

Title	Exploring the Educational and Economic Needs in Spokane
Staff Lead	Rachelle Sharpe
Position	Deputy Executive Director
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Synopsis	Jenee Myers Twitchell will provide an analysis of employment and educational data specific to the Spokane region.
Guiding Questions	What are the unique challenges and opportunities in the Spokane region? Do the analytics give insight into potential programs, policies, and investments to improve educational attainment?
Possible Council Action	<input checked="" type="checkbox"/> Information/Discussion <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other
Documents and Attachments	<input type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input type="checkbox"/> Other

**Career Connect Washington:
Strategic Plan**

Workforce Board Briefing

May 23, 2018

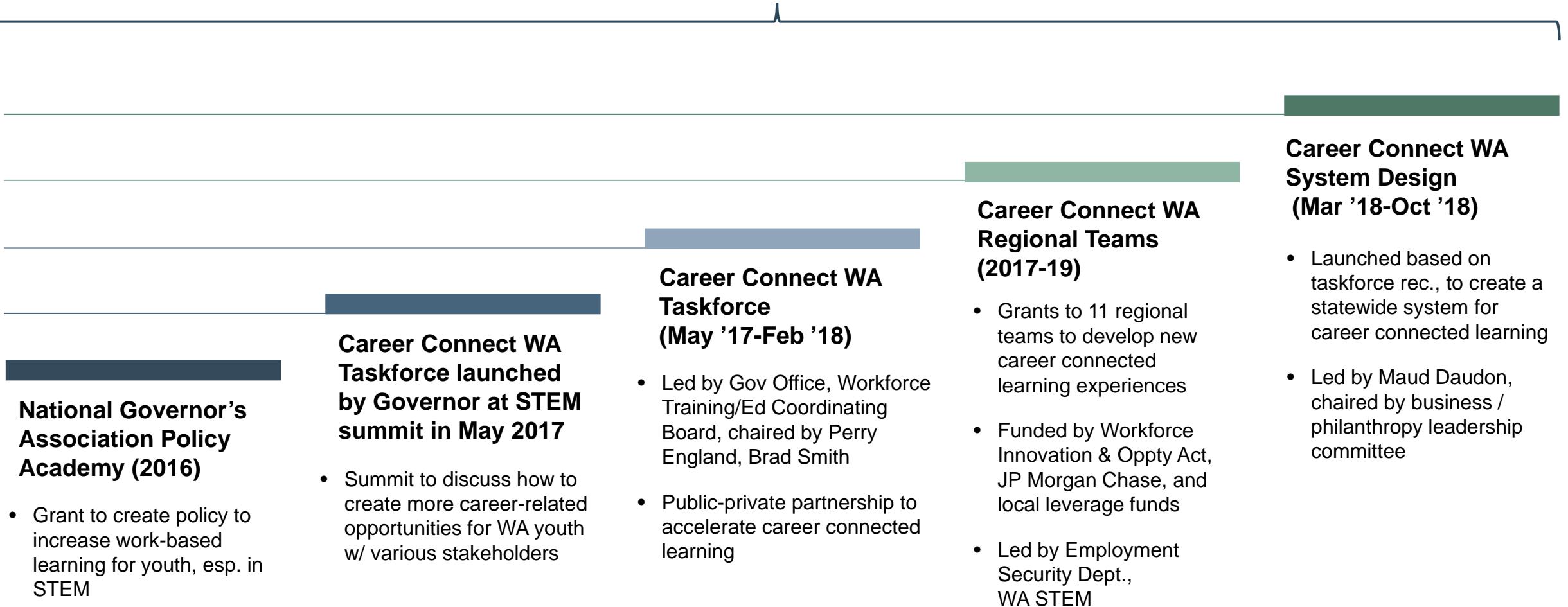
**CAREER
CONNECT
WASHINGTON**

Objectives for today

- Share context for Career Connect WA
- Share our latest thinking on system design and strategic planning, including:
 - Vision for career-connected learning in Washington
 - Continuum of high-quality learning experiences (including “Career Launch” programs)
 - Our ambition for growing Career Launch programs
- Discuss schedule of upcoming opportunities for you to engage in this work

Our ongoing efforts fall under the Governor's career-connected learning initiative, which is progressing through several linked efforts

Goal from Governor Inslee: Connect **100,000 Washington youth** during the next **five years** with career-connected learning opportunities that prepare them for high-demand, high wage jobs



Success for this effort depends on a close partnership between business, labor, government, and education stakeholders across the state

Project leadership – Maud Daudon
Project management / coordination – Marc Casale

Business and Philanthropy Leadership Committee

Industry Sector Leaders

Ben Bagherpour, Hans Bishop,
 Ray Conner, David D'Hondt,
 Perry England, Tim Engle,
 Scott Morris, Susan Mullaney,
 Brad Smith, Brad Tilden,
 Ardine Williams, John Hurd

BILL & MELINDA GATES foundation

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SIEMENS Foundation

Microsoft

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Bloomberg Philanthropies

Judy K. Dimon
 Foundation

WASHINGTON TECHNOLOGY

Industry Association Leaders

LIFE SCIENCE WASHINGTON



Legislative Leadership Group



Labor Leadership Group



WASHINGTON BUILDING TRADES

+ others not listed

Education and Government Leadership Group— led by John Aultman, Kate Davis, and WA Legislature



Intermediaries and Experts (e.g., Road Map Project, Suzi and Eric LeVine)

- Healthcare
- IT
- Manufacturing
- Agriculture
- Maritime
- Life Sciences
- Utility
- Aerospace
- Construction

Regional Working Groups (e.g., WA STEM networks, regional workforce development)



+ others not listed

Strategic Planning



National / Regional Expertise



JOBS FOR THE FUTURE

Communications



We are continuing to engage other stakeholders across Washington in this initiative

Gov / Ed working groups

- **Gov / Ed working groups will address specific focus areas** with the first working group read-outs in June and July
- Working groups include:
 - Growing and diversifying apprenticeships
 - System-wide funding
 - Credentialing
 - Data
 - Expanding other innovative models
 - Guidance
 - Communication

Many other stakeholders across WA are engaged

- **CCW presented at or attended 13 conferences and forums**; scheduled so far to attend 25 more
 - Includes meetings **across the state and outside WA**
- Conducted **6 focus groups of parents** of middle and high school students in Spokane, Seattle, and Everett
- Holding **monthly open webinars** (first one held April 25)
- Met with **60+ stakeholders 1-on-1** since March

We will create 6 key deliverables that will enable implementation of a system of career-connected education across Washington



10-year program vision

Student offering, career/ed pathways, % WA young adults enrolled, prioritized schools/districts, employer offering, prioritized industries



Detailed system design

Identifying key tensions / tradeoffs, ways of integrating with existing programs, and target populations for both pilot and end-state phases



10-year growth plan

Initiatives, owners, phasing, costs, milestones, and tracking metrics



Funding model

Including both philanthropy and self-funding



Governance model

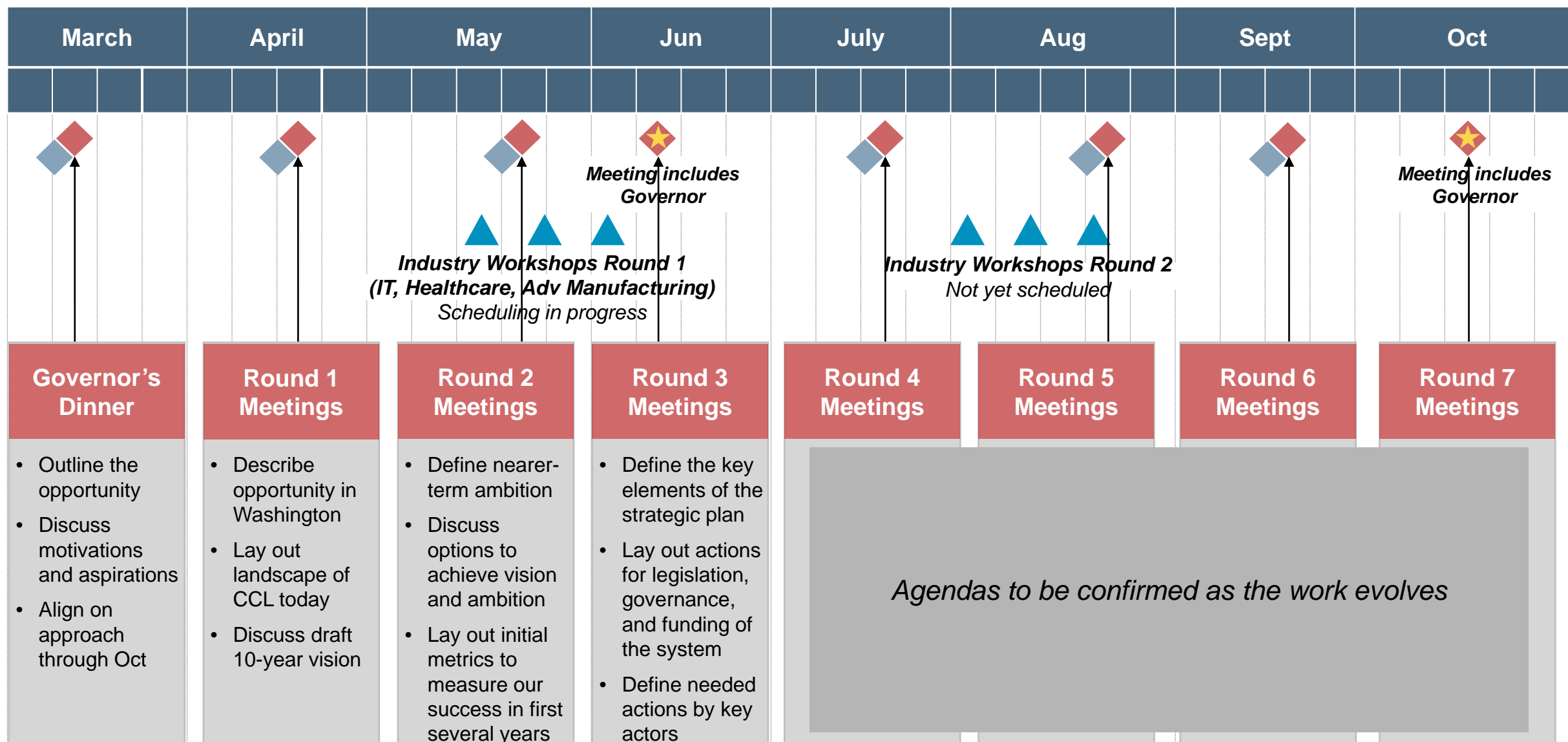
to be accountable for the rollout and realization of 10-year vision



Engagement and communications plan

Including key actors who need to commit and support the system

Must deliver 10-year vision and short-term wins by October



Significant gap between supply and demand of skilled workers in Washington – and a large opportunity for Career Connect WA to fill it



**MANY EMPLOYERS
SEEKING
SKILLED LABOR**

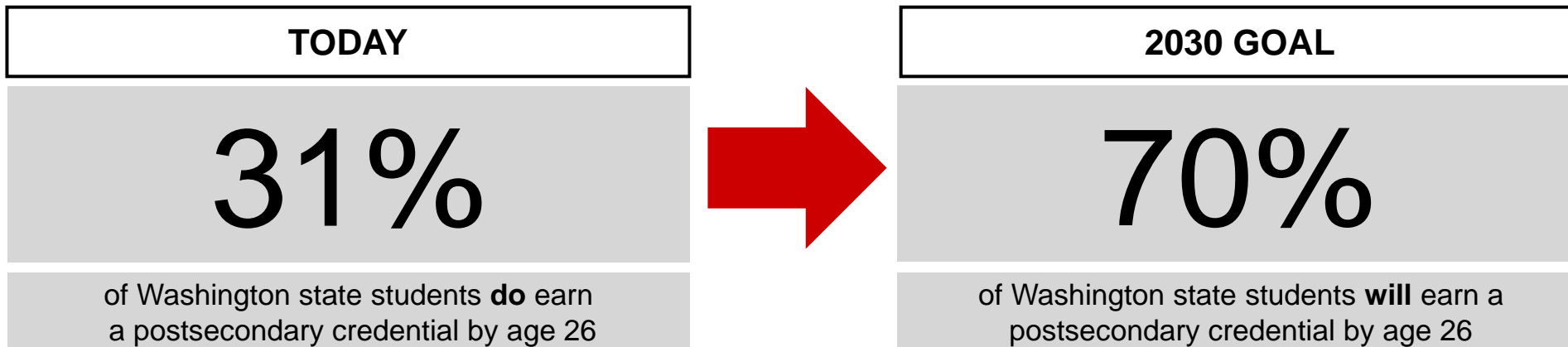
740,000 job openings expected in WA in next five years;
70% will require **postsecondary credentials**



**FEW GRADUATES
WITH RIGHT
SKILL SET**

Only **31%** of WA high school students earn a
postsecondary credential

OPPORTUNITY FOR CAREER CONNECTED LEARNING IN WASHINGTON:



To address this opportunity, there are many career-connected learning efforts already underway in Washington

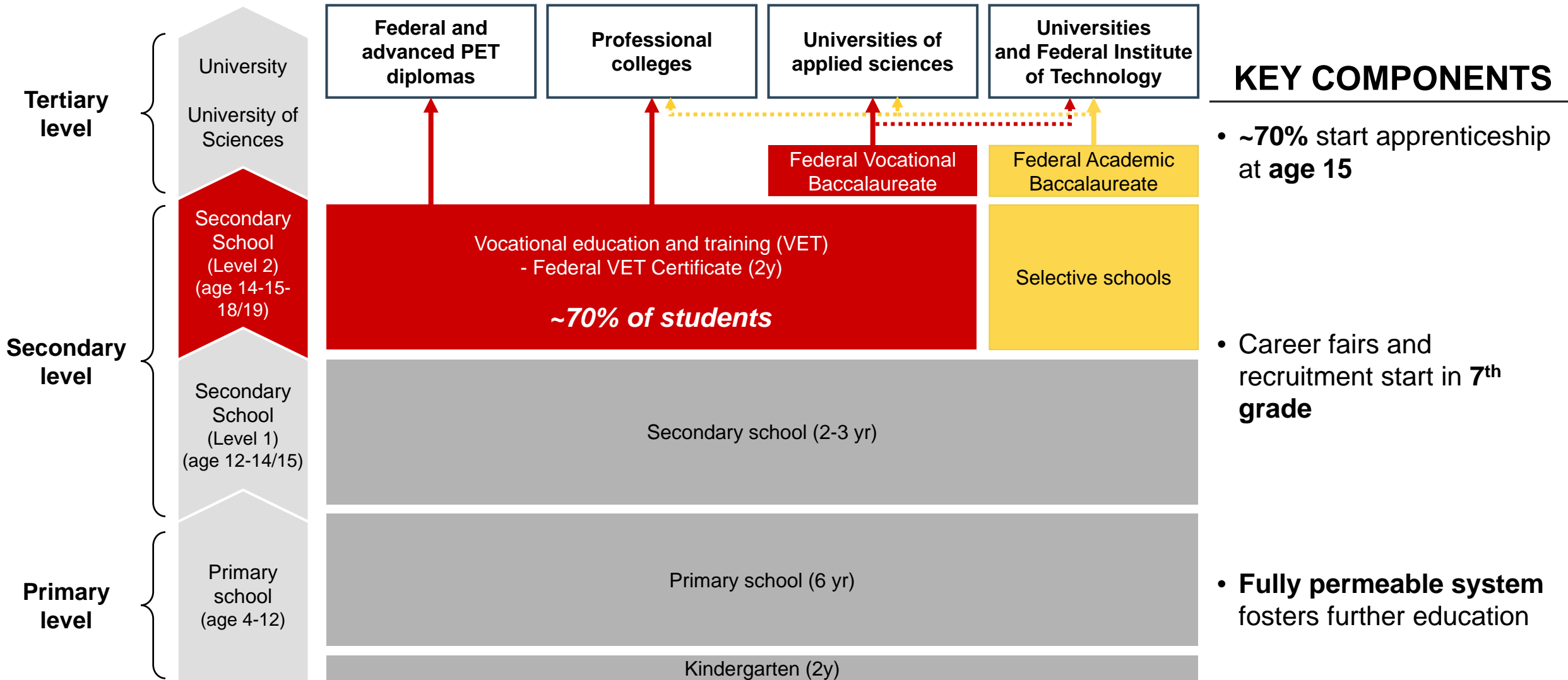
/ NOT EXHAUSTIVE



seattle metropolitan chamber of commerce



A full-potential example: Swiss apprenticeship model has equalized unemployment rates for youth and general population (~3.1%)



Source: Graphic: SFS Group; Data: Die Lage auf dem Arbeitsmarkt – Swiss government September 2017 report

Our timeless vision for career-connected learning in Washington

VISION

/ DRAFT



Every young adult in Washington will have **multiple pathways toward economic self-sufficiency**, strengthened by a **comprehensive state-wide system for career-connected learning**.

Timeless articulation of principles, values, and core capabilities

- **Better outcomes for young adults:** Every young adult will have agency and support to choose from a suite of pathways to credentials beyond high school and high-potential careers, including but not limited to 4-year college, and with equity of opportunity for all demographics

Young adults will...

- be academically prepared and work-ready
- be supported and guided in making choices about their education and careers
- have meaningful and engaging learning experiences
- complete those experiences
- gain valuable credentials for high-opportunity careers
- move forward on their path toward careers and / or further education.

- **Better outcomes for employers:** Improve talent pipeline with a deeper and more diverse pool of local talent, who are work-ready and trained with relevant career skills

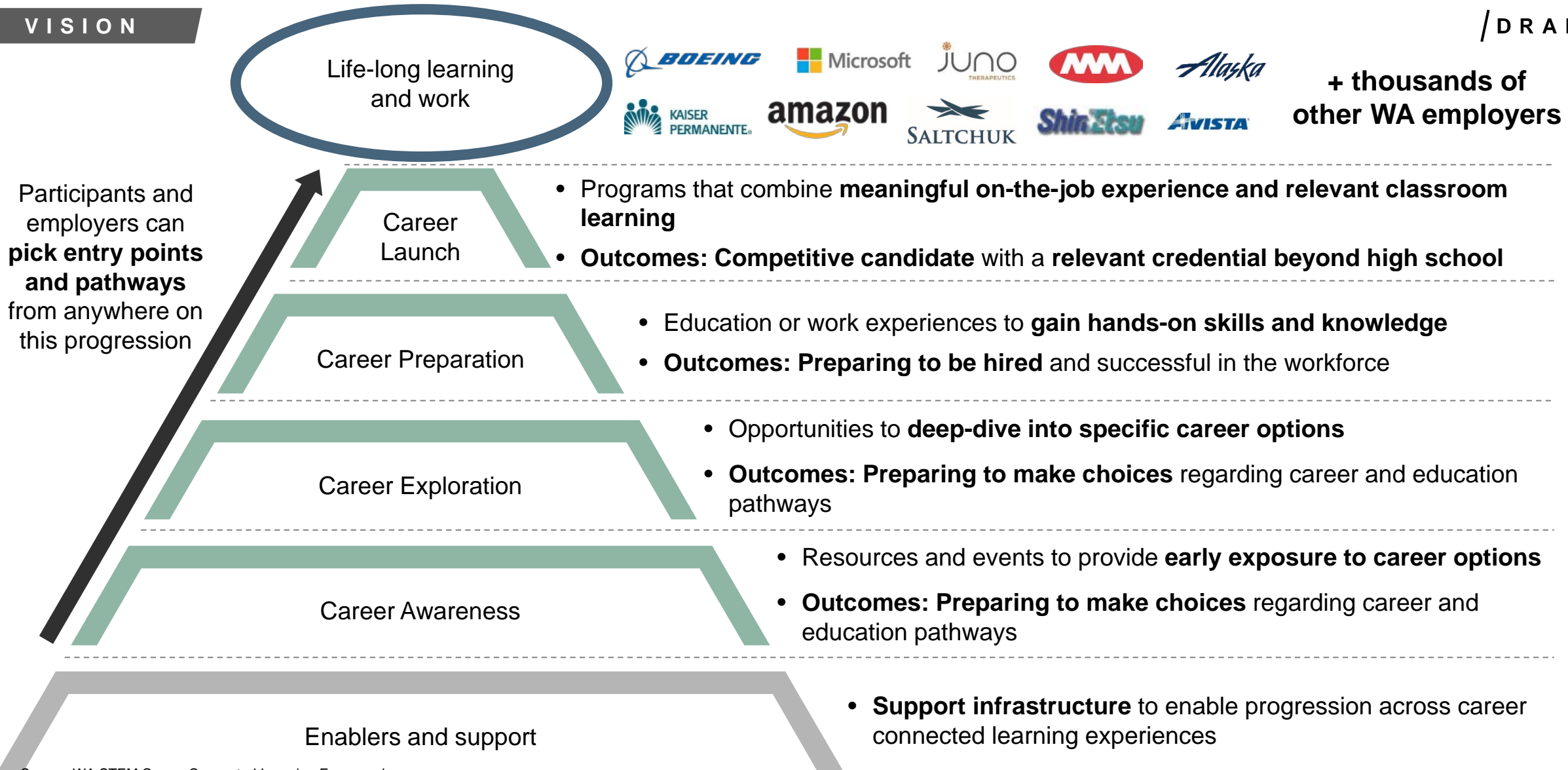
Employers will...

- have easy, accessible engagement in career-connected learning efforts
- Increase / expand sponsorship of young adults in career-connected learning
- have access to talented candidates that are prepared and trained to fill workforce gaps
- improve retention of that talent over time
- have a workforce of life-long learners, passionate about their career choices
- be well positioned to upskill workforce to meet changing industry needs

Career-connected learning is a range of different experiences

VISION

/ DRAFT

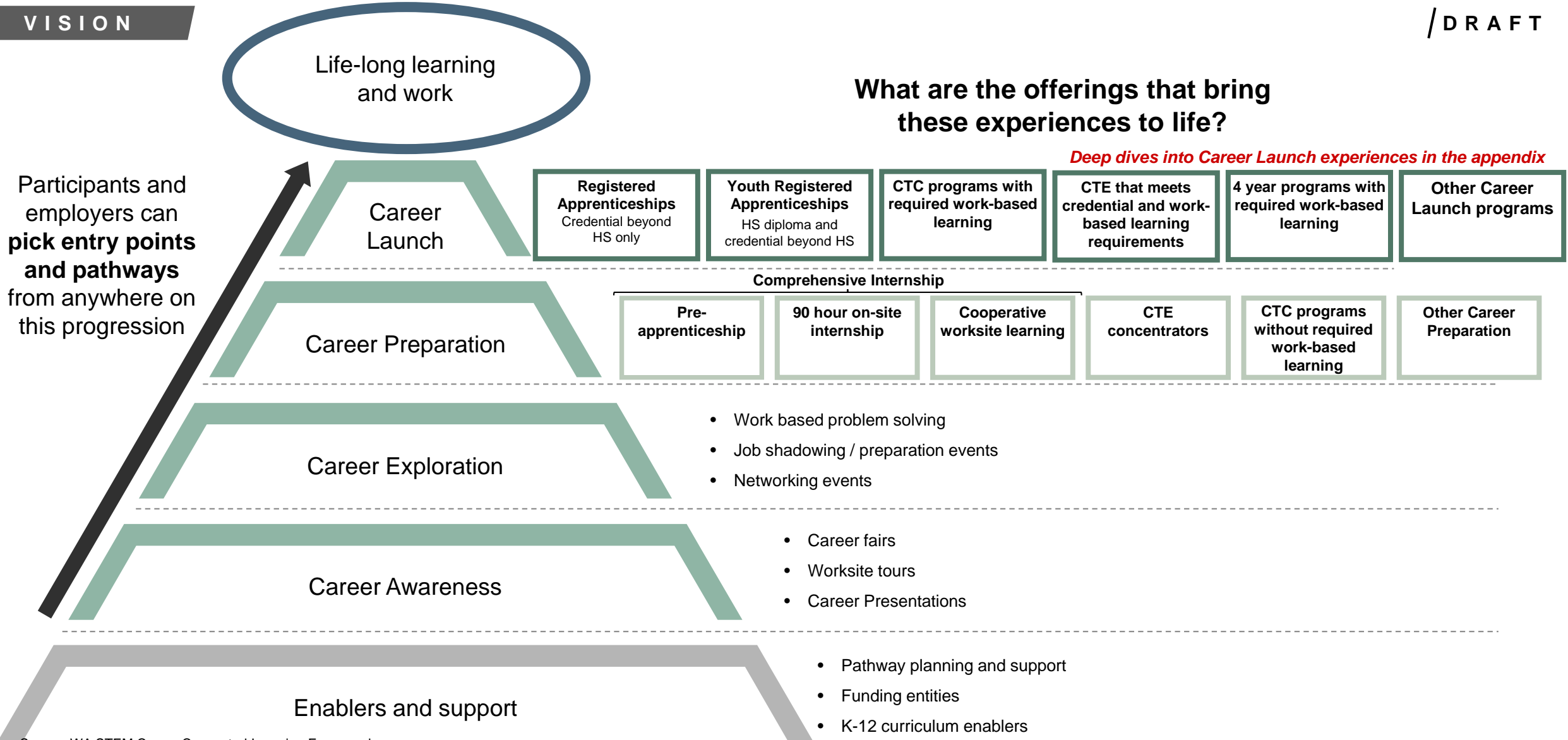


Source: WA STEM Career Connected Learning Framework

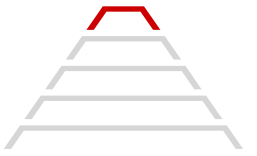
There are many examples of these experiences in existence today

VISION

/ DRAFT



Source: WA STEM Career Connected Learning Framework



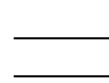
Career Launch Programs: Positioning our young adults for careers



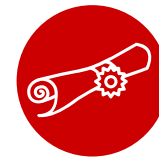
Meaningful on-the-job experience



Relevant classroom learning



Competitive candidate



Relevant credential beyond high school

- ✓ At employer site or skills center (or similar)
- ✓ Paid and/or for academic credit
- ✓ High-quality supervision and mentorship plan
- ✓ Clear development plan

- ✓ Curriculum and program requirements developed with input from employers/industry
- ✓ Competent instructors
- ✓ Dedicated student support (academic and career)

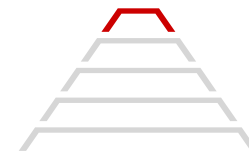
- ✓ Able to successfully compete for careers
- ✓ Careers offer economic self-sufficiency
- ✓ Jobs are accessible for young adults

- ✓ Credential attained

OR

- ✓ Significant progress (at least one year) towards a 2 or 4 year credential

Deep Dive: Registered Apprenticeship



VISION

CAREER LAUNCH

/ DRAFT

Registered Apprenticeships are federally and state-approved programs that provide workers with skills required to meet employer needs, yielding a credential, training, and work experience. Upon program completion, workers are competitive candidates for employment and have been working in the field for several years.

Criteria

On-the-job experience

- 2K-10K hours
- At employer site
- Paid for work hours
- Dedicated mentor

Classroom learning

- 144 hours+ each year (per every 2K hours OJT)
- In-class instruction up-to-date with industry needs

High-opportunity jobs

- Jobs are recognized and valued throughout an industry
- Highly skilled occupations

Credentials

- Trade certification

Funding sources

- Apprentices, Employers, State operating funds (via CTCs)

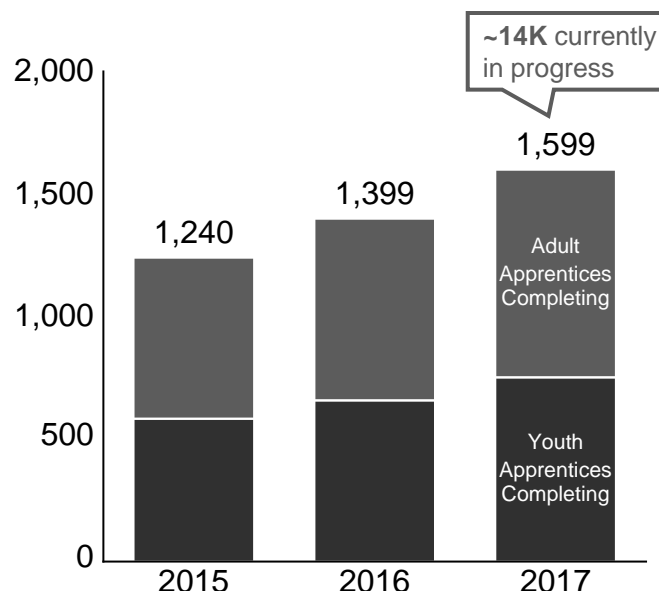
Governing Bodies



Current WA programs / services

- **Top occupations (~60% of registrations)** are Fire Fighters, Carpenters, Laborers, Electricians, Ironworkers, Drywall installers, Sprinkler fitters, Roofers, Tree trimmers

Apprentices completing annually



What we've heard

"[Being an apprentice] is life-changing for me. This is something that I have a strong passion for and I can easily do this for the rest of my life if need be. I'm having a blast with this."

Student, IT Apprentice

"Apprenticeships provide important skills but it's a complicated system and can be difficult for employers, educators, and students to opt in. The holy grail is to set up something for apprenticeships that is **simple and widespread.**"

Leader, Education

"There are **preconceived notions about apprenticeships and labor unions** – not all apprenticeship programs are connected to a union, but many are, which will be a challenge in getting them to scale with non-unionized employers."

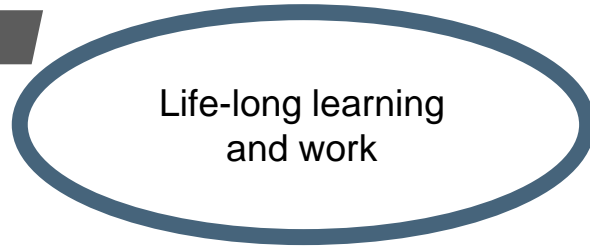
Leader, Industry Associations

Source: Labor & Industries, Washington State; Apprenti website; WSATC quarterly reports; Leadership interviews

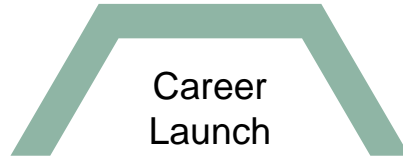
Our 10-year ambition is to enable all Washington young adults to experience career-connected learning

AMBITION

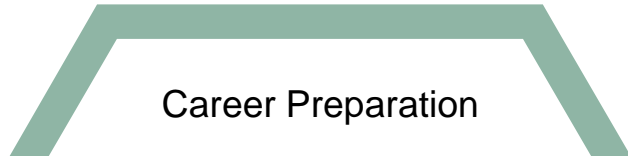
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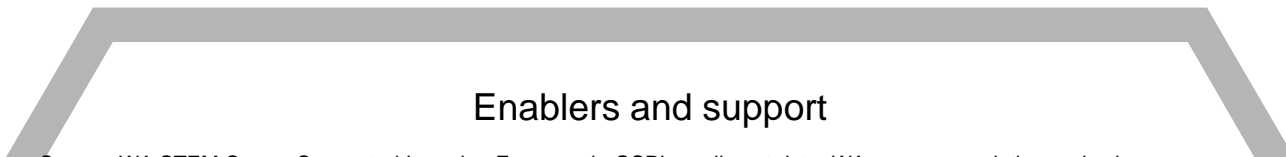
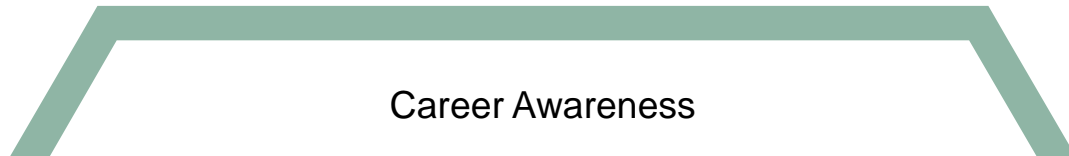
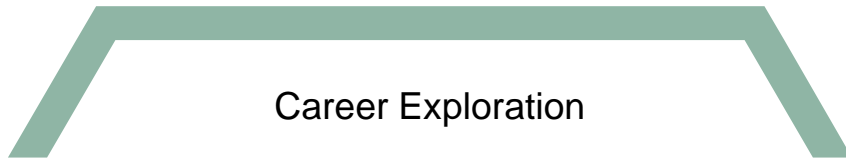
By 2030, our ambition is that:



60% of Washington young adults leaving high school will complete a Career Launch program within 8 years



100% of Washington K-16 students will have Career Exploration, Career Awareness, and Career Preparation experiences



100% of Washington students will have access to counseling, both career and college

Source: WA STEM Career Connected Learning Framework; OSPI enrollment data, WA census population projections

Our ambition for Career Launch is bold

AMBITION

/ DRAFT

As we build to 60% Career Launch completion...

We will expand annual Career Launch program completions by **3x** – from ~20k today → 60k per year by 2030

This work is in support of the existing Washington state goal...

7 out of 10 high school students will be on track to earn a credential after high school

6 out of 7 of those credentials will be from Career Launch completions

Equivalent to 60% of young adults completing a Career Launch program



Our ambition compared to Washington today

40% of recent high school students on track to earn a credential beyond high school

<20% of those credentials are career-connected



Our ambition compared to Switzerland

70% of students start apprenticeships at age 15



Our ambition compared to Colorado

20k students will participate in high-demand, high-pay apprenticeships by 2027

Note: Details on the path to expanding post-hs credential attainment in the appendix

Next steps for June meeting and beyond

NEXT STEPS



In June, we will be joined by the Government and Education working group and labor representatives for a **read out to Governor Inslee** on the progress and next steps for Career Connect Washington

June



Build out our **recommendation for governance**, including the governing body which will stand up and mobilize the system, at least in the near-term

June



Build out our **recommendation for the funding model**, which will include an estimate of costs (both start-up and 'run rate') and a path forward for meeting gaps

June-October



Create an **action plan for the near term, prioritizing early wins**, in order to reach our 10 year ambition

June-beyond

Many opportunities to engage in our strategic planning effort

/ FOR DISCUSSION

Upcoming Engagement Opportunities	Meeting Dates
Gov/Ed Leadership Group Meetings	June 5, July 10, August TBD, September TBD
Gov/Ed Subgroup Meetings	May 30 th (Credentialing, Data), TBD for rest
Business Leadership Committee Meetings with Governor Inslee	June 11, October TBD
Healthcare Workshop	May 29
Advanced Manufacturing Workshop	June 4
Other Industry Workshops	TBD
Tacoma Regional Meeting	May 29
Vancouver Regional Meeting	May 31
Other Regional Meetings	TBD

Nova and Eric are key members of Gov/Ed CCW team

How can you engage with Career Connect WA State System design

We want to hear your voice during the system design process

- Drop us a note anytime at lindsay@farfieldconsulting.com and sign-up for our webinars

Help us identify systemic barriers and opportunities you see

- Help us understand policy and procedural challenges (e.g. funding disincentives)
- Help us understand tools that are already in place to support the system (e.g. Running Start for dual credit)

Help us understand how to grow Career Connected Learning experiences

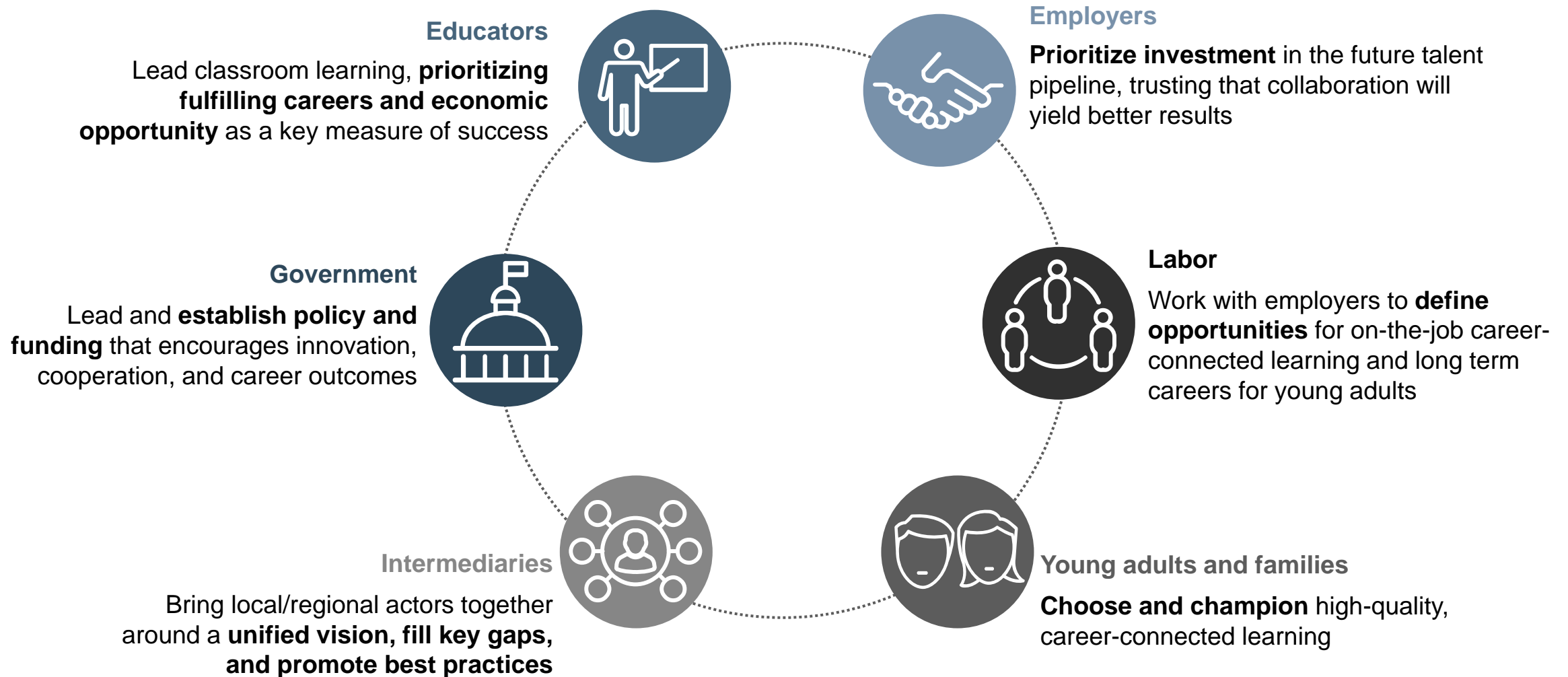
- How can we grow and diversify registered apprenticeships?
- How can we work with employers to create other high-quality Career Connected Learning experience?

What are the unique challenges and opportunities you see in your region?

Appendix

Roles: In order to mobilize toward our vision and ambition, all actors must play a vital, clearly defined role

MOBILIZING

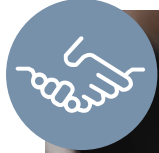


Deep dives into employer, educator, and intermediary roles in the appendix

Roles: Employers play an important role in creating a successful system to support Career Launch programs

MOBILIZING

/ DRAFT / NOT EXHAUSTIVE



Identify where you need help

Build up skills for employment

Invest in long-term success

Partner across the system

- Determine hard-to-fill jobs for today and the future
- Identify hard and soft skills required for those careers
- **Opt in** to sponsor young adults in Career Launch programs
- **Provide input** to ensure classroom curriculum is valuable and meets industry standards
- **Design appropriate on-the-job learning opportunities**, including suitable projects and job mentorship / feedback structure that support the Career Launch program curriculum
- **Contribute to funding** for sponsored Career Launch students including wages, classroom learning tuition where applicable, supervisors, and program management
- **Embed changes in your business** by updating your hiring approach and making this a true investment in your talent pipeline
- **Share your successes and challenges** to drive continuous improvement
- **Commit to partnering with other actors** to build a sustainable system across WA

Deep dives into employer role in the appendix

IT deep dive workshop was held last week, with two more workshops underway

IT – May 16th



- Amazon hosted HR and technology leaders from small, mid-size, and large companies to discuss Career Launch opportunities in IT
- The group worked through a brainstorming exercise of a Career Launch experience in IT discussing competencies, structure, funding, and the employer role

Healthcare – May 29th



- Kaiser Permanente is creating a healthcare apprenticeship to launch 2019
- Kaiser is convening HR healthcare leaders and union representatives across the state to discuss interest in the apprenticeship

Advanced Manufacturing – June 4th



- SEH America and WA STEM are organizing the Advanced Manufacturing workshop with a variety of employers across the state

Executive Summary – where are now in the work

Vision

- **Our vision is that every young adult in Washington will have multiple pathways toward economic self-sufficiency, strengthened by a comprehensive state-wide system for career-connected learning**
- This vision is supported by **a spectrum of career learning experiences** starting in K-12 and extending beyond high school, **culminating in Career Launch experiences**
 - Career Launch programs combine **meaningful on-the-job experience and relevant classroom learning**
 - **Upon completion, participants are competitive candidates for careers with a relevant credential beyond high school**

Ambition

- Today **~20k Career Launch experiences are completed annually** across Washington, including registered apprenticeships, certifications and degrees from Community and Technical College programs and 4-year institutions, skills centers, and many others
- Our ambition is that by 2030, **60% of Washington young adults leaving high school will complete a Career Launch program within 8 years**, adding ~60k+ career-connected young adults with credentials beyond high school to the workforce each year

Mobilizing

- **Several key issues to tackle in the early years as we mobilize toward our ambition for 2030:**
 - **Roles:** Define roles for all actors involved, including clearly defined ways of working, to support the progress already happening today
 - **Governance:** Build from existing efforts today and fill in system-level gaps in order to mobilize all actors towards our ambition
 - **Funding:** Create a self-sustaining funding model to support the >100k young adults who will be participating in career-connected learning by 2030

Next steps

- At our next meeting, we will align on **recommendations for system governance, short-term and long-term funding, and a short term action plan that prioritizes early wins** to reach our long term goals

With a focused vision and aligned ambition, we now have to define the near-term actions that will help us reach our long-term goals

NEXT STEPS

Vision



Long term articulation of principles, values, and core capabilities

Ambition



Medium term definition of objectives and success – a clear destination

Action Plan *Focus of next meeting*



Short term choices and activities to arrive at our destination

- To succeed long term, we must decide **where we want to start and how we want to scale**
- We **must prioritize early wins** to create success stories, to kick-start the cycle and get more educators, employers, and young adults bought in to the system

Funding: Our emerging view on the funding model will be built out and refined in our next meeting

MOBILIZING

/ DRAFT

Guiding principles for funding

- **Create a model that provides mutual benefit**, delivering benefits / ROI to multiple stakeholders
- **Ensure the funding is self-sustaining**, not dependent on continued philanthropic support beyond “start up”
- **Support young adults leading up to Career Launch** via career and academic counseling, enabling the continuum of Career Connected Learning experiences
- **Start from existing funding systems**, building off the infrastructure and policies already in place

Questions we are pursuing

- What **type of funding** should come from different sources / stakeholders?
- What should our **role be in providing counseling and support** to young adults related to Career Connected Learning (or career pathways in general)?
- **How much change** is needed in the existing funding structures, and **what additional structures are needed?**

Governance: To reach our goals at scale, we must address gaps in system roles

MOBILIZING

/ DRAFT / NOT EXHAUSTIVE



There is a lot of great work happening on the program level in Washington today...



...but in order to scale to meet our ambition, we must address **system level gaps:**

- **Align goals across the state** to ensure we're working together toward a unified vision and ambition
- **Define roles for each actor**, ways of working together, and **align incentives state-wide** to enable actors to commit to their role
- **Manage standard setting, decision-making, and quality control** for Career Launch experiences as a whole to ensure experiences realize student outcomes and meet employer needs
- **Raise and grant funds** to stand up system and create a sustainable funding mechanism to scale
- **Standardize processes** to make it easier to stand up and scale Career Launch programs
- **Focus on story-telling / communications for Career Launch as a whole** to improve the perception of career-connected learning
- **Be accountable for implementation of strategic plan and vision**

Governance: Our emerging view on governance will be built out and refined to support our ambition and vision in our next meeting

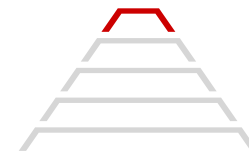
Guiding principles for governance

- **Build off the work that currently exists**, taking into account capabilities and roles of multiple players today
- Take a **systemic approach to scaling efforts statewide while honing innovation** and resourcefulness with players who are key to implementation
- **Clearly define roles and commitments for all actors**, including labor, employers, educators, government, industry associations and regional intermediaries, to scale statewide
- Create an action plan to **move all actors to adopt necessary ways of working** to successfully scale Career Launch

Emerging questions

- **Who will be involved** in the body that is accountable for overseeing Career Launch and / or the system as a whole?
- How will **all actors be represented** within system governance?
- How will **existing stakeholders interact** with system governance?
- What **actions and funding** will be required to stand up system governance?
- What are the near term actions system governance will be responsible for in order to **mobilize all actors and stand up system for success**?

Deep Dive: Youth Registered Apprenticeship



VISION

CAREER LAUNCH

/ DRAFT

Youth Registered Apprenticeships are apprenticeship programs for high school students (ages 16+) that provide skills required to meet employer needs, yielding a high school degree, credential, and work experience. Upon completion, workers are competitive candidates for employment.

Criteria

On-the-job experience

- At least 2000 hours
- At employer site
- Paid for work hours
- Dedicated mentor

Classroom learning

- 144 hours+ each year (per every 2K hours OJT)
- In-class instruction awarded through HS or CTCs, up-to-date with industry needs

High-opportunity jobs

- Jobs are recognized and valued throughout an industry
- Highly skilled occupations

Credentials

- High school degree attained
- Trade certification

Funding sources

- Employers, State operating funds

Governing Bodies



Current WA programs / services

• Include three focus areas for Washington:

- Healthcare
- Manufacturing
- Food preparation and serving

Spotlight:



- Designed for high school juniors and seniors to develop **career-ready skills in the aerospace and advanced manufacturing industries**
- Directly leads to **trade certification**

What we've heard

“Employers and schools have the curriculum and on-the-job training set up for us to succeed, because that is what they are trying to do, so I am really excited about it.”

Student, AJAC Apprentice

“We need to have youth apprenticeships - if we're waiting until they're 18 or even 16, we lost the moment in time. How do we excite young people about careers at a young age?”

Executive, Healthcare

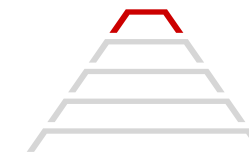
“The best thing about my job is that no two days are ever the same. It is a challenging and rewarding job and I love it!”

Student, Dispatch Apprentice

“[To scale Youth RAs]... you have to have fundamental changes in education system and the department of Labor and Industries to allow youth to get on the shop floor and work with the equipment. For instance, high school students are not allowed to touch the same equipment at work that they work with at school.”

Leader, Industry Association

Deep Dive: CTC programs with required work-based learning



VISION

CAREER LAUNCH

/ DRAFT

CTC programs with required work-based learning can take a number of forms. One example is Shoreline CC's Automotive Training Center.

Example: The Professional Automotive Training Center at Shoreline Community College



On-the-job experience and Classroom learning

- Factory-sponsored programs are 2 years with 11 weeks on-the-job for every 11 weeks in the classroom
- General Service Technician program is two quarters at the Center and one quarter in a workplace setting

High-opportunity jobs

- Typically leads to an automotive technician job, \$50-52K salary
- Variety of career pathways into parts, sales, finance and insurance, management, and marketing.

Credentials

- Two-year Applied Associate in Arts and Sciences degree
- Other manufacturer-specific training certificates
- GST students receive a certificate of proficiency

Funding sources

- Local dealerships sponsor students
- Employers help fund program startup costs
- Shoreline supports education and infrastructure costs

“Automotive manufacturers are **thinking about the long term**. Employers are **shaping the curriculum**, and if they didn't, the program would not meet its objectives.”

Leader, Education



Source: Leadership interviews

Other WA program / service examples



Nursing Program

- Theory and practice integrated through in-class and hospital / laboratory / care facility engagement
- Graduates ready to sit for licensure and competently practice nursing



Web Development Program

- Prepares students for high-paying technology careers
- Requires internship to earn certificate, with internship advisor provided

What we've heard

“The **community colleges can be great partners** on this front. We can tap into support structures that already exist and accelerate this work.”

Executive, Healthcare

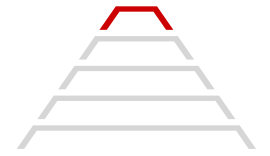
“Engaging community colleges in career-connected learning can be difficult. There are **policy, funding, and incentives problems that need to be sorted through**, like the completion agenda, to have career-oriented education equally valued.”

Leader, Philanthropy

“**Funding these programs is a problem** for community colleges. The board doesn't want to spend teacher's time on a pilot program with only 10-15 students.”

Executive, Manufacturing

Deep Dive: Credential granting CTE with required work-based learning



VISION

CAREER LAUNCH

/ DRAFT

Overview: CTE



- Pursues goal that “every Washington public school student will graduate from high school globally competitive for work and postsecondary education”
- CTE students explore careers, create future plans, take classes in high schools/skills centers/CTC’s that apply school subjects through Work-Based-Learning
- CTE programs provide **tuition-free college credits** as well as high school credits required for graduation
- Located in >400 Washington public high schools, with over 300K in public high school enrollment

Overview: Skills Center



- Washington State Skill Centers engage students in programs that provide advanced preparation for careers and college
- Allow students to pursue post-secondary schooling, apprenticeship programs, or careers
- Skill Centers operate as an extension of regional high schools, preparing students to competitively enter the workforce – they’re used jointly by CTC’s and CTE high schools

NEWMARKET
SKILLS CENTER



PUGET SOUND
SKILLS CENTER

Seattle Skills Center
A bridge to college & careers.

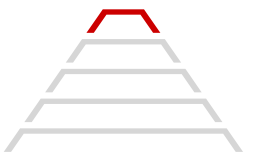
Twin Harbors Branch
Skills Center

Example: Sno-Isle Tech Nursing Assistant



- Prepares students for certification exam while allowing hands-on experience with patient care in both classroom and lab settings
- Allows students to learn and care for patients in a long-term care setting
- Students earn certifications and credits that make them immediately employable and can be applied at community & technical colleges in the future
- First semester is spent teaching students anatomy, physiology, and terminology
- Second semester transforms those skills into on-the-job training through patient care

There are many other Career Launch programs today and an opportunity to continue to create new, innovative programs



VISION

CAREER LAUNCH

/ DRAFT

Aerospace initiatives

- Series of programs created to drive interest and preparation in aerospace-related technical fields
- Choose Washington NMA Council gathered programs that share goal of expanding aerospace workforce
- Programs supported by public initiatives, private partnerships, and industry groups

For example:



Baccalaureate programs with required work-based learning

- Baccalaureate programs focusing on career-based education and couple classroom-learning with worksite learning.
- Programs include co-ops and clinical degrees among others.

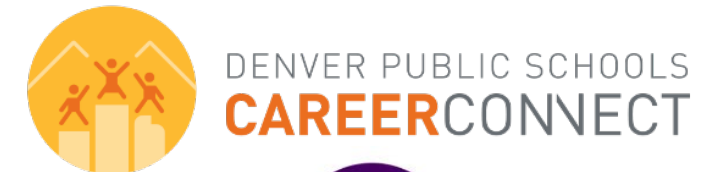
For example:



Other innovative models

- Many other innovative models for Career Launch programs exist today including employer in-house programs
- A Government and education working group is exploring other innovative Career Launch models

For example:



CAREERRESIDENCY

Source: Program websites

WASHINGTON PATHWAYS: REGIONAL ANALYSES

*Jenée Myers Twitchell
Impact Director*

*Washington Student Achievement Council
May 23, 2018*



GOALS AND OBJECTIVES

Regional Pathways Meetings Goals

- Create local/regional policy feedback loop to state decision-makers
- Help state partners understand the current work supporting credential attainment and access to family-sustaining jobs in region
- Share resources to support systems alignment & next steps
- Space for feedback and insight on data, technical support, and other resources that would aid in next steps



2030 FRAMEWORK FOR ACTION

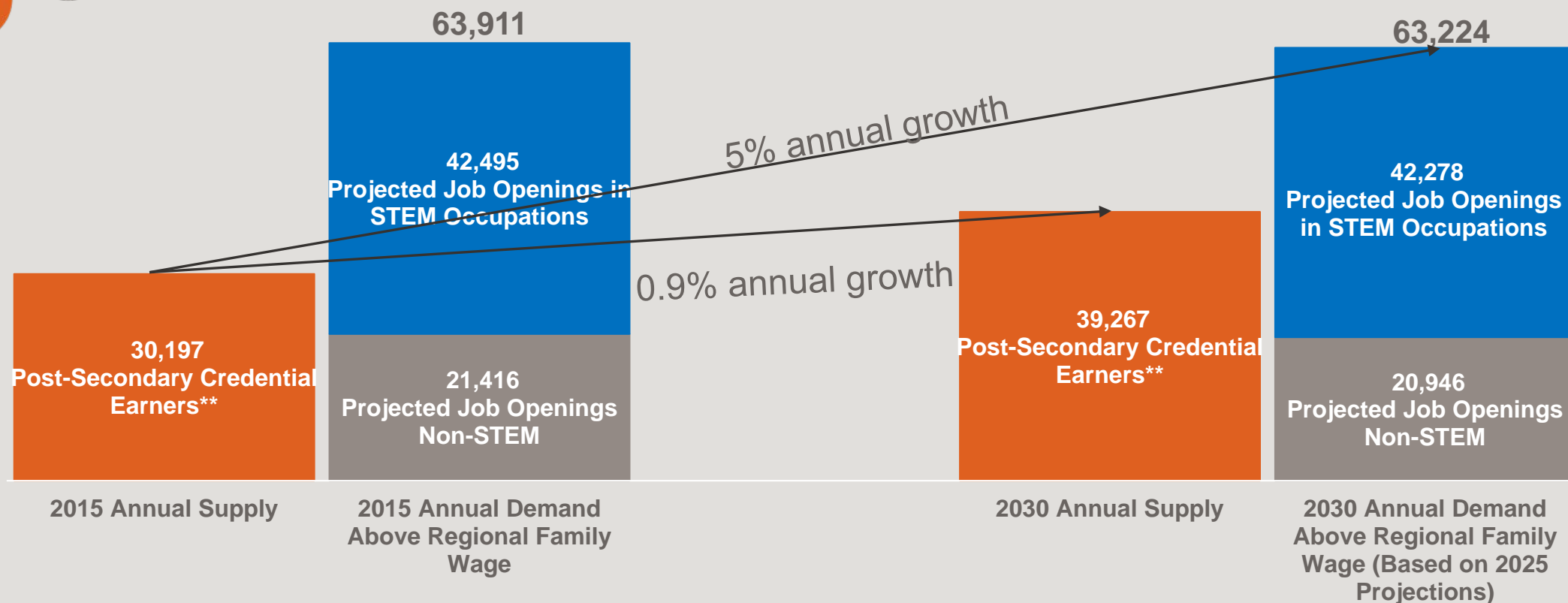
- By 2030, close racial, income, and gender gaps in access to and attainment of high-value credentials & family-sustaining careers in every region across Washington state.
- Data-informed via cross-sector and cross-agency systems & outcomes indicators; transition points
- Current student outcomes indicators: kindergarten readiness, 3rd grade math, dual credit completion, credential attainment
- Forthcoming student indicators: CCL experiences



2030 FRAMEWORK FOR ACTION

- Possible systems indicators:
 - early learning quality
 - family engagement in early learning supports
 - time and quality of math and science in elementary
 - teacher confidence in NGSS & participation in field-based learning
 - course availability in middle and high school
 - counselor ratios
 - career connected learning opportunities available + equity of participation by race/income/gender
 - partnerships with CBOs and equity & breadth of participation
 - equity of participation by race/income/gender in middle school and high school coursework
 - equity of direct enrollment in higher education by race/income/gender...

WA CURRENT VS. ACCELERATED SUPPLY-DEMAND GAP CLOSURE



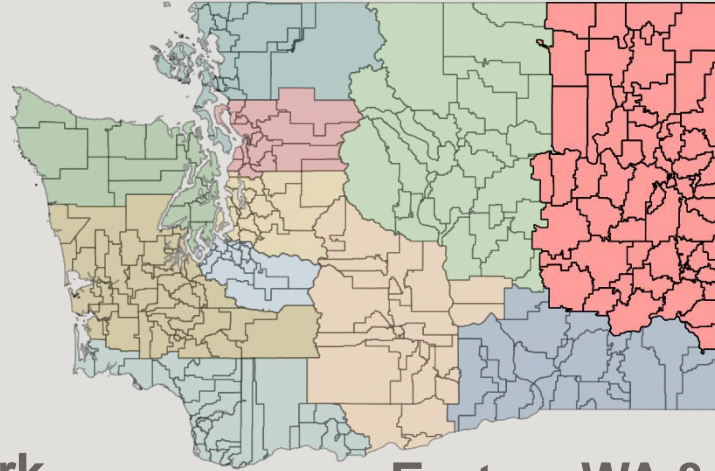
Sources: (2,3,4,5,7,8,9,10,11,14)

*Takes into consideration the 2006 ERDC report "A Credential by Age 26?" to account for licenses and credentials not reported by the ERDC high school feedback report

** Potential credential earners originating in class 2015 and class of 2030 respectively given current trajectory of completions and forecasted K-12 enrollment

NETWORK AND REGION

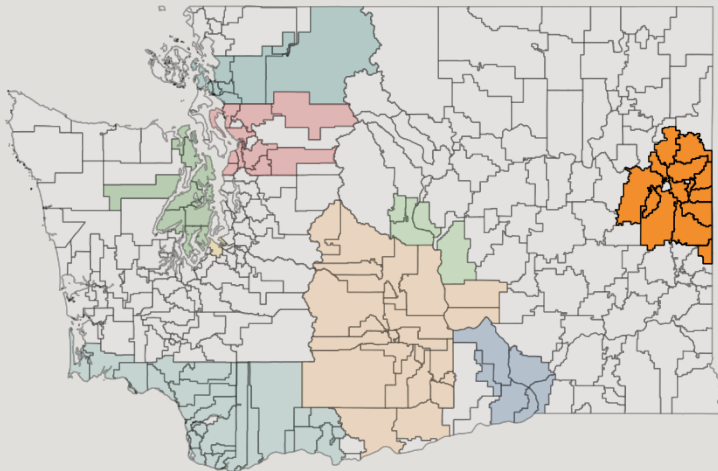
Eastern Region



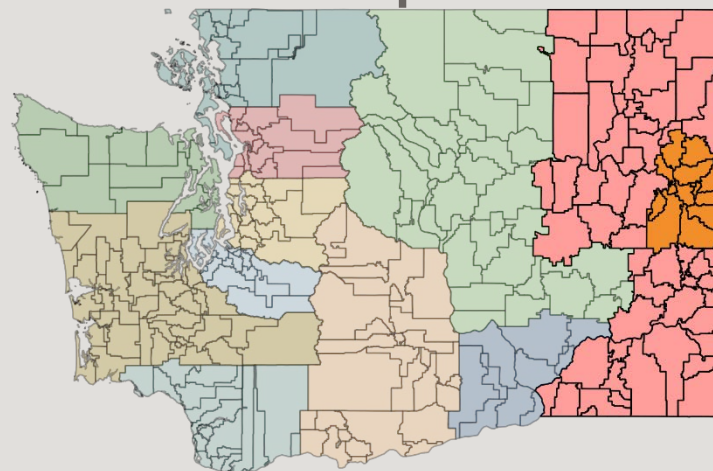
Labor market and education outcomes information covering the following counties:

- Lincoln
- Spokane
- Stevens
- Whitman
- Ferry
- Pend Oreille
- Portions of Adams

Spokane STEM Network



Eastern WA & Spokane WDA



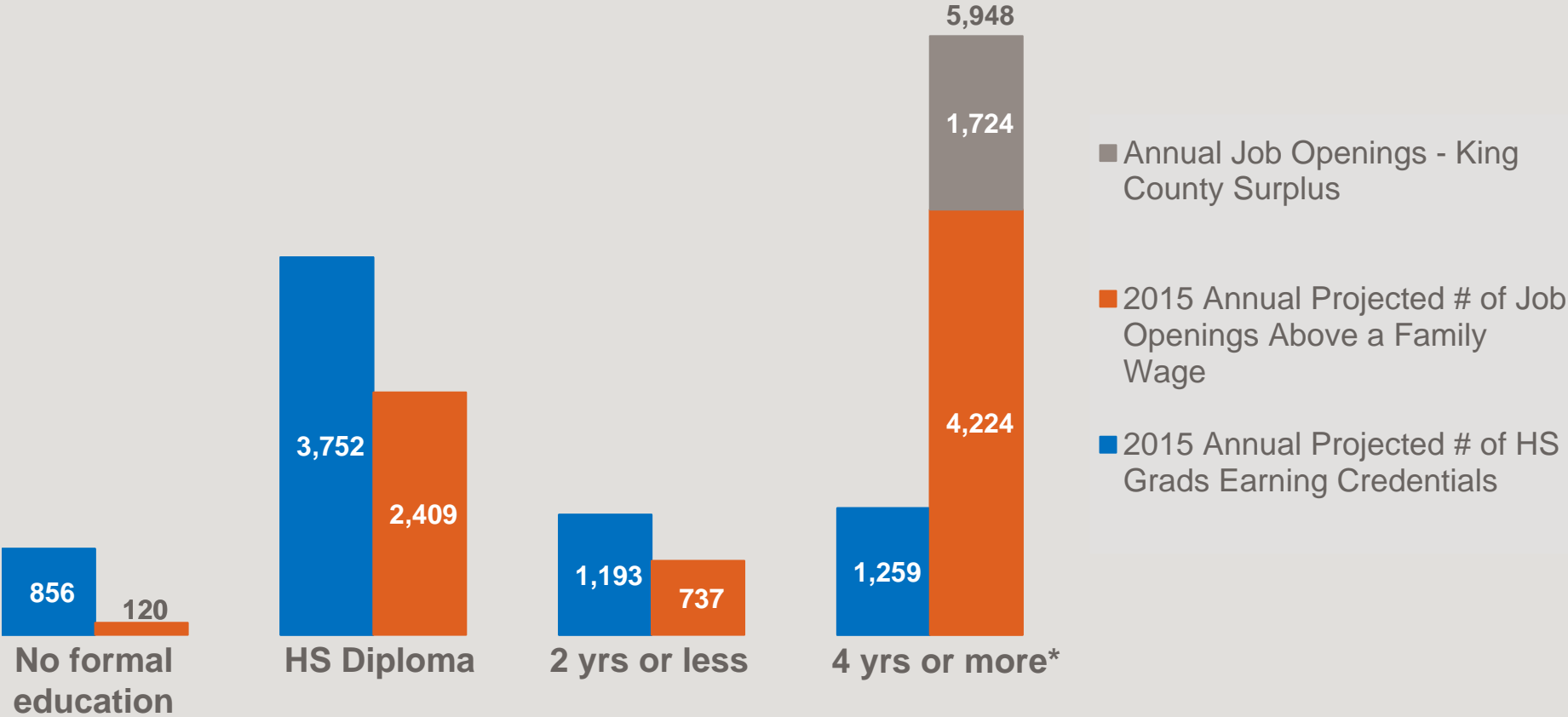
DATA SOURCES: WA Employment Security Department (ESD), Bureau of Labor and Statistics (BLS), Office of the Superintendent of Public Instruction (OSPI), WA Labor & Industries (L&I) Apprenticeship Registration and Tracking (ARTS), National Center for Education Statistics (NCES), WA Education Research and Data Center (ERDC), Seattle Times, Integrated Postsecondary Education Data System (IPEDS), Living Wage Calculator (MIT.edu)



EASTERN REGION DRAFT SUPPLY-DEMAND

Projected Supply based on 2015 HS graduate direct enrollments and 8yr expected graduation rates

Projected Demand based on average annual net new jobs and replacement openings, with an average regional wage greater than \$33k/yr

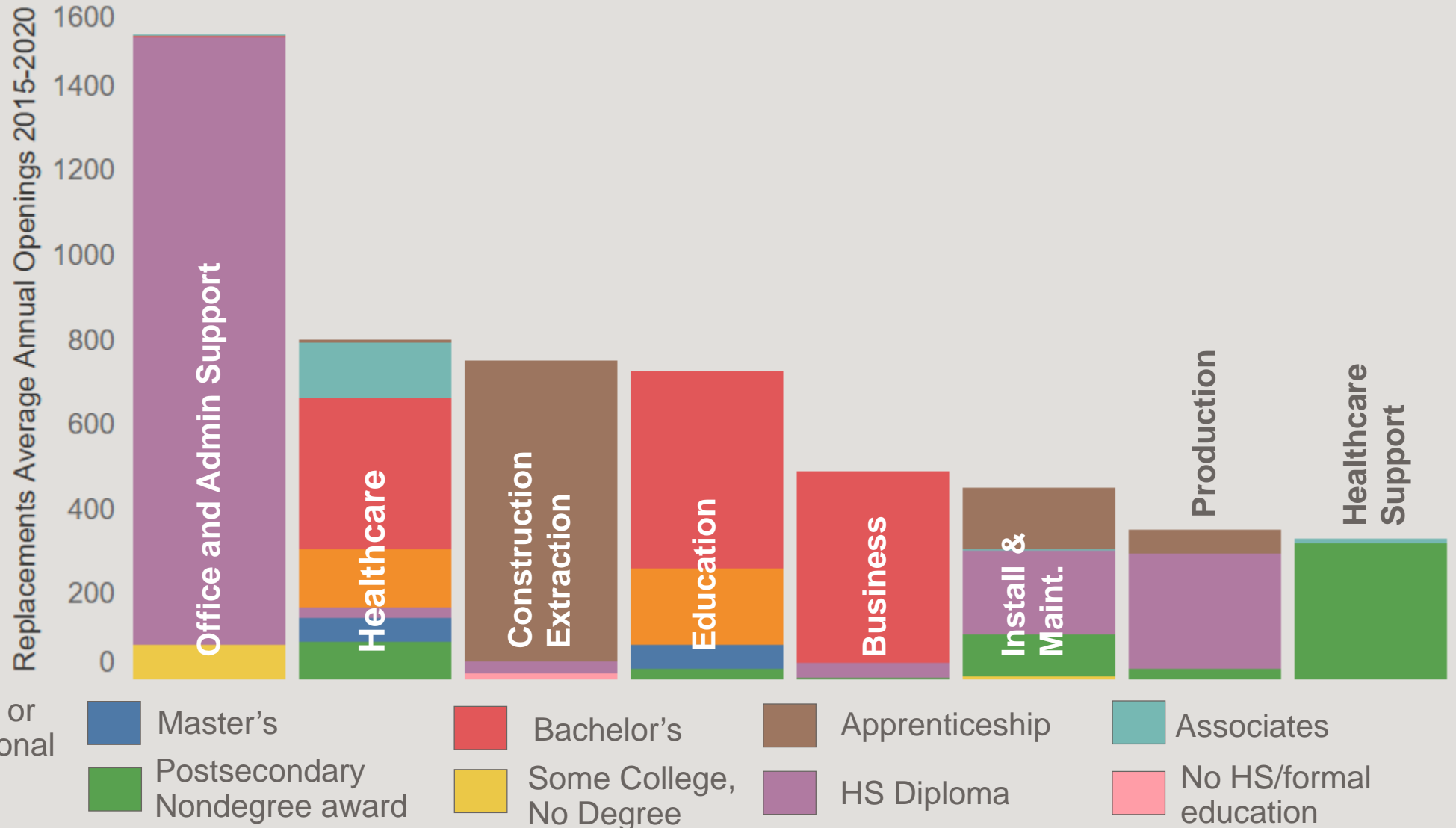


* Apprenticeship completions and projected openings are included as part of "4 yrs or more" supply and demand

Sources: (2,3,4,5,7,8,9,10,11,14)

EASTERN REGION JOBS

Avg regional wage >\$33k/yr, **no experience** needed to enter occupation

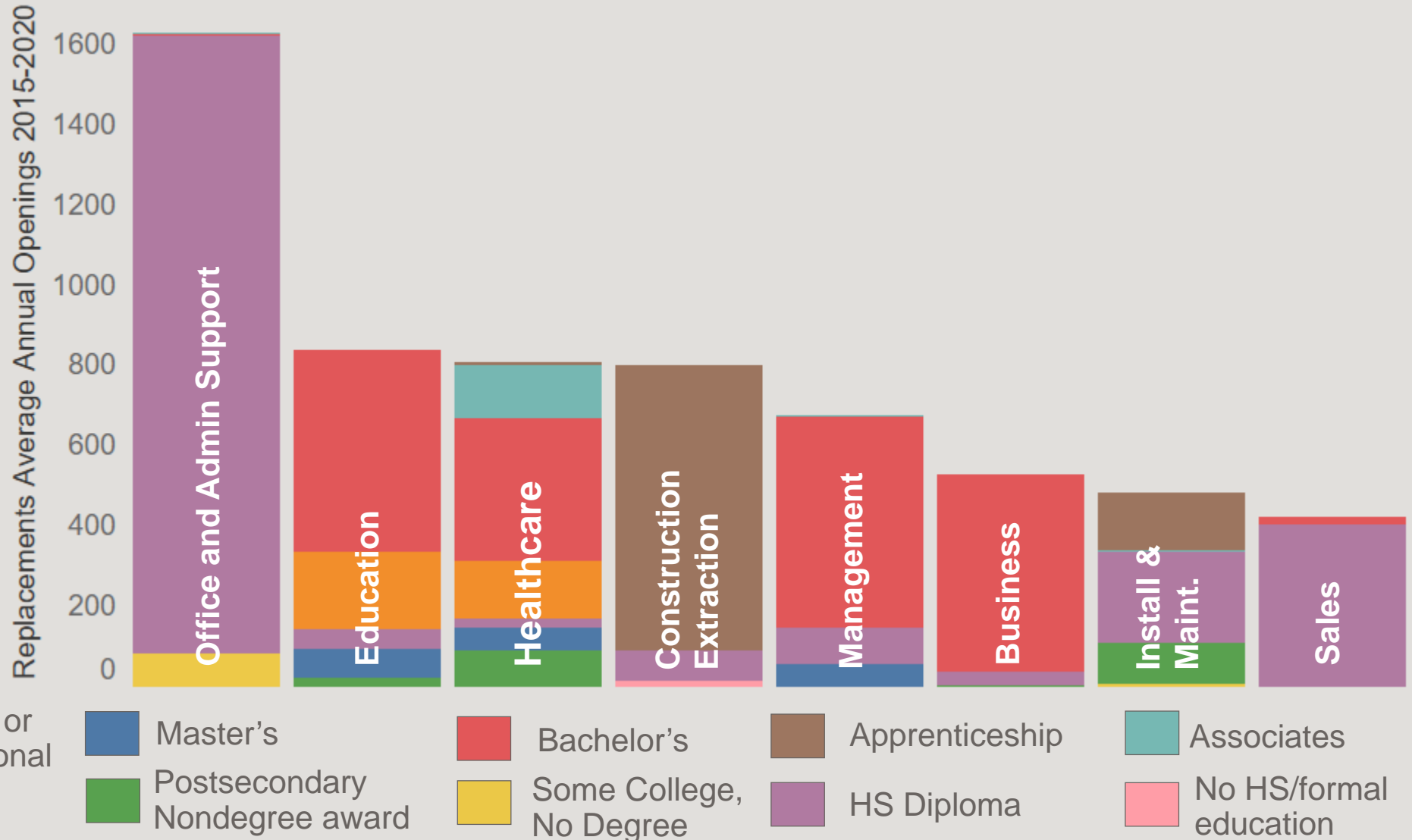


Sources: (2,3,8,9,10)



EASTERN REGION JOBS

Avg regional wage >\$33k/yr, mixed experience required



Sources: (2,3,8,9,10)

EASTERN REGION OUTCOMES

K-12 Indicator: Kindergarten Readiness ⁽¹²⁾

	Tested		Socioemotional		Physical		Language		Cognitive		Literacy		Math	
	Region	Region	WA	Region	WA	Region	WA	Region	WA	Region	WA	Region	WA	
Female	2,697	76%	77%	80%	84%	83%	85%	78%	81%	82%	85%	62%	67%	
Male	2,910	59%	64%	68%	73%	73%	78%	67%	72%	76%	80%	60%	65%	
Low Income	2,974	59%	62%	68%	73%	70%	73%	63%	67%	70%	72%	48%	50%	
American Indian / Alaskan Native	81	56%	49%	64%	63%	70%	67%	67%	61%	63%	67%	33%	45%	
Asian	97	67%	76%	79%	85%	55%	81%	66%	83%	65%	89%	55%	81%	
Black / African American	87	59%	63%	69%	75%	66%	77%	60%	70%	69%	81%	45%	63%	
Hispanic / Latino of any race(s)	440	64%	66%	72%	74%	74%	71%	68%	67%	74%	68%	53%	46%	
Native Hawaiian / Other Pacific Islander	39	48%	64%	56%	73%	23%	65%	20%	59%	18%	63%	8%	39%	
Multiracial	412	64%	71%	70%	80%	73%	85%	64%	80%	71%	86%	52%	71%	
White	4,305	68%	72%	74%	80%	80%	86%	75%	81%	82%	88%	64%	74%	
All	5,811	67%	70%	74%	79%	78%	81%	72%	77%	79%	83%	61%	66%	

EASTERN REGION OUTCOMES

Indicator 2: 3rd Grade Math

Indicator 3: Dual Credit Enrollment ⁽¹³⁾

	3rd Grade Math		Dual Credit	
	Region	WA	Region	WA
Female	57% of N=3,181	57%	43%	57%
Male	58% of N=3,359	59%	38%	53%
Low Income	44% of N=3,304	42%	32%	48%
American Indian / Alaskan Native	29% of N=31	33%	25%	37%
Asian	65% of N=97	80%	47%	71%
Black / African American	36% of N=81	39%	33%	56%
Hispanic / Latino of any race(s)	45% of N=531	42%	37%	49%
Native Hawaiian / Other Pacific Islander	13% of N=30	36%	25%	53%
Multiracial	50% of N=544	60%	38%	57%
White	61% of N=4,461	65%	41%	56%
All	58% of N=6,757	58%	40%	55%

DUAL CREDIT PROGRAMS INCLUDE:

- Advanced Placement
- Cambridge International
- International Baccalaureate
- Career and Technical Education/CTE
- College in the High School
- Running Start



EASTERN REGION OUTCOMES

2015 High School Graduation & K-12 Direct Higher Education Enrollment

	Eastern Region	Statewide
Graduation Rate	89% (5,587)	82%
Direct Enrollment*	52% (3,249)	60%
% of Direct Enrollees		
2Yr	49% (1,588)	48%
4Yr	51% (1,662)	52%
Enroll in-region	63% (2,057)	47%
Enroll in-state	83% (2,706)	81%
Enrolled in private 2Yr/4Yr	13% (419)	14%

*Direct Enrollment – Enroll in post-secondary institution within 12 months of graduation

Sources: 1, 14

EASTERN REGION OUTCOMES

Direct Higher Ed Enrollment For 2015 High School Grads in Eastern Region

Enrolled Post-Secondary Institution	% of HS Graduates (5,587 Graduates)	% of Directly Enrolled (3,249 Enrollees)	Post-Secondary 6-yr Graduation Rate	Post-Secondary Institution 8-yr Graduation Rate
Spokane Falls*	13%	23%	23%	34%
Spokane*	9%	16%	25%	51%
Eastern Washington University*	9%	15%	47%	50%
Washington State University*	5%	9%	67%	70%
Out of State Public 4Yr	4%	7%	N/A	N/A**
Out of State Private 4Yr	3%	6%	N/A	N/A**
University of Washington	3%	5%	84%	86%

Given the cohort enrollment rate (52%) and 8 yr graduation rates by institution, we can assume 29% (1,789) of the cohort will earn a credential by 2023.

* In-Region institutions

** WA 8yr graduation rates used as a proxy to determine 2023 credential projections

Sources: 1, 4, 5, 14

EASTERN REGION OUTCOMES

Apprenticeship Programs & Outcomes in Eastern Region⁽¹⁰⁾

17 local apprenticeship programs in the Eastern Region (According to data available from 2013-2015)

- 2 - Largest Organizations: Pacific NW Ironworkers & Inland Empire Electrical
 - These Organizations offer programs in Ironwork and Electrical

EASTERN REGION APPRENTICESHIPS STARTING IN 2006 OR LATER ⁽¹¹⁾

SOC Occupation	Total Registered	Cancelled/ Suspended	Transfer	Active	Completed	Occupation Avg Regional Wage	Expected Completion Rate
Electricians	596	199	64	180	153	\$62,254	42%
Carpenters	474	291	21	96	66	\$50,131	18%
Construction Laborers	408	216	20	117	55	\$41,251	25%
Structural Iron and Steel Workers	242	157	2	33	50	\$71,114	29%
Sheet Metal Workers	227	134	9	39	45	\$48,624	33%
Plumbers, Pipefitters, and Steamfitters	215	83	5	72	55	\$56,886	37%
Operating Engineers and Other Construction Equipment Operators	213	117	13	47	36	\$51,112	35%
All Eastern Region Apprentices	3496	1734	157	857	748	\$54,957	35%



NEXT STEPS

- Region-by-region conversations & networks
- Co-created regional reports and shared benchmarking
 - Industries & Occupations
 - Equity of access to credentials
 - Equitable outcomes into family-sustaining careers
- Truly cross-sector data and information
 - K-12→higher ed/training→workforce
 - Adult reengagement pathways→higher ed/training→workforce
 - Apprenticeships as credentials



NEXT STEPS

- Dashboard/data dreams
 - (Early learning/DCYF)
 - Graduate Tacoma/Tacoma Public Schools/Tacoma STEAM
 - Spokane Public Schools Dashboard (!!)
 - WSAC Roadmap Dashboard
 - Community Center for Ed. Results Dashboard
 - Career Connect WA Data & Credentialing Committee
- ERDC Supports
 - 2018 Proviso
 - 2019 Session



Sources

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