presentations, and other similar activities.

**Career Prep**: Programs designed to deepen a student’s understanding of a specific industry or career. These programs begin in high school and provide students with hands-on training and knowledge to help students 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 that combine meaningful, supervised, paid, on-the-job experience with aligned academic instruction that result in a competitive candidate for a real job and an industry-recognized and/or postsecondary credential (or at least 45 credits towards a postsecondary credential). Career Launch can begin as early as high school. Career Launch applications must be reviewed by the Career Launch Endorsement Review team (administered by SBCTC). Those applications recommended for endorsement by the review team are forwarded to the CCW Standing Committee for formal endorsement approval. All apprenticeship programs are reviewed and registered by the Washington State Apprenticeship and Training Council. Upon successful completion of a Career Launch, students can choose to continue academically, seek additional career training, or start their career. Please see diagram below for more details on Career Launch.
Career Launch Programs:
Positioning young adults for promising careers

- Meaningful, high quality on-the-job experience
  - At worksite
  - Paid and academic credit
  - Occupation-aligned
  - 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
  - Significant progress (at least one year) towards a 2 or 4 year credential

**Career Connect Washington Infrastructure**

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 and Program Intermediaries provide the necessary connections.
# Roles of Regional Networks, Program Intermediaries, and K-12 Career Connected Learning Coordinators:

<table>
<thead>
<tr>
<th>Alignment</th>
<th>Regional Networks</th>
<th>Program Intermediaries</th>
<th>ESD CCL Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regionally focused, based on Education Service District boundaries</td>
<td>Regionally focused, not regionally focused</td>
<td>Regionally focused, based on Education Service District boundaries</td>
</tr>
<tr>
<td>Role</td>
<td>Serve as the CCL hub in their region, Convene a network of employers, educators, labor, CBOs, and government leaders, Create a regional CCL strategy aligned with economic and student needs and focused on expanding high-quality CCL opportunities, Understand and share information about resources available and gaps in region</td>
<td>Project manage the creation and scaling of specific CCL opportunities (i.e. time-bound deliverables within scope of grant), For new programs, design an endorsement-ready Career Launch or a high-quality Career Prep Program (based on the skills and competencies required by employers) working with employers and educators, For existing programs, develop a scaling plan to increase enrollment across industries and regions and/or upgrade program to Career Launch level</td>
<td>Share the CCW framework and the approach of offering multiple pathways to postsecondary education and career, Assist K-12 partners to increase the number of K-12 students participating in high-quality CCL opportunities in their regions, Help channel information and feedback between K-12 partners and CCW leadership, 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>
</tr>
</tbody>
</table>

## Coordination
- Identify, recruit and be a resource to program intermediaries to create programs
- Guide and collaborate with CCL Coordinator to execute regional strategy
- Collaborate with leaders from other regional networks to share and scale great programs
- Work with employers and educators to develop CCL programs
- Use regional networks and CCL coordinators within region as connection points to community in order to build awareness and scale programs
- Assist regional networks in executing their regional CCL strategy in K-12 system
- Help intermediaries build awareness for and scale programs within K-12 system

## Funding
- HB 2158 Workforce Investment Act legislation
- WIOA Statewide Activities, HB 2158 Workforce Investment Act legislation and General Fund – State appropriation
- HB 2158 Workforce Investment Act legislation
**THE CAREER CONNECTED LEARNING CROSS AGENCY WORK GROUP**

ESS HB 2158 established the Career Connected Learning Cross-Agency Work Group and directed it to “scale up and expand high-quality career connected learning opportunities in communities across the state”

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”

Since the bill was passed by the Legislature on April 28, 2019, the Work Group has convened every two months. 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.

**THE CAREER CONNECTED LEARNING ADVISORY TEAM**

The Business and Philanthropy Leadership (BPL) Committee and Labor Leadership Committee were established in Spring 2018 to guide the CCW planning process and are re-structuring to fulfill the ongoing advisory function.

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 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.

<table>
<thead>
<tr>
<th>Government Workstreams</th>
<th>External Workstreams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endorsement</strong></td>
<td><strong>Supporting Current Industry Groups</strong></td>
</tr>
<tr>
<td>Lead: SBCTC</td>
<td>Lead: CCW Advisory Team</td>
</tr>
<tr>
<td>Partners: OSPI, CoP, Industry, WSLC</td>
<td>Helping to scale programs already in development</td>
</tr>
<tr>
<td>Designing and implementing Career Launch endorsement process</td>
<td></td>
</tr>
<tr>
<td><strong>Grants to Intermediaries &amp; Networks</strong></td>
<td><strong>Regional and Intermediary Support</strong></td>
</tr>
<tr>
<td>Lead: Employment Security Department</td>
<td>Lead: CCW Advisory Team</td>
</tr>
<tr>
<td>Partners: LNI, SBCTC, OSPI, WSLC, Industry</td>
<td>Partner: ESD</td>
</tr>
<tr>
<td>Creating RFPs, selecting grantees, technical assistance, performance accountability</td>
<td>Providing training and technical assistance for regional networks and intermediaries</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td><strong>Cultivating New Industries</strong></td>
</tr>
<tr>
<td>Lead: CCW Advisory Team</td>
<td>Lead: CCW Advisory Team</td>
</tr>
<tr>
<td>Getting the word out to students and families about CCW and Career Launch</td>
<td>Facilitating workshops for new industry groups to create new CCL programs</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Endorsement Campaign</strong></td>
</tr>
<tr>
<td>Lead: Student Achievement Council</td>
<td>Lead: CCW Advisory Team</td>
</tr>
<tr>
<td>Partners: WA STEM, ESD, OSPI, SBCTC, LNI</td>
<td>Supporting existing programs to gain Career Launch endorsement</td>
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<tr>
<td>Developing mobile-friendly tool for students, counselors, and businesses to find CCL programs</td>
<td></td>
</tr>
<tr>
<td><strong>Data and Learning</strong></td>
<td><strong>Stakeholder Engagement</strong></td>
</tr>
<tr>
<td>Lead: Washington STEM</td>
<td>Lead: CCW Advisory Team</td>
</tr>
<tr>
<td>Partners: ERDC, LNI, OSPI, SBCTC</td>
<td>Continued roundtables/updates for business and philanthropy leaders, labor, regions, legislators, and intermediaries.</td>
</tr>
<tr>
<td>Building secure data protocols and measurement/reporting process to track student outcomes</td>
<td></td>
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<tr>
<td><strong>Equity</strong></td>
<td></td>
</tr>
<tr>
<td>Lead: CCW Advisory Team</td>
<td></td>
</tr>
<tr>
<td>Partners: WSAC, WA STEM, DSHS, DCYF, ESD</td>
<td></td>
</tr>
<tr>
<td>Ensuring equitable access to CCL programs</td>
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</tbody>
</table>

**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
- DCYF – Department of Children, Youth, and Families
EQUITY

Ensuring equitable access and outcomes for Washington students is at the center of Career Connect Washington’s strategy. 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.

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 Connect Washington programs, including Career Explore, Career Prep, and Career Launch
- Is **enrolling in and completing** Career Launch programs at equitable rates across population demographics
- 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 in-development CCW program directory. Advocate for internet and technological access for students.

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

**Provide Best Practices:**
Develop professional toolkits and guides to support CCW partners in identifying and addressing equity challenges. Solutions will be informed by community relationships and tailored to achieve equity goals.

**System Accountability:**
Measure performance of system partners including state agencies, regional networks, and intermediaries against agreed upon equity goals and outcomes.
Equitable Student Supports Survey

Background

In July 2020, Career Connect Washington launched Part 1 of its Equitable Student Supports survey. The goal of the survey is to better understand and quantify the barriers that students – especially those students who are the furthest from economic and educational opportunity – face in learning about, accessing, and completing career connected learning (CCL) programs.

Part 1 of the Survey targeted program builders – organizations who administer and operate one or more career connected learning programs in communities statewide. Respondents included community-based organizations (CBOs), K-12 career and technical education (CTE) and skills center directors, community and technical college (CTC) workforce and student services leads, apprenticeship consultants and apprenticeship coordinators, and CCW Regional Networks and Intermediaries. Survey responses came from every county in Washington state, with 94 program builders in total responding.

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, and what policy or program interventions they would prioritize based on that student and family feedback.

Below are our initial findings from Part 1 of the survey. A complete report will be available later in 2020.

During the 2020-2021 school year, CCW is planning two further surveys focused on equitable student supports:

- Part 2 will directly engage parents, teachers, CTC professors, counselors, and GEAR UP and AVID coordinators
- Part 3 will focus on surveying students directly

Key Findings

Maximizing student access and enrollment is top priority for program builders

Overall n = 94; Programs with a focus on students of color, n = 53; Programs with a focus on a students in rural areas, n = 42; Programs with a focus on students with disabilities, n = 38. Some programs have a mission-focus on multiple student populations, so there is some overlap between these groups.
The survey looked at three stages of a student’s journey to and through CCL programs:

1) **Awareness**: learning about the program and its requirements;

2) **Access and Enrollment**: signing up for and participating in the program;

3) **Completion**: finishing the CCL program’s work-based learning components.

Overall, 47% of respondents said that supporting a student’s enrollment in CCL programs was the most important area to prioritize for students furthest from opportunity. For programs citing a specific focus on students with disabilities, students of color, and students in rural areas, access and enrollment was even more important.

**Four priority interventions for increasing student access to Career Connected Learning**

<table>
<thead>
<tr>
<th>Resource Connections</th>
<th>Prioritized Intervention</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Dedicated resources for staffing to connect students in CCL programs to existing supports for basic needs (e.g. housing, food, childcare, etc.) and program participation (e.g. equipment, transportation, technology etc.)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Transportation</th>
<th>Prioritized Intervention</th>
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<tr>
<td></td>
<td>• Flexible funding to meet student transportation needs – gas cards, transit passes, rideshare credits, etc.</td>
</tr>
<tr>
<td></td>
<td>• Funding to support programs/schools in bus/van rentals to bring students to worksites and training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>Prioritized Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Funding for student computers and reliable, broadband internet at-home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Prioritized Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Funding for students to purchase required equipment for programs including protective clothing (e.g. steel-toed boots, scrubs, etc.), tools, and supplies</td>
</tr>
</tbody>
</table>

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. Furthermore, these two priorities were ranked highest for programs focused on rural students, students of color, English Language Learners, and students with disabilities.

In considering how to prioritize interventions, we asked respondents to focus on student needs prior to COVID-19. Barriers like transportation have changed during the COVID-19 era, but also not entirely disappeared. With transportation for example, students are continuing to travel to complete hands-on, lab-based, or worksite-based training for their CCL programs, albeit in smaller numbers in accordance with social distancing regulations.

- **Connecting students to existing resources and services**

Across the board, program builders selected providing dedicated staffing to help students connect to existing supports for their basic needs and program participation as the highest priority suggested intervention. That includes ensuring students and families can find support for food, housing, childcare, healthcare, and financial aid for tuition, books, and other education needs. While state, local, and institutional resources to support student needs do exist, students need support in finding and applying for these programs. With COVID-19 disrupting students’ regular school days and check-ins with support staff,
the ability to make this dedicated outreach can be even more valuable. Future surveys of students and teachers can provide a closer look at how to best deploy these resource connectors.

- **Supply transportation for students and programs**

While not all students are currently travelling to their classes in person, providing reliable transportation to bring students to career connected learning programs was the second most highly-ranked intervention. Program builders said that if they had additional funds to support transportation needs of their students, they would place the highest priority on providing gas cards to students so they can support their own transportation to CCL programs; followed by purchasing transit passes for students and chartering vans or buses to directly transport students to programs. These priorities were consistent across program builders serving both rural and urban counties.

Ensuring programs have flexibility in how they spend their transportation dollars to meet student needs can also be important. 67% of respondents serving rural counties in Washington said that more flexibility with existing transportation funding would allow them to meet the transportation needs of their students.

Transportation needs can vary widely, from funding to pay overdue tickets, to car repairs, to gas, to buying transit passes, or even paying for a driver's education course. Providing CCL program leaders the flexibility to meet student needs as they arise on the ground could help close this gap for students across the state.

- **Provide every student with access to a computer and broadband internet at home, especially in rural areas**

For programs that focus on serving students in rural areas, only 10% of respondents said they could meet the full need for digital devices with existing funds, and 23% said they could meet some but not all of the needs. Among programs focused on serving students of color, only 8% of respondents said they could meet the full need of their students through existing funds.

![Chart: Availability of Funds for Digital Devices](chart.png)

6 Overall n = 91; Focused on students of color n = 51; Focused on students in rural areas n = 40
Responses not captured in chart:
Not sure: Overall n = 8; students of color n = 4; students in rural areas n = 3
Digital devices are not necessary for my program: Overall n = 1; students of color n = 1; students in rural areas n = 1
Other: Overall n = 6; students of color n = 4; students in rural areas n = 3
Some programs have a mission-focus on multiple student populations, there is some overlap between these groups
Overall, 67% of respondents said they do not have sufficient funds to cover the full demand for digital devices for the students they serve.

Even if a student can get access to a digital device, they must still connect that device to the internet in order to participate in career connected learning and basic education. Nearly 80% of program builders said they do not have sufficient funds to meet the demands of providing internet service to those they serve. For programs focused on serving students in rural areas, only 3% of program builders said they had funds to fully meet demand for internet access. Program builders focused on serving students in rural areas also noted that the lack of broadband internet network access in their area is the most frequent technology need that is raised to them by families and students they serve.

- **Ensure students can afford required program equipment**

39% of program builders indicated that the programs they work with require students to provide some of their own personal equipment in order to participate in the program. This can include protective equipment like medical scrubs or steel-toed boots, as well as specific tools, textbooks, or software students need to participate. Overall, only 13% of program builders said they could meet the full need for equipment out of their existing funding. Among programs serving urban counties only 9% said they could meet the full need of their students through existing funds.
INDUSTRY AND PHILANTHROPY ENGAGEMENT

From the beginning of the strategic planning process in 2018, Career Connect Washington has been supported and guided by industry and philanthropic partners. The Business and Philanthropy Leadership Committee meets quarterly for discussion and feedback on CCW’s work and provides critical private sector perspective. This structure helps ensure that industry voice is represented throughout the system. Industry and employer connection is essential for career connected learning to provide young people with meaningful experiences on real career pathways. Industry members of the committee represent businesses from across the state in Washington’s top industries including aerospace, technology, life sciences, construction, health care, agriculture, advanced manufacturing, and utilities.

Employers who participate in career connected learning programs value the contributions of program participants and the improvement to their talent pipelines. In 2020, employers in the CCW system are projected to contribute more than $228 million for wages and supervision of participants.7

Philanthropy supports the work of the CCW Advisory team, which led the strategic planning process and has coordinated the implementation process. Washington state and national funders contributed $3 million for 2018 and 2019 to support Career Connect Washington with continuing commitments through 2022. Nationally, Washington is recognized as a leader in career connected learning and CCW has had the opportunity to share the Washington approach through philanthropic networks. In addition, CCW has been able to learn from best practices across the country and insights from national experts.

Members of the Business and Philanthropy Leadership Committee are listed below:

**Philanthropy**
- Ballmer Group
- The Bill & Melinda Gates Foundation
- Bloomberg Philanthropies
- The Jamie and Judith K. Dimon Foundation
- JPMorgan Chase
- Microsoft Philanthropies
- Siemens Foundation

**Industry**
- Aerospace Futures Alliance
- AGC Biologics
- Alaska Airlines
- Amazon
- Associated General Contractors of Washington
- Association of Washington Business
- Avista
- Boeing
- CellarTracker
- Columbia Hospitality
- Kaiser Permanente
- Lakeside Industries
- Life Science Washington
- MacDonald-Miller
- Matson Fruit
- Microsoft
- Seattle Goodwill
- SEH America
- Washington Hospitality Association
- Washington State Hospital Association
- Washington Roundtable
- Washington State Tree Fruit Association
- Washington Technology Industry Association

7 Employer contributions include wages for all registered apprentices under 30 years old.
PROGRESS TO DATE

REGионаl NETWORKS

Through a competitive process, nine Regional Networks were established in the fall of 2019. The Networks convene and manage cross-industry, cross-sector partnerships that will lead to the expansion of career connected learning (CCL) opportunities that meet their region’s needs. They develop regional strategies to pursue growth of 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. The Regional Networks partnered across Educational Service District boundaries to develop and implement strategies to provide services in rural areas of the state, as well as an area with the highest concentration of secondary students.

CaReeR CoNNeCTeD LEArNING COORDINATORS

Nine Career Connected Learning Coordinators have been hired by each Educational Service District and charged with assisting K-12 partners to increase the number of K-12 students participating in high-quality CCL opportunities in their regions. Coordinators work in partnership with Regional Networks and Intermediaries.

Collectively, the CCL Coordinators met with more than 270 separate school districts. In addition, six career fairs and multiple workshops were held throughout the state, and Coordinators collectively made forty-one individual conference presentations. All nine CCL Coordinators completed contact lists for CTE Directors and Superintendents. At the time of submission of this report, three Career Launch programs with K-12 as a primary education partner have been endorsed.

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8 Additional detail on Regional Networks, including counties served and contact information is located in the CCW by Region section of this report on page 31.
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 programs, and if desired, Career Prep and Career Explore programs that lead to Career Launch.

Four rounds of competitive requests for proposals were completed, resulting in $4.7 million in grant funding awarded to build and expand programs in all nine Educational Service Districts. Applications were available to educational institutions, non-profits, joint apprenticeship committees, industry associations, chambers of commerce, and any other organizations that are able to perform the role of the Intermediary. The demand for funding exceeded availability with $12.1 million requested across four rounds.

Each proposal was evaluated by a two-tier review committee, comprising of labor, industry, education, and agency representation. A rotating Regional Network representative was added to the review committee in the fourth round.

Intermediaries are developing or expanding programs in manufacturing, agriculture/food processing, automotive maintenance, construction trades, health care, hospitality, information technology, and maritime trades. While the deadline for grantees to submit new programs for endorsement or demonstrate expansion is not until September 2020 or later, several – Washington Alliance for Better Schools, Computing for All, Independent Technicians Automotive Committee (iTAC), and SEIU Healthcare 119NW Multi-Employer Training Fund – have achieved their targets ahead of schedule.

The programs are projected to create more than 400 student slots in the first year of implementation and double that number to 800 by second year. Program development funding is a one-time investment; applicants were required to provide evidence that they will be able to sustain and grow the proposed programs upon implementation.

Additional detail on programs in development can be found in the CCW by Region section of this report beginning on page 31.
The Career Launch Endorsement Process was finalized and the application was made public on August 7, 2019. As of August 15, 2020, 28 programs received endorsement.

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.

Programs can be offered at community and technical colleges, four-year colleges and universities, and K-12 schools that partner with higher-education institutions.

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
- 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 [here](#); this list does not include State Registered Apprenticeship programs. Authority for registration of apprenticeships rests with the Washington State Apprenticeship and Training Council. Registered Apprenticeships are automatically endorsed as Career Launch.

All New Programs\textsuperscript{11} by Educational Service District
Interactive map is available via this [link](#).
ENROLLMENT AND DEMOGRAPHICS

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 29

In order to achieve these goals, each agency is responsible for achieving annual outcome metrics for program development and enrollment. Please see page 26 for information on individual agencies’ achievements.

GOALS VS. ACTUALS:

Overall, the state hit the enrollment goal, exceeding Year 1 target of 8,400 by 19% and, despite the pandemic, hit 83% of program creation goal.

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1 Target</th>
<th>Year 1 Actuals</th>
<th>Recent + Projected</th>
<th>Notes and Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing RA Enrollees</td>
<td>6,000</td>
<td>8,349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>under 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New RA Enrollees</td>
<td>500 (13)</td>
<td>1,145 (21)</td>
<td>45 (3)</td>
<td>New state registered</td>
</tr>
<tr>
<td>(# of programs)</td>
<td></td>
<td></td>
<td></td>
<td>apprenticeship programs approved between July 1, 2018 and July 1, 2020</td>
</tr>
<tr>
<td>K-12 Enrollees</td>
<td>350 (9)</td>
<td>0 (3)</td>
<td>45 (3)</td>
<td>3 new programs approved in Spring/Summer 2020, estimated 45 students enrolled beginning Fall 2020</td>
</tr>
<tr>
<td>(# of programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTC Enrollees</td>
<td>1,000 (25)</td>
<td>228 (10)</td>
<td>380 (15)</td>
<td>228 enrollees under 30; 368 enrollees all ages. Data is only through March 2020; projected 380 new enrollees by Fall 2020</td>
</tr>
<tr>
<td>(# of programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year</td>
<td>500 (13)</td>
<td>0 (0)</td>
<td>15 (1)</td>
<td>Anticipated endorsement of at least one program before Fall 2020 with initial 15 enrollees</td>
</tr>
<tr>
<td>(# of programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>~8,400</td>
<td>~9,722</td>
<td>440</td>
<td>Projected total enrollees: &gt;10,000</td>
</tr>
<tr>
<td>Total enrollment (incl. existing RA)</td>
<td></td>
<td></td>
<td></td>
<td>Projected new enrollees: ~1,800 enrollees in newly endorsed programs for all of 2019/20</td>
</tr>
<tr>
<td>Newly endorsed enrollment (# of programs)</td>
<td>~2,400 (60)</td>
<td>~1,373 (31)</td>
<td>440 (19)</td>
<td>Total new programs: 50</td>
</tr>
</tbody>
</table>

12 Estimated enrollment from Spring 2020 for CTC enrollees and estimated enrollment for programs approved by July 2020.
13 Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.
**ENROLLMENT IN ALL CAREER LAUNCH PROGRAMS BY DEMOGRAPHIC**

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 five-year rolling average of K-12 high school graduating cohort enrollment demographic data from OSPI to compare the enrollment of Registered Apprentices (RA) and Career Launch (CL) program participants during the 2019-2020 academic year. 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 K-12 high school graduating cohort demographic distribution. Our enrollment outcomes for the 2019-2020 academic year are not yet complete, as they do not include spring quarter/March-June data, but we are reporting on the data we had in each category at the time of report preparation.

### ALL ENROLLMENT (RA\(^{14}\) AND CAREER LAUNCH non-RA) COMPARED TO OSPI DATA: RACE\(^{15}\)

1. Among career launch enrollees, racial demographic parity was within 6% or less discrepancy, meaning that racial equity was nearly met for the first year of Career Launch program enrollment.
2. Among Registered Apprenticeship enrollment for those under age 30, racial demographic distribution showed that white students were overrepresented by about 8% and Asian students were underrepresented by about 4%.
3. Among both Career Launch and Registered Apprenticeship enrollees, Latinx students were underrepresented, presenting an opportunity for improvement in outreach for future programming.
4. See chart below for detailed racial demographic enrollment by program type compared to the K-12 high school graduating cohort demographic distribution.

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14Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.
15Estimated enrollment from Spring 2020 for CTC enrollees and estimated enrollment for programs approved by July 2020.
ALL ENROLLMENT (RA\textsuperscript{16} AND CAREER LAUNCH NON-RA) COMPARED TO OSPI DATA: GENDER\textsuperscript{17}

1. Students identifying as female were underrepresented among both Career Launch and Registered Apprenticeship enrollees as compared to the K-12 demographic distribution, with underrepresentation being much larger among apprentices (8.8% identify as female compared to 48.9% among the K-12 data).

2. While students who enroll in community college- and K-12-based programs can identify with gender X or other gender identities, that is not the case for registered apprentices, prompting discussion and support for updating that data collection option in the future.

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

4. Students living in rural areas were slightly overrepresented among Career Launch enrollees and fairly underrepresented among Registered Apprenticeship enrollees as compared to the K-12 cohort data.

5. We are 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.

ENROLLMENT (RA\textsuperscript{18} AND CAREER LAUNCH NON-RA) COMPARED TO OSPI DATA: STUDENT CHARACTERISTICS\textsuperscript{19}

1. Work is needed to reach parity for students who are learning English, students facing homelessness, and students with disabilities for enrolling in Registered Apprenticeships. There were not enough enrollees in Career Launch programs to report on those demographics this year; we anticipate that we will be able to report on these for Career Launch enrollees in year 2.

2. Students from low-income households, as defined by participation in the K-12 free- and reduced-price meal program, were underrepresented in both Career Launch and Registered Apprenticeship enrollment with apprentices much more underrepresented for this characteristic (21.3% of apprentices were from low-income households compared to 51.2% of the K-12 cohort data).

3. Students living in rural areas were slightly overrepresented among Career Launch enrollees and fairly underrepresented among Registered Apprenticeship enrollees as compared to the K-12 cohort data.

4. We are 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.

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

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

\textsuperscript{17} OSPI Class of 2015 through 2019 with average 5-year adjusted cohort of 81,479 students; Average monthly active apprentices from Q1 2020 is 9,547; Career Launch enrollment Q3 2019-2020 academic year was 386 students.

\textsuperscript{18} Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.

\textsuperscript{19} OSPI Class of 2015 through 2019 with average 5-year adjusted cohort of 81,479 students; Average monthly active apprentices from Q1 2020 is 9,547; Career Launch enrollment Q3 2019-2020 academic year was 386 students.

Rural and low-income Career Launch enrollee matches totaled 110 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 students with disabilities, English language Learners, foster care participation, and those experiencing homelessness was suppressed because of too few counts to meet FERPA protection thresholds.
ENROLLMENT (RA20 AND CAREER LAUNCH non-RA) COMPARED TO OSPI ENROLLMENT21 BY ESD

1. Geographic distribution of enrollees by Education Service District was near parity among Registered Apprenticeship enrollees and varied quite a bit among Career Launch enrollees; this variance on the latter was to be expected given the early distribution of Career Launch programs endorsed.

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

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20 Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.
21 OSPI Class of 2015 through 2019 with average 5-year adjusted cohort of 81,479 students; Average monthly active apprentices from Q1 2020 is 9,547; Career Launch enrollment Q3 2019-2020 academic year was 386 students.
1. We have seen big gains in enrollment among two Registered Apprenticeship occupation pathways in particular over the past 12-18 months: Healthcare and Computers/Math apprenticeships. These two occupation categories had very few enrollees prior to late 2018 and saw a surge statewide because of the creation of new programs and the scaling of programs in these arenas to meet employer demand.

2. See chart below for enrollment trends by occupation over time among registered apprentices.

26 Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.
1. We have seen a big increase in the number of K-12 originating students enrolling in Registered Apprenticeships sooner after graduating high school (or even while still in high school), with about 7,500 enrolling within three years of high school graduation as of 2016 to nearly 11,500 enrolling within three years of high school graduation in 2019. This is an indication of closing the 10-year drift gap, ensuring that students get on a path to a self-sustaining wage career sooner after exiting the K-12 system.

2. See chart below for detailed enrollment of recent high school graduates within one, two, or three years of graduating and enrolling in an apprenticeship.

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Registered Apprenticeship Enrollments 

Registered Apprenticeship enrollments have increased significantly in recent years, with the number of students enrolling in apprenticeships soon after graduating high school (or even while still in high school) growing from approximately 7,500 in 2016 to nearly 11,500 in 2019. This trend indicates a closing of the 10-year drift gap, allowing students to enter into self-sustaining wage careers sooner after exiting the K-12 system. The chart below provides detailed enrollment data for recent high school graduates within one, two, or three years of graduating and enrolling in an apprenticeship. Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic.
Career Connect Washington Funding Distribution

$14.4 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 $4 million federal Workforce Investment and Opportunity Act’s (WIOA) State-Wide Activities funds24.

**Distribution of public funds by CCW region to date**

The map below shows distribution for funds by region compared to K-12 student population25.

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24 WIOA funding was used exclusively for program building activities via three rounds of competitive grants to Intermediaries. Fourth round of Intermediary grants was funded with General Fund – State dollars.

25 OSPI Class of 2015 through 2019 with average 5-year adjusted cohort of 81,479 students.
<table>
<thead>
<tr>
<th>Region</th>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants (4 rounds)</th>
<th>Regional Network Grants</th>
<th>K-12 Career Connected Learning Coordinators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital (ESD 113)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$894,159</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>WEIA - State</td>
<td>WEIA - State</td>
<td></td>
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<tr>
<td>Puget Sound (Puget Sound ESD)</td>
<td>$1,120,550</td>
<td>$1,340,157</td>
<td>$2,179,190</td>
<td>$300,000</td>
<td></td>
<td>$5,239,897</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>WIOA - Fed + GF - State</td>
<td>WEIA - State</td>
<td></td>
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<tr>
<td>North Central (ESD 117)</td>
<td></td>
<td></td>
<td>$346,742</td>
<td>$300,000</td>
<td></td>
<td>$871,742</td>
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<td></td>
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<tr>
<td>Northwest (ESD 189)</td>
<td>$256,000</td>
<td>$18,000</td>
<td>$184,961</td>
<td>$300,000</td>
<td></td>
<td>$1,008,961</td>
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<td></td>
<td></td>
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<tr>
<td>Olympic (ESD 114)</td>
<td>$15,000</td>
<td></td>
<td>$363,765</td>
<td>$300,000</td>
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<td>$903,765</td>
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<tr>
<td>South Central (ESD 105)</td>
<td></td>
<td></td>
<td>$574,642</td>
<td>$300,000</td>
<td></td>
<td>$1,099,642</td>
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<tr>
<td>Southwest (ESD 112)</td>
<td>$224,000</td>
<td>$1,093,877</td>
<td>$240,000</td>
<td>$300,000</td>
<td></td>
<td>$2,082,877</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Northeast (ESD 101)</td>
<td>$112,000</td>
<td>$106,745</td>
<td>$500,338</td>
<td>$300,000</td>
<td></td>
<td>$1,244,083</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,727,550</td>
<td>$3,211,871</td>
<td>$4,683,805</td>
<td>$2,125,000</td>
<td></td>
<td>$14,448,226</td>
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</tbody>
</table>

Career Launch Enrollment and Equipment funding is 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.

Intermediary Grants and Regional Network Grants are awarded via a competitive process by Employment Security Department.

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

Career Connect Washington is in the process of developing a technology platform/directory of career connected learning opportunities statewide linked to statewide supports. Washington Student Achievement Council conducted a competitive process to secure a vendor capable of designing a user-friendly directory. The vendor has been selected and the directory is scheduled to be completed and go live in the fall of 2020.

The directory is essential to spreading the word to students, parents and counselors and will be a robust directory of career connected learning experiences, starting with Career Launch.

Information in the directory will be navigable by region and will include supports available to enable student participation (financial, transportation, childcare, etc.)

MARKETING

Research conducted during the planning phase makes it clear that students, parents, and counselors know 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.

Based on the marketing research that was conducted to better understand the needs and preferences of students and parents in Washington state as they relate to career connected learning opportunities, and interviews with stakeholders including government agencies, educators, business, and labor leaders, a marketing plan was created and a Marketing Tool Kit designed.

The Marketing Tool Kit helps the public understand the integration of the Regional Networks and Intermediaries’ local leadership and Career Connect Washington’s statewide effort. We will continue to expand and refine the 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.

The Marketing Tool Kit is available at https://careerconnectwa.org/tool-kit/.
AGENCY INTEGRATION

The CCW legislation 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 process on the tasks, provide technical assistance, and re-evaluate the task list as necessary.

Tasks and accountability metrics for select agencies are represented below. This table is not exhaustive and does not necessarily reflect commitment to this work. We recognize that there is potential for growth statewide. We look forward to working with our public and private, not-for-profit college and university partners to encourage Washingtonians to build on these foundations as they pursue credentials and degrees over a lifetime of learning.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Tasks</th>
<th>Year 1 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board for Community and Technical Colleges</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 25 Career Launch programs in the Career and Technical College system</td>
<td>Achieved. 25 CTC Career Launch programs endorsed.</td>
</tr>
<tr>
<td></td>
<td>Enroll 1,000 students in Career Launch programs</td>
<td>Progress made towards goal; 228 students under the age of 30 were enrolled by March 30, 2020; 380 projected enrollments from Spring 2020 and for programs endorsed by July 2020.</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>Office of Superintendent of Public Instruction</td>
<td>Develop a data collection process and measurement protocols</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Create 9 Career Launch programs, one per each Educational Service District</td>
<td>Progress made towards goal; 3 new Career Launch programs endorsed in 3 ESDs.</td>
</tr>
<tr>
<td></td>
<td>Enroll 350 students in newly endorsed Career Launch programs</td>
<td>No students were enrolled by March 30, 2020; 45 students estimated for Fall 2020 in 3 new programs endorsed by July 2020.</td>
</tr>
<tr>
<td></td>
<td>Implement a granting process for Career Launch FTEs</td>
<td>Completed</td>
</tr>
<tr>
<td>Labor and Industries</td>
<td>Grow Registered Apprenticeship enrollment by 500</td>
<td>Achieved. 1,145 new apprentices enrolled.</td>
</tr>
<tr>
<td></td>
<td>Ensure that registered apprenticeship enrollment and outcome data are linked to Career Launch and CCW</td>
<td>Completed</td>
</tr>
<tr>
<td>Agency</td>
<td>Task Description</td>
<td>Status/Progress</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Employment Security Department</td>
<td>Implement a competitive granting process for Regional Networks and Intermediaries.</td>
<td>Completed. 4 rounds of Intermediary and 2 rounds on Regional Network grants completed.</td>
</tr>
<tr>
<td>4-Year Institutions (Council of Presidents &amp; Independent Colleges of Washington)</td>
<td>Create 13 Career Launch programs</td>
<td>No programs created; 1 program anticipated to be endorsed by Fall 2020.</td>
</tr>
<tr>
<td></td>
<td>Enroll 500 students in Career Launch programs</td>
<td>No students enrolled; 15 students estimated in Fall 2020.</td>
</tr>
<tr>
<td></td>
<td>Develop a data collection process and measurement protocols</td>
<td>Not completed</td>
</tr>
<tr>
<td>Washington Student Achievement Council</td>
<td>Align equity inventory with development of technology tool to best communicate CCW programs, opportunities, and available student supports</td>
<td>On track to complete the directory by the end of fall 2020. Vendor selected to design a career connected learning directory with integrated equity supports.</td>
</tr>
<tr>
<td></td>
<td>Ensure that Career Launch participants are eligible for Washington College Grant</td>
<td>On track to develop a process to grant funds to apprentices. Career Launch students in post-secondary system are eligible.</td>
</tr>
<tr>
<td>Educational Research Data Center</td>
<td>Develop a data collection process and measurement protocols</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Create a data enclave</td>
<td>Data sets joined to K-12 and excel files sent to data team; overarching enclave is designed, but not yet implemented.</td>
</tr>
<tr>
<td></td>
<td>Create a CCL data mart</td>
<td>Not completed</td>
</tr>
</tbody>
</table>

Other state agencies that contributed to agency integration goals of Career Connect Washington Legislation are:

- Washington State Department of Transportation
- State Board of Education
- Department of Commerce
- Workforce Training and Education Coordinating Board
- Department of Children, Youth & Families
- Washington State Department of Social and Health Services
- Office of the Lieutenant Governor
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.

We are now faced with a new crisis, one that has the potential to surpass the collapse of 2008. Early projections suggest national unemployment exceeding 20%. With many of the early layoffs impacting industries with higher proportions of under-30 workers (especially hospitality, travel/tourism, and gig economy workers), younger workers are more severely impacted by economic impacts of COVID-19.

Career Connect Washington (CCW) can help our state’s economy and our young adult workforce (i.e. those under 30 years old) recover from this latest downturn. CCW is informed by the Swiss apprenticeship system and is designed to help train and re-train our young adult workforce for jobs in high-demand sectors. It is a model that has proven highly effective in blunting the worst effects of economic downturns. Following the Great Recession, the Swiss economy rebounded earlier than most countries, with a young adult labor participation rate similar to adult unemployment (ages 25 to 64). Event at the peak of the Great Recession, Switzerland’s unemployment reached only 4.1% in Q4 2009. Switzerland’s apprenticeship system was a significant contributor to this recovery.

From our own state’s data, we know that career connected learning models result in higher earnings and significant returns on investment for taxpayer dollars (state taxpayer return ranges from $4:1 to $36:1 according to a 2020 Washington Workforce Board report). The speed and strength of our state’s recovery is dependent on maintaining and growing our state’s pipeline of skilled labor.

At the core of CCW are Career Launch programs, which provide participants with paid, on-the-job training and aligned classroom instruction, that 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.

CAREERCONNECT@HOME

Career exploration and preparedness is important to not just our young people, but to our whole state’s recovery. In Washington, work-based learning results in higher earnings and significant returns on taxpayer dollars.

Every school day from May 4, until the end of the school year mid-June, Career Connect Washington brought career exploration to students across the state virtually.

A collaboration by Career Connect Washington, Challenge Seattle, Washington Roundtable, Washington STEM, and School’s Out Washington, the six-week career connected learning opportunity allowed 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 Employer Participants**

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

**Building Washington: Manufacturing, Trades & Energy**
- Northwest Carpenter's Institute
- AVISTA
- SEH America
- Independent Technicians Automotive Committee (iTAC)
- IBEW Puget Sound Electrical Apprenticeship program
Dreams into Dollars: Startups, Small Business & Entrepreneurship

- Chef Edouardo Jordan
- MOZ
- MOD Pizza
- Madrona Venture Group
- Armoire

Serve Your Community: Education, Healthcare, and 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

Thinking Big: Big Employer and Employer with Big Impacts

- Adaptive Technologies
- Boeing
- Microsoft
- Seattle Mariners
- Alaska Airlines

Electrifying Ideas: Maritime, Music, Hydro Power, and Consulting

- Puget Sound Energy
- Boston Consulting
- Grant County Public Utilities
- nanoString
- Port of Seattle
APPENDIX

CAREER CONNECT BY REGION

$14.4 million of public funds was distributed to the nine regions of the state to grow career connected learning opportunities and was directed to Regional Networks, Educational Service Districts for Career Connected Learning Coordinators, Intermediaries, and Career Launch enrollment expansion and capital equipment.

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

NORTHWEST REGION (ESD 189):

<table>
<thead>
<tr>
<th>GRANT FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Launch Enrollment</td>
</tr>
<tr>
<td>$256,000</td>
</tr>
</tbody>
</table>

REGIONAL NETWORK

Workforce Snohomish (in partnership with Northwest Workforce Development Council, Skagit STEM, and Snohomish STEM)

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

Network Director: Joy Emory (joy.emory@workforcesnohomish.org)
NWESD 189 Career Connected Learning Coordinator: Bre Urness-Straight (burnessstraight@nwesd.org)

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.

PROGRAMS IN DEVELOPMENT

**Information Technology Career Launch**  
**Intermediary:** Whatcom Community College  
**Whatcom County**  
New program

In partnership with the Technology Alliance Group for Northwest Washington (TAG) and building on Whatcom Community College’s (WCC) existing strengths in information technology, WCC intends to develop a new associate degree in software development, with a targeted launch of fall 2021 and capacity for 24 students.

Program curriculum will be developed in conjunction with industry professionals through the DACUM (Developing a Curriculum) process. Employer partners will provide meaningful supervised paid work.

**Health Care Career Launch**  
**Intermediary:** P-Tech, supported by Commission for Hispanic Affairs  
**Snohomish County**  
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 be successful in their companies, 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.
## Puget Sound Region (PSESD):

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,120,550</td>
<td>$1,340,157</td>
<td>$2,179,190</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$5,239,879</td>
<td>36.3%</td>
<td>38%</td>
</tr>
</tbody>
</table>

### REGIONAL NETWORK

Washington Alliance for Better Schools  
Serving King and Pierce Counties  
**Network Director:** Phyllis Harvey-Bushel ([phyllis@wabsalliance.org](mailto:phyllis@wabsalliance.org))  
**Puget Sound ESD Career Connected Learning Coordinator:** Walter Jackson ([wjackson@psesd.org](mailto:wjackson@psesd.org))

### ENDORSED PROGRAMS

#### Aerospace Joint Apprenticeship Committee’s Advanced Manufacturing Academy

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

The Aerospace Joint Apprenticeship Committee’s Advanced Manufacturing Academy (AMA), is a six-month advanced manufacturing training program designed specifically for out-of-school and opportunity youth 16-29 years old. 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.

#### 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  
**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. Development was completed and endorsement achieved ahead of schedule.*

Information Technology

**Credentials:** Associate in Technical Arts  
Associate in Applied Science – Transfer  
**Education Partner:** Everett Community College  
**Employer Partners:** City of Everett, City of Arlington

Everett Community College’s Associate of Technical Arts (ATA) in Information Technology is built upon stackable credentials. Students who earn the ATA also attain the coursework necessary for up to four certificates; Computer User Support Specialist Certificate, Network and Systems Administrator Certificates and/or Cybersecurity Support Technician Certificate. Skills and careers linked to these credentials include Computer User Support Specialist, Network and Computer Systems Administrator, and Information Security Analyst.

The 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 (internship).
Diesel and Heavy Equipment 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.

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.
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.

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.

PROGRAMS IN DEVELOPMENT

**Information Technology Career Launch**  
**Intermediary:** P-Tech, supported by Commission for Hispanic Affairs  
**King County**  
**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, 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.
**Construction Trades Pre-Apprenticeship**

**Intermediary:** ANEW/RPAC (Regional Pre-Apprenticeship Collaboration)

**King County**

Expansion

RPAC is working to create an on-the-job (OJT) training program for youth that gives them paid training and exposure to the construction industry. An OJT program creates a pathway for youth to get into an apprenticeship. The program expands programming that already exists within school districts throughout the state.

**Automotive Registered Apprenticeship**

**Intermediary:** Independent Technicians Automotive Committee

**King and Pierce Counties**

New occupation and expansion

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor is in development and will be submitted to the Apprenticeship and Training Council for registration in October. Depending on the occupation, apprenticeship programs include a minimum of 2,000 hours of paid on-the-job training, and aligned classroom instruction.

**Information Technology Pre-Apprenticeship**

**Intermediary:** Computing for All

**King County**

New program

Computing for All developed a recognized pre-apprenticeship program that allows entry into Apprenti and similar apprenticeship programs.

*The program received recognition from the Washington State Apprenticeship and Training Council in July 2020.*

**Medical Assisting Registered Apprenticeship**

**Central Sterile Processing Registered Apprenticeship**

**Pharmacy Technician Registered Apprenticeship**

**Intermediary:** SEUI 1199NW / Training Fund

**King County**

New occupations and expansion

The Training Fund is expanding existing Medical Assisting Registered Apprenticeship (RA) programs and creating Registered Apprenticeships in new occupations: Central Sterile Processing Technicians and Pharmacy Technicians.
WABS developed a Career Launch program with Edmonds Community College, Edmonds School district and T-Mobile. Skill development is focused on data management, advanced analytics, artificial intelligence, etc. Program starts in K-12 sector and completes in CTC.

*The program received Career Launch endorsement in June 2020.*

To develop the Health Care Career Launch, WABS is working in partnership with Providence St. Joseph Health and Renton Technical College. The program includes three tracks: Ambulatory Care, Real Estate Strategy and Operations, and Home Health Care. All tracks include meaningful, high-quality on-the-job experience through internships, and aligned learning at post-secondary level.

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**Health Care Career Launch**

**Intermediary:** Elements of Education Partners

**King County**

New program

In partnership with Kaiser Permanente and Tacoma Public School’s Next Move Internship program, the existing model of Career Explore and Prep is enhanced to design a new endorsed Career Launch program focusing specifically on students traditionally underrepresented in medicine pursuing careers in nursing.

---

**Information Technology Career Launch**

**Intermediary:** Seattle Colleges

**King County**

New program

The Extended Reality program is a secondary to post-secondary dual credit pathway that will provide on-ramp from high school to college with 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.

---

**Heavy Equipment/Machining Career Prep**

**Intermediary:** Seattle Jobs Initiative

**King County**

New program

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.
Biomanufacturing Career Launch  
Intermediary: Shoreline Community College  
King County  
New program

The Biomanufacturing program will offer student state-of-the-art classroom training with industry-vetted curriculum, a paid internship at a regional biomanufacturing facility, and upon completion, a valuable credential that is industry recognized, portable and expandable.

Advanced Manufacturing Career Launch  
Intermediary: Aerospace Joint Apprenticeship Committee  
King and Pierce Counties  
Expansion

This enhancement extends the existing 3-month pre-apprenticeship to a 6-month Career Launch Program. This funding will support capacity building efforts that will result in 50 Career Launch slots in first year and at least 10 employers providing work-based learning. Program consist of a 12-week education-based skills training program at least 12 weeks of structured on-the-job training.  

Program received Career Launch Endorsed in May 2020.


**CAPITAL REGION (ESD 113):**

<table>
<thead>
<tr>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$158,325</td>
<td>$210,834</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$894,159</td>
<td>6.2%</td>
<td>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](mailto:lthompson@esd113.org))

**ESD 113 Career Connected Learning Coordinator:** Pat Lange ([burnessstraight@nwesd.org](mailto:burnessstraight@nwesd.org))

**PROGRAMS ENDORSED**

**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 student’s 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. It has been noticed nationwide and an article on the program was recently featured in New America.

PROGRAMS IN DEVELOPMENT

Automotive Registered Apprenticeship

Intermediary: Independent Technicians Automotive Committee

Grays Harbor County

New occupation and expansion

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor is in development and will be submitted to the Apprenticeship and Training Council for registration in October. Depending on the occupation, apprenticeship programs include a minimum of 2000 hours of paid on-the-job training, and aligned classroom instruction.

Advanced Manufacturing Career Prep

Intermediary: Thurston County Chamber Foundation

Thurston County

New program

The 2-year Advanced Manufacturing Career Prep program includes a paid summer internship and up to 1,800 hours of classroom instruction aligned with WA state standards. The program will provide Thurston County high school students with the knowledge, skills, and abilities to pursue manufacturing careers that provide rewarding opportunities with excellent wages and benefits.
SOUTHWEST REGION (ESD 112):

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning 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>$240,000</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$2,082,877</td>
<td>14.4%</td>
<td>10%</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)

ENDORSED PROGRAMS

Semiconductor and Electronics Manufacturing (Mechatronics Technology)

Credential: Associate in Applied Science
Education Partner: Clark College
Employer Partners: SEH America, Silicon Forest Electronics, Analog Devices, Inc.

Mechatronics Technology is a growing career field that deals with the integration of 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 the latest, 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
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 the largest automotive dealer in Southwest Washington 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.

PROGRAMS IN DEVELOPMENT

**Advanced Manufacturing Career Launch**  
**Health Care Registered Apprenticeship**  
**Intermediary:** Workforce Southwest

Clark County  
New occupation and expansion

The intermediary will expand the existing Semiconductor and Electronics Manufacturing Career Launch program and develop a new Medical Assisting Career Launch.
NORTH CENTRAL REGION (ESD 171):

<table>
<thead>
<tr>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning 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
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)

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 needed 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 student’s freshman to senior year, with the total number of 2,464 hours. The program provides students 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 students 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.

Wenatchee Valley College is an integral team member that has the capacity to authorize dual credits, but more importantly for the student’s that desire college after high school, they are one of the many post-secondary educational options under this program.

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**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. The Wenatchee Valley College Automotive Technology program has received a five-year accreditation renewal from the National Automotive Technicians Education Foundation (NATEF).

WVC is a member of Subaru University (Subaru-U). Through this partnership, students get hands-on training and may complete two levels of certifications required of Subaru technicians. Automotive students train on a 2014 Subaru Forester trainer vehicle. Students use Subaru diagnostic equipment that allows for communication with the vehicle, programming and testing. In the future, WVC hopes to scale this program so that students can obtain three levels of certifications.

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

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**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 to apply 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
A learning component is completed in the final quarter of the program in conjunction with the ESRT Capstone Project. Industry partners include LambWeston and Patriot Plumbing.

Course articulations are available for the welding portion of the ESTR program exist 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.

<table>
<thead>
<tr>
<th>PROGRAMS IN DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aviation Maintenance Career Launch</strong></td>
</tr>
<tr>
<td><strong>Information Technology Registered Apprenticeship</strong></td>
</tr>
<tr>
<td><strong>Hospitality Management Career Launch</strong></td>
</tr>
<tr>
<td><strong>Intermediary:</strong> SkillSource</td>
</tr>
<tr>
<td><strong>Chelan/Grant/Adams Counties</strong></td>
</tr>
<tr>
<td>New programs and expansion</td>
</tr>
</tbody>
</table>

SkillSource is developing new Career Launch opportunities in Aerospace, Hospitality, and Veterinary industries, and expanding an existing registered apprenticeship in Information Technology.

| **Engineering Technology Career Launch** |
| **Intermediary:** Wenatchee Valley College |
| **Chelan County** |
| New program |

This Career Launch program targets students seeking employment as engineers, including mechanical engineers or machining production, as well as applied engineering fields, such as drafting, engineering technicians, and mapping technician. Students may also pursue electrical and electronic equipment installation and maintenance employment at public utility districts that harvest electrical energy and/or install telecommunications infrastructure.
MID-COLUMBIA REGION (ESD 123):

<table>
<thead>
<tr>
<th></th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$494,767</td>
<td>$83,333</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$1,103,100</td>
<td>7.6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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: Greg Fancher (gfanchert@esd123.org)

ENDORSED PROGRAMS

Agriculture Production

Credential: Associate in Applied Science
Education Partner: Columbia Basin College

Columbia Basin College’s Associate in Applied Science in Agriculture Production prepares students for positions as technicians, crop advisors, hydroponic consultants, field supervisors, agribusiness management positions. These 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. These 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 that allow them to also 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 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 a number of automotive dealerships in the Tri-Cities area.
In partnership with Pasco School District, Columbia Basin College, Washington State University, Mission Support Alliance, LIGO Hanford, and the Pacific Northwest National Laboratory, the program will teach employer-identified competencies needed for young people to be successful in the industry, 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.

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor is in development and will be submitted to the Apprenticeship and Training Council for registration in October. Depending on the occupation, apprenticeship programs include a minimum of 2,000 hours of paid on-the-job training, and aligned classroom instruction.
**NORTHEAST REGION (ESD 101):**

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Career Launch Equipment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$112,000</td>
<td>$106,745</td>
<td>$500,338</td>
<td>$225,000</td>
<td>$300,000</td>
<td>$1,244,083</td>
<td>8.6%</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))

**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.
### Programs in Development

<table>
<thead>
<tr>
<th>Program</th>
<th>Intermediary</th>
<th>Location</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing Registered Apprenticeship</td>
<td>Spokane Workforce Council</td>
<td>Spokane County</td>
<td>Expansion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project supports the expansion of existing apprenticeship programs in advanced manufacturing, with AJAC as one of the primary partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology Career Launch</td>
<td>Washington State University - Spokane</td>
<td>Spokane County</td>
<td>New program</td>
</tr>
<tr>
<td>The intent of this project is to create a Career Launch program in Eastern Washington that provides 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Career Explore</td>
<td>Washington State University Medical School</td>
<td>Stevens County</td>
<td>Expansion</td>
</tr>
<tr>
<td>The intermediary is designing a 3-year career awareness program for middle school students in Stevens County. Program targets the health sciences and healthcare delivery sectors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOUTH CENTRAL REGION (ESD 105):

<table>
<thead>
<tr>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>$574,642</td>
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<td>$1,099,642</td>
<td>7.6%</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 Director: Mark Cheney (mark.cheney@esd105.org)
ESD 105 Career Connected Learning Coordinator: Hugo Moreno (hugo.moreno@esd105.org)

PROGRAMS IN DEVELOPMENT

Agriculture/Food Processing Registered Apprenticeship
Intermediary: South Central Workforce Development Council

Yakima County Expansion

Focus of this project is the expansion of AJAC Manufacturing Youth Apprenticeships. Expansion will include expanding Registered Apprenticeship to food processing and agriculture industries.

Advanced Manufacturing Career Launch
Intermediary: Aerospace Joint Apprenticeship Committee

Yakima County Expansion

This enhancement extends the existing 3-month pre-apprenticeship to a 6-month Career Launch Program. This funding will support capacity building efforts that will result in 50 Career Launch slots in first year and at least 10 employers providing work-based learning. Program consist of a 12-week education-based skills training program at least 12 weeks of structured on-the-job training.

Program received Career Launch Endorsed in May 2020.

Automotive Registered Apprenticeship
Intermediary: Independent Technicians Automotive Committee

Yakima County New occupation and expansion

Two existing registered apprenticeship programs – General Service Technician and Master Service Technician were expanded to additional training agents. A new occupation – Automotive Service Advisor is
in development and will be submitted to the Apprenticeship and Training Council for registration in October. Depending on the occupation, apprenticeship programs include a minimum of 2,000 hours of paid on-the-job training, and aligned classroom instruction.

**Information Technology Career Launch**

**Intermediary:** Computing for All  
**Yakima County**

The Computer and Software Technician program will provide mentorship and on-the-job training by its employer partners. Students who complete this Career Launch program will be ready to take an entry level job, enroll in college with credit ready to apply to their degree, or enter an IT apprenticeship program.
**OLYMPIC REGION (ESD 114):**

<table>
<thead>
<tr>
<th>Career Launch Enrollment</th>
<th>Intermediary Grants</th>
<th>Regional Network</th>
<th>K-12 Learning Coordinator</th>
<th>Total</th>
<th>% of Funding</th>
<th>% of Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000</td>
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<td>$903,765</td>
<td>6.2%</td>
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</tbody>
</table>

**REGIONAL NETWORK:**

**West Sound STEM Network**

Serving Clallam, Jefferson, Kitsap, and Mason counties

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

**Olympic ESD 114 Career Connected Learning Coordinator:** Kimberly Hetrick (khetrick@oesd114.org)

**PROGRAMS IN DEVELOPMENT**

**Maritime Trades Career Launch**

**Construction Trades Career Launch**

**Intermediary:** Olympic Educational Service District (OESD)  
**Kitsap County**  
New programs

OESD is developing Career Launch opportunities throughout the region that provide training and skill development in the construction and maritime trades. In particular, the proposed Career Launch programs will support youth in rural areas by providing them with the training and work experience with local employers that will enable them to gain employment while developing a skilled workforce for employers in the region.

**Maritime Trades Career Launch**

**Intermediary:** Northwest Maritime Center  
**Jefferson County**  
New program

The Northwest Maritime Center (NWMC) and the Port Townsend Public School District are joining forces with regional industry partners to 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.