



# **REPORT TO THE LEGISLATURE**

## **SB 6296**

*OCTOBER 1, 2025*

# Acknowledgements

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# Executive Summary

The retail sector is a critical driver of Washington's economy, employing hundreds of thousands of residents in roles spanning customer service, sales, management, logistics, and specialized trades. Yet, the industry faces persistent workforce challenges: high turnover, uneven access to training, limited advancement opportunities, and barriers to credential attainment, as outlined in the Washington Retail Workforce Report published in 2023<sup>1</sup>. In 2024, the Legislature responded by passing Engrossed Senate Bill (ESSB) 6296, which directed the State Board for Community and Technical Colleges (SBCTC) to convene a Retail Workgroup. This diverse group of representatives from higher education, business, labor, and workforce development organizations examined how education and training systems can better serve retail workers and employers.

The workgroup's findings are presented in this report, structured around five legislative charges.

## Charge 1: Educational and apprenticeship programs of value to retail

Washington offers a wide range of retail-aligned education and training opportunities, from high school Career and Technical Education (CTE) courses to certificates and degrees offered by community and technical colleges, as well as industry-recognized credentials and registered apprenticeships. Programs like Clover Park Technical College's Retail Business Management exemplify flexible, online, industry-focused education designed to support working adults. Apprenticeship pathways, such as those administered by WeTrain Washington, further demonstrate the value of structured, earn-while-you-learn models in advancing retail careers.

## Charge 2: Gaps in educational opportunities and skill development

Despite strong offerings, gaps persist in affordability, regional access, integration of durable (soft) skills, and work-based learning opportunities. Retail employers highlight deficits in applicants' communication and interpersonal skills, and challenges remain in scheduling and awareness of training for incumbent workers. Access is particularly limited in rural and under-resourced educational districts, constraining equity in the pipeline of future retail talent.

## Charge 3: Best practices in program design and curriculum

High-quality credentials for retail must combine technical skills with durable skills, experiential work-based learning, and strong industry engagement. Best practices identified include project-based learning, contributions to curriculum design by industry advisory committees, contextualized instruction for specialized or constrained environments (such as corrections education), and statewide models like Career Connect Washington that integrate work-based experiences with credential pathways. Employer input, such as North 40 Outfitters' emphasis on embedding soft skills throughout training, reinforces the importance of aligning curriculum with workplace expectations.

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<sup>1</sup> Washington Retail Workforce Report. Accessed August 2025. <https://wtb.wa.gov/wp-content/uploads/2023/12/Retail-Workforce-Analysis-Report.pdf>

## Charge 4: Career pathways and stackable credentials

Retail workers benefit from stackable credential pathways that allow incremental skill development and career advancement without requiring full-time or long-term enrollment. From high school industry-recognized credentials (IRCs) to community college certificates and associate degrees and registered apprenticeships, these pathways build toward supervisory and management roles. Innovative practices, such as Everett Community College's Academic Credit for Prior Learning (ACPL) crosswalk linking skills and knowledge to course learning outcomes, demonstrate how employer and community training can be recognized for academic credit, reducing barriers and accelerating advancement. Individual learner journeys, such as those of Rachel A. and William W., illustrate the transformative impact of aligned, layered credentials on long-term career growth.

## Charge 5: Barriers to credential attainment

Students and workers face financial barriers (exam fees, travel costs, and lack of financial aid for short-term training), technology and digital readiness gaps, and uneven access to applied learning experiences. Incarcerated learners experience limited access to technology, hindering workforce preparation upon release. Justice-involved individuals also face systemic hiring practices that restrict opportunity. Employers, meanwhile, are not always aware of the availability and value of credentials, limiting investment in worker training. Local Workforce Development Boards play a key role in addressing these barriers by convening stakeholders, aligning training with demand, smoothing friction in the labor market, and prioritizing services for populations with barriers to employment.

These findings present both the promise and the challenges in building a stronger retail workforce in Washington. The workgroup concludes by recommending an approach for future pilot projects at community or technical colleges to test short-term, modular credential models. These pilots would focus on stackable, industry-aligned microcredentials that reduce barriers of time, cost, and access while supporting mobility and retention in retail careers. By investing in innovation and equity, Washington could strengthen its retail workforce, support employers in the region, and expand economic opportunity statewide.

# Introduction

The Washington Retail Workforce Report, published in 2023<sup>2</sup>, provided a critical analysis of the state's retail labor market, identifying challenges in turnover, skill development, and the inconsistent value of retail credentials. In response, the Legislature in 2024 passed Engrossed Senate Bill 6296, establishing a retail industry workgroup to examine how Washington's education and workforce systems can better serve the retail workforce. The legislation directed the State Board for Community and Technical Colleges (SBCTC) to convene a workgroup of higher education, business, labor, and workforce development representatives with expertise in the retail industry. The workgroup was charged with reporting its findings and recommending up to four colleges to pilot programs for short-term credentials and microcredentials to the appropriate legislative committees by Oct. 1, 2025.

Specifically, the workgroup must report on:

- Educational and state-registered apprenticeship programs of value to the retail workforce;
- Gaps in education opportunities and skill development within existing academic programs;
- Best practices in program design for high-quality credentials in support of the retail sector;
- Career pathways and stackable credentials for individuals in the retail sector; and
- Barriers individuals face in attaining high quality credentials in support of a retail career.

To fulfill this legislative charge, the State Board for Community and Technical Colleges convened the Retail Workgroup in October 2024. SBCTC invited members representing Washington's higher education institutions, business leaders in the retail industry, labor organizations, Workforce Development Councils, and state education agencies. The Washington Retail Association assisted in identifying and recruiting representatives from the retail industry to ensure employer perspectives were well represented. The workgroup's diverse perspectives provided a rich foundation for analyzing challenges and opportunities within the retail workforce pipeline.

*Table 1: Workgroup members (list includes invited and active members)*

Contact	Affiliation
Angela Aliabadi	South Tacoma Auto
Arron Tulick	North 40 Outfitters
Cathy Cartwright	Highline College
Cathy LeCompte	Grays Harbor College
Cherie Phipps	Western Association Food Chains (WAFC)
Christian White	North 40 Outfitters
Christine Berndt	Department of Corrections
Cindi Clark	Lowe's

<sup>2</sup> Washington Retail Workforce Report. Accessed August 2025. <https://wtb.wa.gov/wp-content/uploads/2023/12/Retail-Workforce-Analysis-Report.pdf>

Contact	Affiliation
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Elizabeth Lazo	Centralia College
Evan Woods	WeTrain Washington
Glen Freiberg	Washington State Department of Labor & Industries (L&I)
Hanan Al-Zubaidy	State Board for Community and Technical Colleges (SBCTC)
Holli Ryan-Kalaleh	Office of the Superintendent of Public Instruction (OSPI)
Inez Olive	Washington Student Achievement Council (WSAC)
Jim Drinkwine	Whatcom Community College
Joe Wilcox	Washington Workforce Training and Education Coordinating Board
John Glynn	Washington Workforce Association
Kaitlin Bermingham	Center of Excellence for Global Trade and Supply Chain Management
Kristen Morgan	Washington State Department of Corrections
Kyle Plett	Car Toys, Inc.
Maria Ethier	Peninsula College
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Rose Gundersen	Washington Retail Association
Ryan Reygers	Clover Park Technical College
Sam Kaplan	Center of Excellence for Global Trade and Supply Chain
Sarah Cherin	UFCW 21
Theresa Treat	Ben Bridge Jewelers (retired) and Washington Retail Association
Tom Lambro	UFCW 3000
Vicky Montgomery	Highline College

A full list of meeting dates and agenda is provided in Appendix A.

## Charge 1: Educational and state-registered apprenticeship programs of value to the retail workforce

The workgroup identified a broad range of educational and training programs related to the retail workforce across Washington's community and technical colleges, secondary schools, and industry-led certification efforts. Many institutions offer certificates and associate degrees in areas such as business, marketing, customer service, and sales. However, programs vary widely in structure, terminology, and alignment with employer expectations.

This section provides an overview of four major categories of programs: (1) community and technical college (CTC) offerings, (2) secondary career and technical education (CTE) programs, (3) registered apprenticeships, and (4) industry-recognized credentials.

Appendix B contains a table of Classification of Instructional Programs (CIP) codes that are mapped to Standard Occupational Classification (SOC) codes relevant to retail employment.

Appendix C shows the instructional programs by college.

### Community and technical college programs

Washington's community and technical colleges are authorized to develop, maintain, and revise instructional programs based on regional economic needs. This balance of local autonomy and statewide accountability ensures that colleges can respond to evolving labor market demands while maintaining program quality.

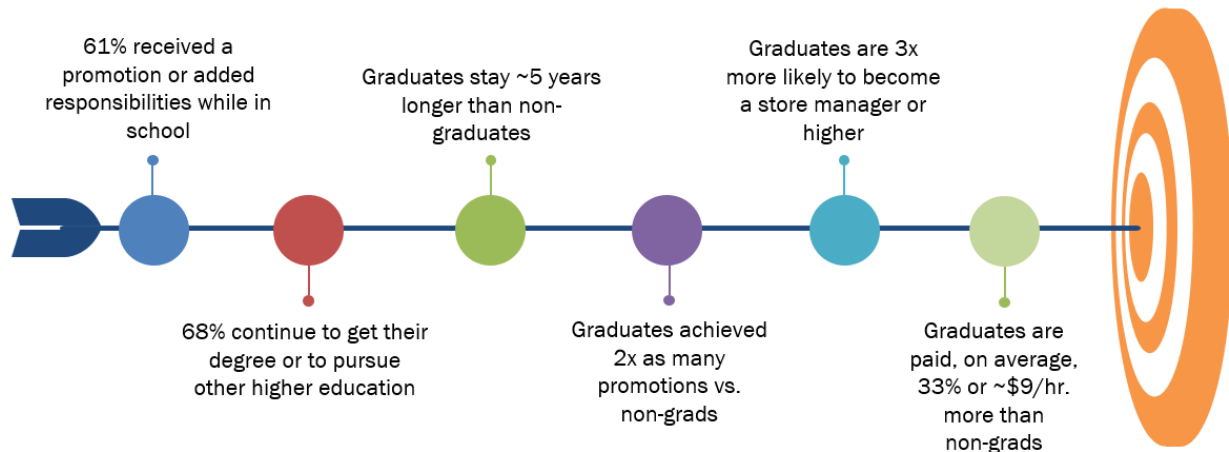
To promote alignment with workforce needs, all programs are required to convene advisory committees composed of industry representatives. These committees offer input on curriculum relevance, technical skill requirements, and emerging trends. Colleges also undergo regular internal curriculum reviews and participate in external regional accreditation processes to ensure programs remain current and effective.

### Case example: Clover Park Technical College

Clover Park Technical College (CPTC) offers a Retail Business Management program that illustrates how colleges can tailor instruction to the lived realities of adult learners in the retail workforce. The program includes a Retail Management Certificate (RMC) that is both nationally recognized and industry endorsed. Composed of eight for-credit courses, the certificate equips students with the leadership, marketing, sales, and customer service skills necessary to advance in retail and service-oriented roles.

Designed with flexibility in mind, the program is delivered fully online and targets working adults — the average student age is 36. The instructional model emphasizes asynchronous learning, allowing students to balance their studies with work, family, and other responsibilities. The instructor maintains regular communication with students while supporting independent, self-paced learning. The program was redesigned in 2012 with input from retail professionals and community feedback to better reflect the schedules and learning preferences of working adults.

A longitudinal study conducted by Alix Partners in 2024 demonstrates the transformative impact of CPTC's RMC program on participants' lives, as reflected in the following results. The study compares graduates of the program to individuals working in retail without credentials ("non-graduates").



Results of a survey of approximately 6K RMC graduates vs. non-graduates, 2024.  
(Graphic by SBCTC; data from Alix Partners)

Pictured in the graphic above, this example illustrates how Washington's colleges are already innovating to support incumbent retail workers and serves as a model for how other institutions might develop or adapt programs in partnership with industry. It shows that, of CPTC's RMC students:

- 61% received a promotion or added responsibilities while in school.
- 68% continued to get their degree or pursue other higher education.
- Graduates of the program stay employed with their current employer approximately 5 years longer than non-graduates.
- Graduates achieved 2 times as many promotions as compared to non-graduates.
- Graduates are 3 times more likely to become a store manager or higher.
- Graduates are paid, on average, 33 percent or about \$9 per hour more than non-graduates.

***"We learned about marketing and advertising — like designing menus, signage, setting up displays, and maintaining sanitation. We also covered inventory, cash handling and reconciliation, invoicing, and how to think on our feet. Working with classmates we don't usually hang out with helped us build teamwork skills. We gained communication tools to better handle customer interactions and developed patience and an appreciation for what goes on behind the scenes. If I want to move up or run a business one day, I know I'll need more lessons in financial algebra, business English, and advanced marketing."***

***Shared by students during the SB 6296 workgroup's invited panel discussion.***

## Case example: Highline College

Highline College offers a fully online, 41-credit Retail Management Certificate tailored for individuals currently working in retail or those aiming to enter the field and advance into supervisory roles. The program prepares students for immediate employment or continued study in a related Associate of Applied Science (AAS) program. Its curriculum aligns with the nationally-recognized Retail Management Certificate developed by the Western Association of Food Chains (WAFC), ensuring industry relevance and transferability across retail employers.

## Secondary Career and Technical Education (CTE) programs

Washington's retail education pipeline extends into the secondary education system through the Career and Technical Education (CTE) program administered by the Office of the Superintendent of Public Instruction (OSPI). CTE Dual Credit allows high school students to earn college credit through articulated agreements with local colleges. These programs emphasize competency-based instruction aligned with industry standards and frequently offer students opportunities to earn industry-recognized credentials while still in high school.

CTE programs are offered in two primary formats:

- **Exploratory courses:** Introduce students to a broad range of career pathways and help them identify areas of interest. These courses are typically offered in middle school or early high school and emphasize exposure, career awareness, and foundational skills.
- **Preparatory courses:** Provide specialized, sequenced instruction in specific career areas, including hands-on training, internships, and industry certifications. These programs prepare students for both immediate workforce entry and postsecondary education.

By aligning exploratory and preparatory instruction with career-connected learning models, Washington's secondary system helps establish early retail career pathways, supporting informed student transitions into further education or employment. In the retail domain, CTE programs commonly include courses in marketing, sales, business, and customer service.

Appendix D shows the statewide CTE retail course offerings and enrollment by school district.

## Registered Apprenticeship

Because of its length and structural requirements, Registered Apprenticeship is a modality with meaningful but limited application for retail occupations. This section provides details about Registered Apprenticeship requirements and then provides two examples of apprenticeships in retail occupations: fishmonger and meatcutter.

Registered Apprenticeship programs enable individuals to learn skilled trades and occupations through on-the-job training (OJT) and related supplemental instruction (RSI). Journey-level workers generally supervise OJT. Open shop, union-sponsored schools, or community and technical colleges (CTC) generally offer the technical instruction referred to in Washington state as RSI. Registered Apprenticeships must train for an apprenticeable occupation. An apprenticeable occupation must include the following:

- A. Involve skills customarily learned in a practical way through a structured, systematic program of on-the-job supervised learning;

- B. Be clearly identified and commonly recognized throughout an industry;
- C. Involve the progressive attainment of manual, mechanical, or technical skills and knowledge which, in accordance with the industry standard for the occupation, would require the completion of at least 2,000 hours of on-the-job learning to attain;
- D. Require a minimum of 144 hours of related supplemental instruction per program year to supplement on-the-job work experience;
- E. Involve sufficient skill to establish career sustaining employment;
- F. Not be part of an occupation previously recognized by the registering agency as apprenticeable.

Most registered apprenticeship programs take two to five years to complete, and apprentices earn wages while learning their skilled trades or occupations. In Washington, there are about 22,000 active apprentices each year, a number that has nearly doubled over the past decade. The top five construction trade apprenticeships are construction electrician, carpenter, laborer, plumber, and ironworker. The top five non-construction trade apprenticeships are medical assistant, firefighter, tree trimmer, machinist (aircraft-oriented), and cosmetologist.

## **WeTrain Washington**

WeTrain Washington is a nonprofit workforce organization serving union members, partner employers, and communities across Washington, with a mission to promote job quality, economic security, and equitable career pathways in retail grocery and related industries. It currently operates four programs: the Meatcutter Apprenticeship (a two-year registered program), the Meatcutter Pre-Apprenticeship (an eight-week hybrid course), the Fishmonger Apprenticeship (a one-year registered program with a focus on sustainability and seafood skills), and the Community Pathways to Grocery Careers bootcamp (a 40-hour course supporting immigrant and refugee workers). These programs combine technical training, job placement support, and strong employer partnerships, with an emphasis on reaching underrepresented populations and expanding access to high-quality retail careers across the state.

## Case example: Heather Pollock's apprenticeship journey



Heather Pollock (inset) and her classmates in WeTrain's meatcutter pre-apprenticeship program (Photo Credit: WeTrain WA)

Heather Pollock's journey from entry-level sandwich maker to running her own meat shop and instructing future meatcutters in a male-dominated industry offers an example of the importance of pre-apprenticeship and apprenticeship programs in helping workers, particularly those from marginalized and underrepresented communities, advance their careers.

Heather started making sandwiches in a grocery store deli in 2017 before moving into a meat wrapper position in 2019. She saw that meatcutters had the highest salaries of any non-management position in the store and became interested in learning to cut meat.

Recognizing the importance of giving back to the trade, after Heather journeyed out of the apprenticeship program in 2024, she stepped into the role of Meatcutter Pre-Apprenticeship Instructor in 2025, teaching the trade to the next generation of aspiring meatcutters.

This case shows how apprenticeship models provide upward mobility and empower learners to reenter the workforce, lead in their field, and reinvest in their communities through mentorship and instruction.

## Industry-Recognized Credentials (IRCs)

In addition to traditional academic programs, students and workers can earn Industry-Recognized Credentials (IRCs) that validate specific, job-ready competencies valued by employers. Unlike degrees, which often encompass broader academic and theoretical knowledge, IRCs focus on measurable technical skills and are designed with direct input from industry leaders and professional organizations.

Employers rely on IRCs as reliable indicators of job readiness, as credential holders have demonstrated proficiency in tools, systems, and practices relevant to the field. IRCs help reduce

onboarding time, lower training costs, and mitigate hiring risk by ensuring candidates meet a recognized standard of competency.

In Washington state, OSPI maintains an approved list of IRCs aligned with high school CTE courses. Local education agencies — including school districts, skill centers, and Tribal compact schools — select IRCs that match their course offerings. For the retail industry, commonly used IRCs include certifications in customer service, sales, retail operations, and business fundamentals. These credentials complement both secondary and postsecondary learning, allowing students to enter the workforce with verifiable skills and a competitive edge.

A list of the most common IRCs aligned with the retail industry is presented as Appendix E.

As part of the statewide effort to align education with workforce needs, OSPI organizes Career and Technical Education (CTE) programs into career clusters that reflect real-world industry sectors. Several of these clusters — including Business and Marketing; Hospitality and Tourism; Human Services; and Transportation, Distribution, and Logistics — offer coursework and experiences that support key functions in the retail workforce. Appendix F provides an example of such clusters to illustrate how secondary-level CTE programs contribute to retail career pathways through industry-aligned curriculum, student leadership opportunities, and postsecondary preparation.

## Charge 2: Gaps in education opportunities and skill development within existing academic programs

While Washington state offers a broad array of education and training programs for the retail sector, the workgroup identified gaps that limit access, effectiveness, and equity — particularly for mid-level career advancement, underrepresented populations, and rural communities. These gaps reflect systemic issues in affordability, regional access, integration of durable skills, and delivery of work-based learning opportunities.

### Affordability

One Washington college offering an online Retail Management Certificate recently encountered a substantial setback when a major industry partner — the Western Association of Food Chains (WAFC) — discontinued tuition support for its employees, citing the program’s cost. In response, the college began reevaluating its pricing model to improve affordability for working learners. However, efforts to reduce costs present a challenge to maintain academic quality and preserve alignment with associate degree pathways. This case highlights a broader issue in the retail credentialing space — how affordability can limit access to otherwise industry aligned, advancement-oriented programs.

***“Retail is fast-paced and hands-on. We need short, targeted training — things like forklift safety, CPR, bloodborne pathogens— skills that keep operations running safely. But just as important are the soft skills: initiative, time management, problem solving, communication.***

***These are hard to teach but crucial on the floor. Most of our promotions happen internally, based on performance, not degrees. If there were flexible, job-aligned credentials that helped our staff grow without taking them off the floor, we’d use them. That’s the kind of training that works in retail.”***

## **Regional access and equity in CTE course availability**

Career and Technical Education (CTE) is a key access point for retail-related skill development at the secondary level. Washington's statewide CTE system spans 16 career clusters and is delivered through high schools, skill centers, and online platforms. All CTE courses must be approved by OSPI to ensure rigor and alignment with state learning standards. Students can earn high school and college credit concurrently through tuition-free dual credit options, and participation in CTE courses is embedded into graduation requirements via the occupational education credit.

Despite these strengths, access is uneven, particularly for students in rural or under-resourced districts. While nearly all students participate in CTE, data shows significant demographic and geographic disparities, especially in STEM and business pathways.

## **Integration of durable skills across career clusters**

One strength of Washington's CTE system is the integration of durable (21st-century or soft) skills across all career clusters. Skills such as critical thinking, communication, teamwork, creativity, and digital literacy are embedded in the course standards and classroom activities, helping students develop cross-cutting competencies that are valued by employers across industries.

In retail-related programs, students apply these skills in real-world scenarios. For instance, in school-based enterprises or marketing classes, students manage inventory, interact with diverse customers, and analyze sales data through point-of-sale systems. These experiences cultivate communication, cultural competence, and leadership — skills that enable students to rapidly advance from entry-level roles to supervisory positions. Employers consistently report that CTE students who demonstrate strong human-centered and analytic skills often exceed expectations and contribute meaningfully to organizational growth.

However, the effectiveness of this approach depends on consistent implementation and instructional support. Without adequate training for instructors and curriculum alignment with evolving industry standards, the full potential of durable skills integration may not be realized.

## **Interpersonal skills gaps in retail applicants**

While many retail applicants demonstrate adequate technical or digital competencies, employers report a growing deficit in communication and interpersonal skills. These soft skills — teamwork, conflict resolution, and relationship building — are increasingly critical to customer service and workplace collaboration. Employers note that younger applicants, in particular, often lack the ability to engage effectively with the public across multiple channels, including in person, by phone, and through digital correspondence. Without targeted interventions in both education and workforce training, this gap can hinder hiring and advancement opportunities.

## **Barriers to training for incumbent workers**

Employers identify two primary challenges in providing skill development opportunities for current employees: scheduling and awareness. Work-life balance constraints often limit employees' ability to participate in training, particularly in retail environments with variable shifts. In addition, a lack of awareness about available programs — both on the part of employers and employees — reduces

participation in publicly funded or employer-sponsored upskilling opportunities. Addressing these barriers could expand access to training that strengthens both technical and interpersonal capabilities

## **Work-based and worksite learning: access and infrastructure gaps**

Work-based learning is an essential bridge between classroom instruction and career readiness. In Washington, students can earn academic credit through internships, job placements, and other experiential learning opportunities connected to their CTE coursework. These programs strengthen technical skill application, expose students to retail and customer-facing environments, and support smoother transitions into employment or further education.

Yet despite the promise of work-based learning, implementation challenges persist, particularly in rural and low-income districts. The most common barriers include:

- Lack of dedicated worksite learning coordinators, leaving classroom teachers to manage employer outreach, compliance, and student supervision with minimal release time;
- Transportation constraints that limit student access to employer sites;
- Limited employer partnerships in less densely populated areas;
- Insufficient funding to support staffing, program coordination, and student support.

Recent legislative changes have eased some labor law restrictions that previously limited work-based learning opportunities for 16- and 17-year-olds, and ongoing efforts through the CTE Careers Workgroup aim to improve work-based learning program infrastructure. However, implementation remains challenging. In 2024, 3,789 students across 89 districts participated in work-based learning programs, but 45 districts served 20 or fewer students and only 10 districts exceeded 100 participants. This disparity highlights the urgent need to invest in work-based learning access and support statewide.

## **Program design and delivery for specialized retail roles**

A gap exists in how programs are structured and delivered — particularly for specialized retail occupations and adult learners. Meat cutting, for example, requires hands-on technical skills and food safety knowledge, and existing training options may be too long, inflexible, or cost-prohibitive for incumbent workers or job seekers needing fast re-entry into the workplace.

Flexible scheduling, asynchronous online learning, and access to one-on-one instructional support are essential for these learners, particularly adults working full-time or balancing caregiving responsibilities. Without program delivery models that accommodate nontraditional schedules and individualized guidance, many potential retail workers are unable to complete even short-term training that would lead directly to employment.

Expanding flexible, competency-based program formats tailored to niche retail occupations and adult learners would close this accessibility gap in the state's workforce education ecosystem.

## **Limited utilization of incumbent and new hire training resources**

Washington offers publicly funded programs designed to support both the onboarding of new hires and the upskilling of incumbent workers. Through initiatives such as business training

reimbursement, matching grants, interest-free loans with Business and Occupation Tax credits, and paid internships, employers can access financial support to build workforce capacity and develop internal talent pipelines. However, these resources are often underutilized in the retail sector, where employers may be unaware of such offerings or lack the capacity to engage with them.<sup>3</sup> This gap limits access to structured training for new employees and hinders advancement opportunities for existing staff, especially in frontline roles where turnover is high and upskilling can improve retention.

## **Lack of awareness of one-stop centers and career services**

WorkSource centers — Washington’s branded network of American Job Centers<sup>4</sup> — offer free employment services to job seekers and employers, including job search assistance, hiring events, candidate screening, access to training, and space for interviews or onboarding.<sup>5</sup> Despite the availability of these no-cost services, retail employers and prospective workers may not be fully aware of the role these centers play in supporting recruitment, career readiness, or talent development. This gap reduces opportunities for retail employers to connect with qualified candidates and for job seekers to access career navigation resources and training pathways in the sector.

## **Opportunities for more engagement between local Workforce Development Councils and retail employers**

Local Workforce Development Councils (WDCs) serve as regional conveners and intermediaries between education, labor, economic development, and employers, with a mandate to strengthen the talent pipeline through sector partnerships and regional workforce planning. While these councils offer employer-facing services such as labor market data, recruitment assistance, and training partnerships, engagement with retail employers remains uneven. Many small and mid-sized retail businesses may not be aware of the councils’ role or may lack the staffing capacity to participate in regional initiatives. This results in missed opportunities for co-developing solutions to shared workforce challenges such as turnover, entry-level training, and supervisory skills development.

## **Charge 3: Best practices in program design and curriculum for high quality credentials in support of the retail sector**

Developing high-quality credentials that serve the retail sector requires more than technical instruction — it demands an education system that bridges academic learning with workplace application, industry feedback, and structured career advancement. The workgroup identified several best practices that contribute to effective program design, including hands-on learning models, industry-aligned curriculum development, work-based learning, and statewide career-connected learning systems.

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<sup>3</sup> Washington Workforce Association. “Training.” Accessed August 2025.  
<https://washingtonworkforce.org/training/>

<sup>4</sup> Washington Workforce Association. “Career.” Accessed August 2025.  
<https://washingtonworkforce.org/career/>

<sup>5</sup> Washington Workforce Association. “Worksource.” Accessed August 2025.  
<https://washingtonworkforce.org/pages/worksource/>

## Experiential learning through Career and Technical Education (CTE)

Career and Technical Education (CTE) represents one of the most efficient and cost-effective pathways to equip students with both technical knowledge and the durable skills employers seek. CTE programs emphasize project-based, applied learning, where students use math, science, communication, and digital tools to solve real-world challenges.

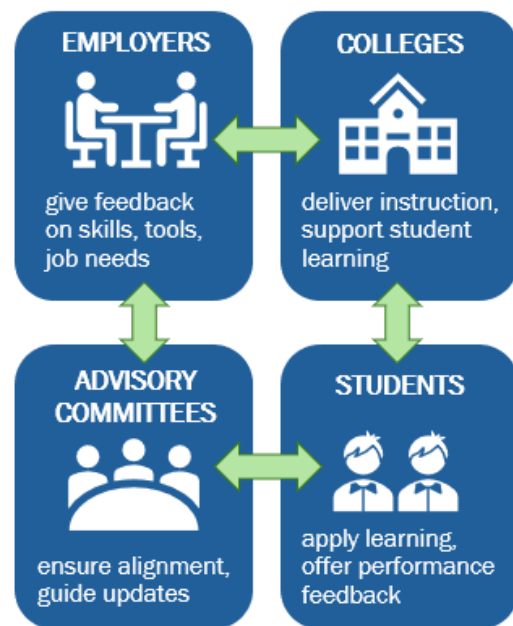
Unlike traditional lecture-based instruction, CTE immerses students in industry-simulated environments — such as operating school-based retail stores — where they manage inventory, analyze customer data, and develop marketing strategies. These settings promote critical thinking, teamwork, creativity, and problem solving, while reinforcing academic content through practical application. In retail-focused CTE programs, students learn to:

- Navigate point-of-sale systems and CRM tools;
- Conduct sales forecasting and inventory analysis;
- Resolve customer service scenarios; and
- Apply merchandising and pricing strategies.

These authentic experiences build both technical competencies and the human-centered skills that are increasingly essential for supervisory and managerial roles in retail.

As illustrated in the graphic above, the 4 stakeholders in a high-quality curriculum design include the employers, colleges, advisory committees, and the students.

- Employers give feedback on skills, tools, and job needs.
- Colleges deliver instruction and support student learning.
- Advisory committees ensure alignment of curriculum to industry needs and guide curriculum updates.
- Students apply learning and offer performance feedback.



Stakeholders in High-Quality Curriculum Design

## Industry engagement and advisory-led curriculum design

A hallmark of high-quality credential programs is direct industry involvement in program development and continuous improvement. Secondary CTE and college professional-technical programs in Washington are required to establish advisory committees comprised of employers, professionals, and labor representatives who:

- Ensure course content aligns with current industry practices;

- Recommend tools, technologies, and certifications used in the field;
- Guide updates to reflect emerging trends and evolving business needs.

Retail employers who serve on these committees help ensure that students are trained in modern technologies (for example, e-commerce platforms, mobile payment systems, inventory control software) and understand workplace protocols related to customer engagement, safety, and business operations.

These feedback loops create a dynamic and responsive system where curriculum adapts in real time to industry shifts — enhancing job readiness for students and value for employers.

*“While I was taking the program, I learned so much about what makes a good manager. The courses taught skills that are truly valued in the workplace. In RBM 1113 Business Technology for Retail Applications, I learned how to navigate Microsoft software and create PowerPoint presentations — skills I now use regularly. That class was challenging, but also the most rewarding to complete. I walked away with the tools to work on real-world retail projects. I can now create graphs, charts, and visual aids for marketing, and input and analyze data — things I never thought I could do before.”*

*Student testimonial from retail management program blog*

## Work-based and work-site learning

Work-based and worksite learning are essential features of high-quality program design. They allow students to apply classroom knowledge in real workplace settings while earning academic credit and building professional networks. Internships, apprenticeships, and job shadowing experiences are particularly valuable for students in retail who benefit from:

- Connection with local employers to gain industry-specific experiences;
- Development of professional networks; and
- Exploration of career pathways.

Research confirms the long-term benefits of work-based learning: according to the Strada Education Network<sup>6</sup>, students who completed paid internships earned approximately \$4,755 more in their first year after graduation, with a predicted annual income increase of \$3,096 even when controlling for race, gender, and field of study, and reported higher career satisfaction, confidence in job fit, and belief that their education was worth the investment.

In retail, where upward mobility depends heavily on on-the-job skill demonstration, work-based learning serves as a bridge from entry-level to career-track positions. Yet its effectiveness hinges on sustained employer partnerships, coordinated program design, and dedicated staff support — elements that should be central in program planning.

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<sup>6</sup> Strada Education Network Report, 2022

## Career Connect Washington (CCW)

Work group members identified Career Connect Washington (CCW) as having elements that could be of value to the retail workforce. Created through the 2019 Workforce Education Investment Act, CCW is designed to scale work-based learning and expand career pathways aligned with regional labor market needs.

CCW's three levels of engagement are:

- Career Explore: Early exposure to career options through classroom presentations, career fairs, worksite tours, job shadowing, and similar activities.
- Career Prep: Deeper engagement through summer internships and apprenticeship preparation programming.
- Career Launch: Intensive experiences that combine aligned academic instruction with paid, meaningful work experience and lead to postsecondary credentials or degrees.

In the 2024 school year, over 16,000 students participated in Career Launch programs. These programs require:

- Alignment with postsecondary pathways (minimum 45 college credits); or
- Attainment of an industry-recognized credential; and
- A structured partnership with an employer to provide supervised, paid work experience.

CCW's partnership approach with private sector employers helped students gain practical knowledge directly applicable to workforce entry while addressing employer needs for skilled workers. The integration of work-based learning with traditional CTE programming sought to create a seamless continuum from middle school career exploration through intensive workforce preparation that can lead directly to employment with living wages.

## Embedding employability skills and contextual learning into program design

High-quality retail credential programs balance technical instruction with the development of soft skills essential to workplace success. Employers emphasize that these skills — such as communication, problem-solving, adaptability, and teamwork — should be defined early in the curriculum, reinforced consistently throughout coursework, and strengthened through timely, specific feedback during on-the-job training. Embedding these competencies across all stages of instruction ensures that graduates not only meet technical benchmarks but also demonstrate the professional behaviors that drive customer satisfaction and team effectiveness.

Retail employers such as North 40 Outfitters have implemented strategies to integrate soft skills into both structured training and daily operations. Through the use of learning management systems (LMS), onboarding, product knowledge, and procedural training are delivered in a flexible, accessible format. Programs such as Crucial Conversations and BTS Total Access offer short, targeted modules to improve communication and interpersonal effectiveness. While North 40 Outfitters does not currently operate a formal career development or in-house credential program, its experience underscores the potential for employer-led initiatives to strengthen the alignment between training

outcomes and workplace needs.

Best practices also require adapting curriculum to the unique contexts in which learning occurs. In correctional education, for example, program design must address facility constraints while preparing students for the realities of the retail labor market. Contextualized learning that integrates technical training with employability skills — combined with pathways to industry-recognized credentials — ensures that incarcerated students are equipped for meaningful employment upon release. Aligning instruction with post-release job opportunities and employer demand creates a direct bridge from education to sustainable workforce participation, reducing recidivism and supporting economic mobility.

## **Charge 4: Career pathways for individuals in the retail sector with a focus on stackable credentials**

Stackable credentials are a foundational strategy for helping individuals in the retail sector advance through education and training programs that build upon one another over time. These credentials allow students and working adults to accumulate skills that lead to progressively higher-paying, higher-skilled positions within a field — often without requiring full-time, long-term enrollment. For the retail sector, this means creating accessible, sequenced learning opportunities that begin in secondary education, continue through postsecondary institutions, and are validated by industry-recognized credentials.

### **Credential approval and progression through OSPI**

Washington’s Office of the Superintendent of Public Instruction (OSPI) plays a key role in defining and approving industry-recognized credentials (IRCs) for use in secondary Career and Technical Education (CTE) programs. These credentials validate specific, job-ready skills aligned with real hiring and advancement opportunities in the workforce.

To be approved, a credential must:

- Verify individual knowledge or competence in a specific skillset;
- Be state-, national-, or industry-recognized;
- Support hiring, employment, or job advancement;
- Be attainable by students in high school or within two months of graduation.

The credential approval process is comprehensive. OSPI requires applicants to submit:

- The official name of the credential;
- Accrediting or regulatory agency details;
- Student training requirements;
- Instructor qualifications and testing prerequisites;
- Information on exam fees, age limits, and training hours;
- A clear description of how the credential fits into a career progression pathway.

Applicants must also provide evidence of industry support for the credential's value in hiring. This may include documentation from:

- Local or regional employers;
- Statewide or national businesses operating in Washington;
- Labor unions or trade associations.

These endorsements must explicitly confirm the credential's relevance and recognition for hiring or advancement.

By establishing rigorous and transparent approval criteria, OSPI ensures that the credentials offered through secondary CTE programs meaningfully contribute to career mobility and stack onto further postsecondary education or industry advancement.

***"I was an online student from 2021 to 2022 and completed the Retail Management Certificate program. After graduation, I was hired as a closing store manager. Six months later, I entered the store manager development program — and passed it with flying colors! I now have a store to call home. I work with an amazing team, and on our last corporate walk, we scored a 95 out of 100! Our district manager was so impressed that our location was named a store walk standards store."***

***Student testimonial from retail management program blog***

## **Informing secondary students about career pathways**

Career pathway planning in Washington begins early — starting in 7th grade — and is embedded within the state's High School and Beyond Plan (HSBP) process. This statewide graduation requirement is designed to connect students' personal interests with academic planning and career readiness, using a structured, multi-year approach.

Through the HSBP, students:

- Take career and skills inventories starting in middle school;
- Develop a four-year course plan that aligns with career interests;
- Revisit and revise their plans annually with the support of counselors and teachers;
- Understand how CTE sequences can substitute for standardized test requirements under the state's "two-for-one" policy.

To support this process, the state is implementing SchoolLinks, a statewide online platform for career exploration, with full adoption expected by spring 2027. SchoolLinks organizes career options into 14 career clusters, each of which contains multiple career pathways, including pathways relevant to retail such as business, marketing, sales, and customer service.

These clusters:

- Highlight how retail CTE courses align with regional economic needs;
- Identify available training programs, dual credit options, and IRCs;
- Help students understand that CTE can lead directly to employment or be stacked into further training.

Students also learn that by 2031 72% of Washington jobs will require postsecondary credentials. This reinforces the value of continuing education and stackable credential pathways that start in high school and lead to industry-recognized outcomes.

Samples of OSPI's career clusters are provided in Appendix D.

## Stackable pathways in retail and related fields

In the retail sector, stackable credentials can span multiple formats and institutions, such as:

- IRCs earned in high school (for example, Customer Service, Microsoft Office Specialist);
- Certificates offered by community and technical colleges (for example, Retail Management, Sales and Marketing);
- Associate degrees that include business or supervisory training;
- Microcredentials, advanced IRCs, or academic credit for prior learning for store managers or retail supervisors;
- Bachelor's-level programs in retail operations, logistics, or supply chain management.

These stackable options provide flexible, accessible advancement routes for workers already employed in retail, while also offering structured on-ramps for students preparing to enter the workforce.

When aligned effectively, these pathways support:

- Career mobility from frontline roles to management;
- Reentry into education for incumbent workers;
- Employer confidence in hiring based on demonstrated competencies.

## Case example: Everett Community College

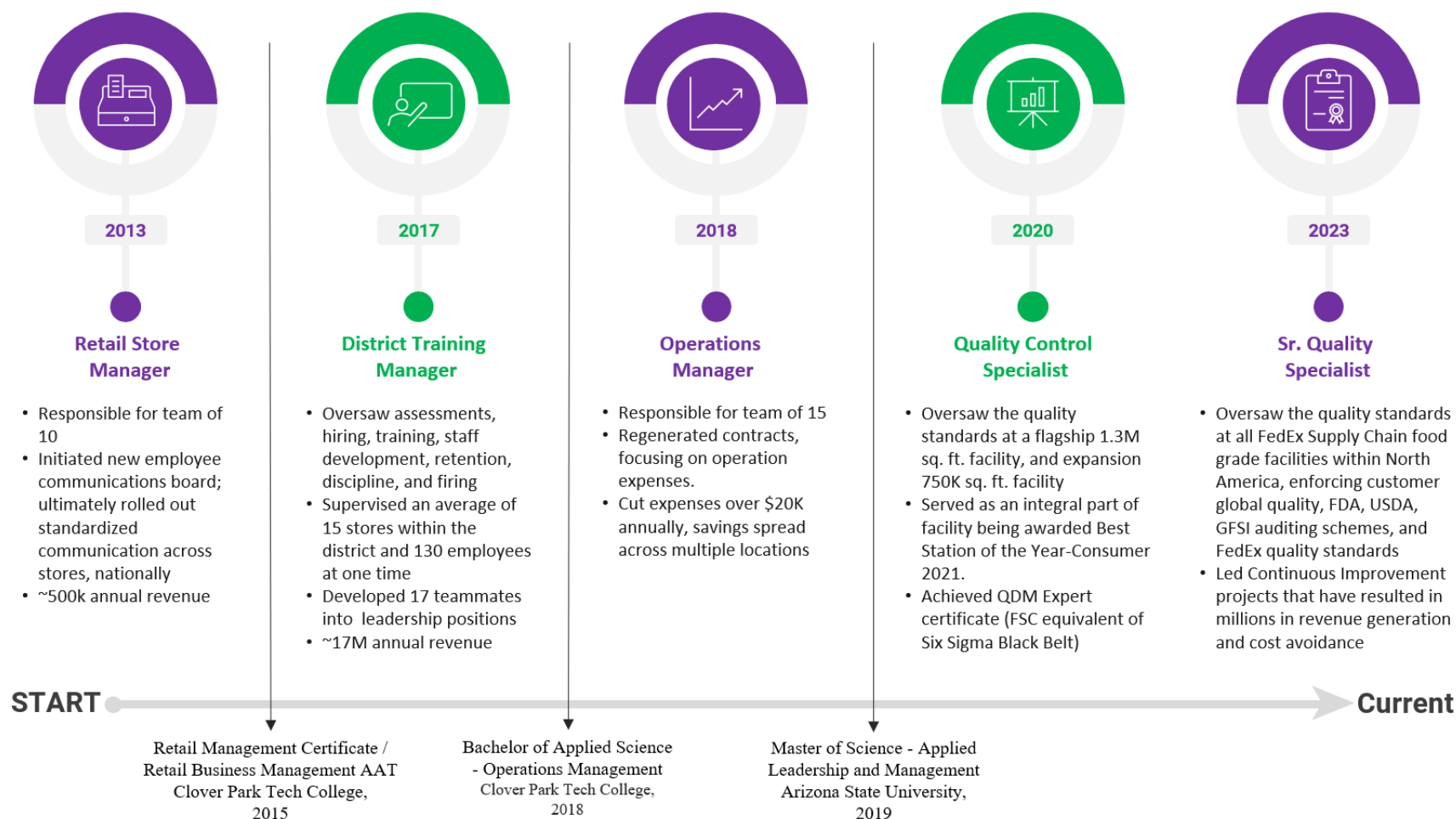
An effective retail credential pathway balances technical instruction with accessibility, recognition of prior learning, and employer relevancy. A particularly promising model is Everett Community College's Academic Credit for Prior Learning (ACPL) Crosswalks, which convert community-based training into college credit.<sup>7</sup> Hands-on adult vocational training — such as bookkeeping, customer service, computer literacy, and mediation — can be mapped to academic credentials. This stackable-credit approach reduces redundancy, lowers cost and completion time, and supports working adult learners in building toward certificates or degrees, aligning tightly with retail career needs.

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<sup>7</sup> Community College Daily. "Funding roundup." Accessed August 2025.  
<https://www.ccdaily.com/2025/08/turning-job-training-into-college-credit/>

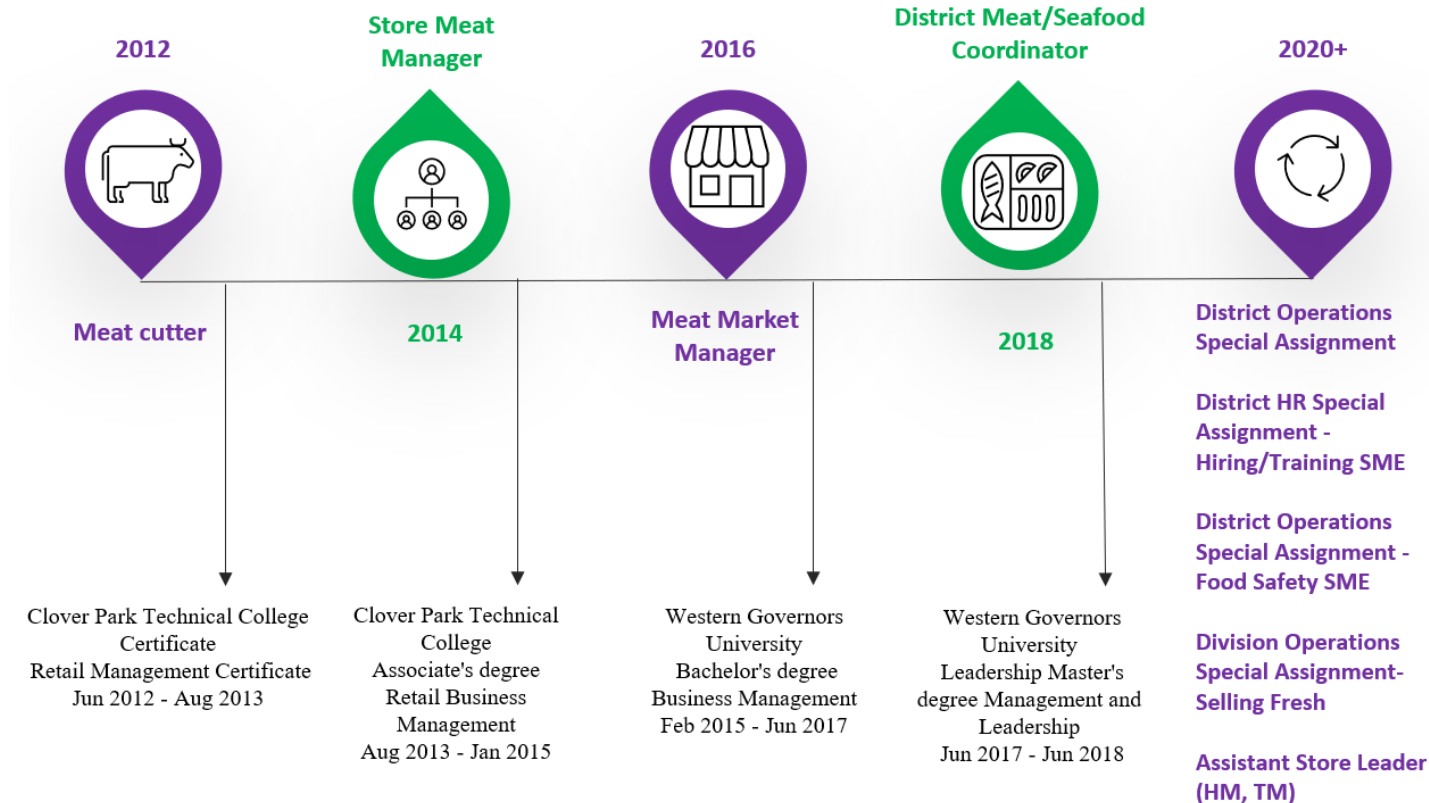
Retail careers often involve skill sets that overlap with community-based and employer-provided training, such as point-of-sale operations, customer service, inventory management, loss prevention, merchandising, and supervisory leadership. By developing a retail-specific ACPL crosswalk, existing training from employers, industry associations, or community organizations could be evaluated for college credit toward retail management certificates, business administration degrees, or specialized credentials in e-commerce or supply chain operations.

The potential impact of such an approach is best illustrated through individual learner journeys. When prior learning, whether gained through employer training, community-based programs, or lived experiences, is formally recognized for college credit, students can progress more quickly along both academic and career pathways. The following examples from students Rachel A. and William W. demonstrate how aligning job training with credit-bearing programs can accelerate advancement.



College and Career Progression — Rachel A. (Graphic by Rachel E. Ayers)

This example illustrates a clear progression from entry-level retail management into advanced quality and operations leadership roles, supported by a stack of academic and industry-recognized credentials. Starting with a retail management certificate and associate degree, Rachel leveraged each credential to access increasingly complex and higher-paying roles — culminating in a master's degree and senior-level position overseeing multimillion-dollar operations. The timeline demonstrates how accessibly postsecondary pathways, when aligned with industry advancement opportunities, can produce long-term career growth in and beyond the retail sector.



College and Career Progression — William W. (Graphic by Rachel E. Ayers)

This graphic illustrates a career pathway from entry-level meat cutter to regional leadership roles in operations, HR, and food safety within the retail sector. William's progression was powered by a sequence of stackable credentials: a certificate and associate degree from Clover Park Technical College followed by bachelor's and master's degrees from Western Governors University. Each educational milestone supported advancement into increasingly complex roles, demonstrating how layered credentials can open doors to specialized assignments and leadership opportunities across business functions in retail.

## Charge 5: Barriers individuals face in attaining high quality credentials in support of a retail career

While Washington offers a growing number of programs that lead to high-quality, industry-recognized credentials aligned with retail careers, systemic and structural barriers continue to limit access and completion for many individuals. These barriers disproportionately impact students from low-income families, rural communities, foster care backgrounds, and other historically underserved populations. In addition, the complexity of navigating workforce services, coupled with the variability in local support systems, can make it difficult for individuals to access the resources needed to complete credential pathways. The workgroup identified a range of financial, geographic, and systemic challenges that must be addressed to ensure equitable access to retail-aligned credentials and career advancement opportunities.

### Financial and access constraints for students

The cost of attaining an industry-recognized credential (IRC) can present a substantial obstacle. Exam fees, testing prerequisites, and certification costs may range from modest to several hundred dollars. For many students — particularly those from low-income households — these expenses are prohibitive even after completing the required coursework. Retesting fees, additional training hours to meet prerequisites, and travel costs to distant testing centers often exceed what students or their families can afford.

These challenges are especially pronounced for students in foster care or those experiencing frequent school transfers. Mobility-related disruptions can result in lost access to specialized equipment, instructor guidance, and testing opportunities. Students in rural communities face geographic isolation and limited district resources, which further exacerbate access issues. Without targeted support mechanisms such as fee waivers, transportation assistance, or district-funded credential subsidies, students who have invested time and effort into retail-aligned CTE programs may be unable to complete the final step to credential attainment — undermining their pathway to family-wage jobs and economic stability.

### Technology access and digital readiness

Many students pursuing retail-related credentials face barriers related to technology access and digital learning readiness. A significant number lack access to standard laptops or reliable WiFi connections, instead relying on cell phones or Chromebooks to complete coursework. This creates challenges in classes that require more robust computing capabilities, particularly for writing-intensive or software-based assignments. The absence of adequate digital tools can hinder student engagement and academic success, especially in fully online programs.

While efforts are often made to reduce costs through the selection of low-cost or older textbook editions, some subject areas — such as social media marketing or retailing trends — require up-to-date materials to maintain relevance and industry alignment. Striking a balance between affordability and curricular currency remains a persistent challenge.

In addition, while most students arrive with the foundational digital literacy skills needed to succeed, some require additional support to adapt to the expectations of professional communication in an online learning environment. For example, instructors report the need to coach students on

appropriate tone, format, and academic language when submitting assignments or interacting via email, as informal social media habits sometimes carry over into classroom communication.

In correctional facilities, access to technology remains one of the most persistent and systemic barriers to education and workforce preparation. While Washington's correctional education system — delivered through a longstanding partnership between the State Board for Community and Technical Colleges (SBCTC) and the Department of Corrections (DOC) — provides Adult Basic Education (ABE), high school completion, workforce and vocational training, and postsecondary programs in all 11 correctional facilities, access to technology remains a persistent challenge. Incarcerated students often lack consistent or meaningful interaction with current software, industry tools, or digital platforms used in the retail sector and broader labor market. Without equitable access to relevant technology during their education and training, incarcerated students are at a disadvantage upon release.

## Applied learning opportunities and student success

Appendix G highlights what becomes possible when students have opportunities to practice and demonstrate skills outside of the classroom. School-based enterprises and Career and Technical Student Organizations (CTSOs) competitions, such as Washington DECA and Future Business Leaders of America (FBLA), provide authentic venues for students to apply retail and business knowledge.

When barriers are removed, students excel.

- Students managed real enterprises, balancing customer service, merchandising, and financial decisions.
- Many achieved recognition at state and national levels.
- These experiences build confidence, demonstrate professionalism, and connect classroom learning to career readiness.

Access to such opportunities is not universal. Without intentional investment, many students lack exposure to retail experiences and funding for certification that make credentials meaningful and attainable.

## Employer awareness and perceived value of credentials

Some retail employers remain unaware of the value that industry-recognized credentials bring to their operations. For example, North 40 Outfitters and similar companies have expressed uncertainty about the return on investment (ROI) from hiring trained employees or supporting incumbent workers to pursue training. Without clear understanding of the benefits, these employers may not prioritize credentialing, limiting opportunities for workers to advance. Employer education and outreach are critical first steps in shifting this mindset and fostering support for credential attainment.

## Employment practices affecting justice-involved individuals

Justice-involved individuals face significant barriers to employment stemming not only from their criminal records but also from systemic hiring practices that limit access to meaningful and upwardly mobile positions. Many retail employers use blanket exclusion policies that disqualify applicants with convictions — regardless of relevance to the role or the time elapsed since incarceration. Expanding

second-chance hiring and establishing equitable, transparent structures are essential to opening viable career pathways.

## Role of Workforce Development Councils in reducing credentialing barriers

Local Workforce Development Boards (LWDBs), coordinated under the Washington Workforce Association, are regional, business-led entities that coordinate and leverage workforce investments and strategies with education, economic development, labor, and community-based organizations to strengthen the economic health of their communities through a skilled and competitive workforce. LWDBs oversee the state's American Job Centers (WorkSource) and lead the "One-Stop System" partners that connect jobseekers and employers to essential services.

Through sector partnerships and strategic workforce planning, LWDBs address industry-specific workforce needs, including those in the retail sector, by convening employers, analyzing labor market information, and aligning training programs to skills in demand. This targeted approach helps close skill gaps that might otherwise limit access to high-quality credentials.

LWDBs play a central role in advancing the Workforce Innovation and Opportunity Act (WIOA) priority of serving individuals with barriers to employment. Many of these populations experience the same financial, geographic, and systemic barriers outlined in this section:

- Veterans and eligible spouses — May face reentry challenges into the civilian workforce, requiring targeted credentialing programs and career navigation services.
- Individuals with disabilities — Often encounter physical, digital, and systemic access barriers to credential attainment, requiring adaptive equipment, technology accommodations, and accessible testing options.
- Out-of-school youth — Frequently lack financial resources and transportation to access credential programs, aligning with the financial and access constraints identified earlier.
- English language learners — Face linguistic barriers in coursework, testing, and communication, requiring integrated English and technical instruction.
- Economically disadvantaged individuals — Disproportionately impacted by exam fees, training costs, and travel expenses, often needing fee waivers or subsidized training.
- Individuals experiencing homelessness — Struggle with stability in location and technology access, reflecting the technology access and geographic isolation barriers.
- Justice-involved individuals — Encounter both technology access barriers in correctional settings and employment practice barriers, including blanket hiring exclusions.
- Migrant and seasonal farmworkers — Often face seasonal employment cycles and geographic mobility issues that disrupt credential completion.
- Older workers — May need digital upskilling to meet current credential requirements, aligning with digital readiness barriers.
- Pregnant or parenting individuals — Often require flexible scheduling and remote access

options to overcome geographic and time-related obstacles.

By providing priority service to these populations, funding for training, supportive resources (for example, transportation, childcare), and work experience opportunities, WDCs actively work to mitigate credentialing barriers. Their role as conveners, problem-solvers, and intermediaries ensures that individuals — particularly those historically underrepresented in the retail workforce — have the connections, resources, and employer engagement needed to earn and use high-quality credentials.

## Retail survey

The workgroup conducted a one-month survey of Washington retail employers to identify credentialing needs, advancement paths, and training gaps. While only 10 employers responded, their insights offer a useful snapshot of the challenges and opportunities present in retail workforce development today.

Across businesses large and small — ranging from specialty shops to home improvement chains — employers emphasized the importance of practical, job-ready skills over formal degrees. Certifications tied to safety and operations, like forklift training, CPR, and bloodborne pathogens, surfaced repeatedly as baseline requirements for both frontline and supervisory roles. These are credentials that keep stores running safely and efficiently, and ones employers expect workers to have or be ready to earn quickly.

When it came to upskilling, the message was clear: time is scarce. Retailers described the reality of busy floors, thin margins, and the difficulty of releasing staff for extended training. Many expressed a desire for short, targeted, competency-based programs — training that builds confidence and skill without pulling workers away for long. Soft skills, especially in taking initiative, time management, creative problem solving, and communication, were called out as important but often overlooked in formal programs.

Career advancement was described as more experiential than academic. Most employers shared that they promote from within — turning cashiers into team leads, team leads into managers — based not on credentials, but on performance, attitude, and trust. Some noted that structured pathways, supported by accessible microcredentials, could make these transitions smoother and more intentional.

Taken together, these responses reinforce the charge of SB 6296: that Washington’s education and workforce systems must evolve to meet retail workers where they are — on the job, in motion, and eager to grow.

## Student learner insights

To inform the workgroup’s analysis, the group used the State Board for Community and Technical Colleges’ statewide Learner Experiences and Needs Survey from May 2024. The survey invited students to share their educational journeys, career ambitions, and the challenges they face in pursuing their goals. Questions also explored student perspectives on credit for prior learning and interest in short-term, stackable credentials aligned with career advancement.

The survey drew responses from more than 500 learners across the community and technical college system. Responses were skewed toward younger full-time enrolled students who identified

as female and white, suggesting that further student insights should be sought. The findings nonetheless provide valuable insight into the motivations and barriers facing many learners in Washington.

The full survey description, demographic profile of respondents, and detailed response data are presented in Appendix H.

## **Student barriers**

Survey results shed light on the barriers students encounter in completing their programs of study as well as the supports they view as most valuable for success. Nearly half of respondents (48%) identified financial constraints as their most pressing challenge, followed closely by lack of time (41%). These findings reflect the dual pressures of affordability and scheduling that frequently shape students' ability to persist in education while balancing work and family responsibilities.

When asked what resources would best support their goals, students prioritized tuition scholarships (49%) and more flexible course offerings (40%). These preferences underscore the importance of reducing direct financial burdens while also creating adaptable learning options that fit within students' complex lives.

Other needs, while not cited by a majority, point to important trends. Students noted the value of career advising, childcare, and expanded access to online or hybrid courses. Together, these insights illustrate that financial relief, flexible design, and targeted supports remain central to making education pathways feasible and valuable for those pursuing retail-related careers.

## **Student learning and enrollment**

Survey results provide insight into students' current enrollment patterns, preferred learning formats, and educational intentions. About half of respondents reported enrolling as full-time students, taking 12–18 credits per quarter. A notable share (26%) were first-time college students, highlighting the importance of clear pathways and accessible supports for new learners.

When asked about course delivery preferences, a majority of students (52%) indicated a preference for online learning on their own schedule, reflecting demand for flexible, self-paced options that accommodate work and family responsibilities. At the same time, a substantial portion (43%) expressed interest in traditional face-to-face classes, underscoring the continued value of in-person interaction for many learners. These results suggest the need for a balanced mix of formats that can serve students with diverse learning styles and circumstances.

Students' program choices and career aspirations also reflect broad participation across disciplines. The largest group of respondents (24%) reported enrollment in general transfer programs, while another significant segment (14%) were pursuing nursing or pre-nursing studies. Students cited varied reasons for pursuing their current programs, including preparation for transfer, career advancement, and personal fulfillment.

Together, these insights suggest that retail-related microcredentials and pathways must be designed with flexibility in delivery, clarity in progression, and alignment with broader fields of study to complement students' educational and career goals. More detailed findings, including student comments on program motivations and personal goals, are presented in Appendix H.

## Student insights about microcredentials and academic credit for prior learning

Survey findings highlight both the potential and the challenges in advancing microcredentials as meaningful options for students. A large majority of respondents (81%) reported that they had not previously heard of stackable or microcredentials. Despite this limited awareness, there is clear openness to the concept: 38% expressed interest, and nearly half (48%) indicated they may be interested but would need additional information before deciding. These results suggest an opportunity to expand communication and outreach so students understand how microcredentials can support their academic and career goals.

Students also expressed significant interest in academic credit for prior learning (ACPL). About half of respondents would like to receive credit for career-related experiences (50%) or educational experiences outside of college (46%). Importantly, 41% reported that receiving credit for prior learning would have encouraged them to pursue a degree sooner, pointing to ACPL as a lever to accelerate enrollment and completion.

Taken together, these findings underscore students' demand for flexible educational options that save time and reduce costs while validating the skills and knowledge they bring to college. Increasing awareness of microcredentials, expanding ACPL opportunities, and aligning these with employer-valued competencies can provide new on-ramps and progressions for students pursuing careers in retail and related sectors.

## Pilot recommendations for short-term credentials and microcredentials

In alignment with ESB 6296's final directive, the workgroup is charged with recommending up to four community or technical colleges to pilot programs focused on short-term credentials and microcredentials that support the retail workforce. The pilots would be intended to advance equitable access to high-quality training opportunities by offering flexible, modular learning that aligns with employer needs, supports working learners, and provides on-ramps to career advancement in the retail sector. The goal is to support innovative program models that address time, cost, and access barriers while promoting workforce mobility and retention.

Modular badges or microcredentials derived from existing college coursework may provide learners with more affordable, flexible training options. For example, a badge composed of customer service, business etiquette, and social media marketing courses could supplement an associate degree and demonstrate targeted skills relevant to small business operations — enhancing employability. Stackable credentials such as these may help students pace their education according to their financial resources and life circumstances, especially adult learners balancing work and family obligations. Programs like Clover Park Technical College's Retail Management Certificate already provide entry points into longer-term credentials such as the Retail Business Management AAT; pilot models may build on these by offering additional, incremental credentials tailored to evolving retail workforce needs.

SBCTC and the Retail Workforce Workgroup did not find conclusive information to identify four community or technical colleges for pilots. Instead, the recommendation is that this report's findings be used as a rubric for the best practices in program design and curriculum that will close gaps and

address barriers for high quality credentials in support of the retail workforce if funding becomes available to fund demonstration pilot short-term credentials and microcredentials. SBCTC routinely administers competitive grants for colleges to be considered for demonstration projects. The intent here is the same: That, were funds available for this specific purpose, SBCTC be designated to administer a competitive grant opportunity and report outcomes to funders accordingly.

## Appendix A: Workgroup Meeting Schedule

The Retail Workgroup convened multiple times between October 2024 and August 2025, gathering input and insights from a broad array of stakeholders representing higher education, workforce development, labor, and the retail industry. Meetings were held virtually to accommodate statewide participation. The schedule below outlines formal meeting dates and key activities.

Meeting Date	Key Topics and Activities
October 15, 2024	Kickoff Meeting <ul style="list-style-type: none"> <li>• Member introductions</li> <li>• Overview of legislative charge</li> <li>• Representation review</li> <li>• Briefing on the Retail Workforce Report (Joe Wilcox, Workforce Training and Education Coordinating Board)</li> <li>• Group logistics (repository, meeting cadence, communication plan)</li> </ul>
November 15, 2024	<ul style="list-style-type: none"> <li>• Group norms and expectations</li> <li>• Initial program inventory</li> <li>• Defining “programs of value”</li> <li>• Labor market overview (Kaitlin Bermingham, Center of Excellence for Global Trade and Supply Chain Management)</li> </ul>
January 15, 2025	<ul style="list-style-type: none"> <li>• Program inventory update: industry-occupation-instructional program mapping</li> <li>• Presentations by:               <ul style="list-style-type: none"> <li>○ WeTrain WA (Evan Woods): retail training gaps and pre-apprenticeship practices</li> <li>○ Clover Park Technical College (Ryan Reygers): building careers in retail</li> <li>○ OSPI (Holli Ryan-Kalaleh): Career and technical education in Washington</li> </ul> </li> </ul>
February 14, 2025	<ul style="list-style-type: none"> <li>• Presentation by WAFC (Cherie Phipps): retail management certificate program</li> <li>• Review of draft Retail Employer Survey</li> <li>• Employer roundtable: feedback and insights</li> </ul>
March 14, 2025	<ul style="list-style-type: none"> <li>• Perspectives from students, instructors, and an Ocean Shores IGA store director</li> <li>• Update on Retail Employer Survey</li> </ul>
April 14, 2025	<ul style="list-style-type: none"> <li>• Overview of the RISE Up credential (Kelli Kunkee)</li> <li>• Finalization of the Retail Employer Survey instrument</li> </ul>
May 13, 2025	<ul style="list-style-type: none"> <li>• Presentation of Learner Insights Survey results (Carolyn McKinnon)</li> <li>• Introduction to the Microcredentials Pathway Model</li> <li>• Retail Employer Survey update</li> </ul>
June 13, 2025	<ul style="list-style-type: none"> <li>• Focused discussion on SB 6296 report charges</li> <li>• Assignment of members to develop specific report sections</li> </ul>
July 14, 2025	<ul style="list-style-type: none"> <li>• Presentation of report draft and progress updates</li> </ul>
August 14, 2025	<ul style="list-style-type: none"> <li>• Final review and discussion of report draft and findings</li> </ul>

Additional ad hoc work sessions were also held to develop specific sections of the report. These are documented in internal meeting notes maintained by SBCTC staff.

## Appendix B: Instructional Programs in the CTC System

To better understand the educational pipeline into retail careers, the workgroup conducted a crosswalk of instructional programs in Washington's community and technical college system using Classification of Instructional Programs (CIP) codes mapped to Standard Occupational Classification (SOC) codes associated with retail employment. The resulting tables categorize programs into two groups: (1) programs that are directly preparatory for retail employment, providing training and credentials that align closely with specific retail occupations, and (2) related programs that develop transferable skills applicable to retail roles, though not exclusively designed for retail pathways. This mapping helps illustrate the breadth of training opportunities available to current and future retail workers across the state.

*Table 1: SOC – CIP Crosswalk Table*

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	01.0401	Agricultural and Food Products Processing
11-3021	Computer and Information Systems Managers	11.0802	Data Modeling/Warehousing and Database Administration
15-1242	Database Administrators	11.0802	Data Modeling/Warehousing and Database Administration
15-2051	Data Scientists	11.0802	Data Modeling/Warehousing and Database Administration
39-5012	Hairdressers, Hairstylists, and Cosmetologists	12.0401	Cosmetology/Cosmetologist, General
39-5092	Manicurists and Pedicurists	12.0401	Cosmetology/Cosmetologist, General
39-5094	Skincare Specialists	12.0401	Cosmetology/Cosmetologist, General
39-5012	Hairdressers, Hairstylists, and Cosmetologists	12.0413	Cosmetology, Barber/Styling, and Nail Instructor
35-1011	Chefs and Head Cooks	12.0501	Baking and Pastry Arts/Baker/Pastry Chef
51-3011	Bakers	12.0501	Baking and Pastry Arts/Baker/Pastry Chef
35-1011	Chefs and Head Cooks	12.0503	Culinary Arts/Chef Training
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	12.0503	Culinary Arts/Chef Training
35-2014	Cooks, Restaurant	12.0503	Culinary Arts/Chef Training
35-2019	Cooks, All Other	12.0503	Culinary Arts/Chef Training

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
11-9051	Food Service Managers	12.0504	Restaurant, Culinary, and Catering Management/Manager
35-1011	Chefs and Head Cooks	12.0504	Restaurant, Culinary, and Catering Management/Manager
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	12.0504	Restaurant, Culinary, and Catering Management/Manager
35-2012	Cooks, Institution and Cafeteria	12.0505	Food Preparation/Professional Cooking/Kitchen Assistant
35-2019	Cooks, All Other	12.0505	Food Preparation/Professional Cooking/Kitchen Assistant
51-3021	Butchers and Meat Cutters	12.0506	Meat Cutting/Meat Cutter
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager
11-2021	Marketing Managers	19.0905	Apparel and Textile Marketing Management
13-1161	Market Research Analysts and Marketing Specialists	19.0905	Apparel and Textile Marketing Management
29-2052	Pharmacy Technicians	51.0805	Pharmacy Technician/Assistant
11-2022	Sales Managers	52.0101	Business/Commerce, General
11-3051	Industrial Production Managers	52.0101	Business/Commerce, General
11-3071	Transportation, Storage, and Distribution Managers	52.0101	Business/Commerce, General
11-9199	Managers, All Other	52.0101	Business/Commerce, General
11-1011	Chief Executives	52.0101	Business/Commerce, General
11-1021	General and Operations Managers	52.0101	Business/Commerce, General
13-1051	Cost Estimators	52.0101	Business/Commerce, General
13-1111	Management Analysts	52.0101	Business/Commerce, General
11-2022	Sales Managers	52.0201	Business Administration and Management, General
11-3051	Industrial Production Managers	52.0201	Business Administration and Management, General
11-3071	Transportation, Storage, and Distribution Managers	52.0201	Business Administration and Management, General
11-3121	Human Resources Managers	52.0201	Business Administration and Management, General
11-3131	Training and Development Managers	52.0201	Business Administration and Management, General
11-9199	Managers, All Other	52.0201	Business Administration and Management, General

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
11-1011	Chief Executives	52.0201	Business Administration and Management, General
11-1021	General and Operations Managers	52.0201	Business Administration and Management, General
13-1051	Cost Estimators	52.0201	Business Administration and Management, General
13-1071	Human Resources Specialists	52.0201	Business Administration and Management, General
13-1081	Logisticians	52.0201	Business Administration and Management, General
13-1111	Management Analysts	52.0201	Business Administration and Management, General
13-1141	Compensation, Benefits, and Job Analysis Specialists	52.0201	Business Administration and Management, General
13-1199	Business Operations Specialists, All Other	52.0201	Business Administration and Management, General
11-3051	Industrial Production Managers	52.0203	Logistics, Materials, and Supply Chain Management
11-3071	Transportation, Storage, and Distribution Managers	52.0203	Logistics, Materials, and Supply Chain Management
13-1081	Logisticians	52.0203	Logistics, Materials, and Supply Chain Management
43-1011	First-Line Supervisors of Office and Administrative Support Workers	52.0204	Office Management and Supervision
11-3021	Computer and Information Systems Managers	52.0205	Operations Management and Supervision
11-3051	Industrial Production Managers	52.0205	Operations Management and Supervision
13-1081	Logisticians	52.0205	Operations Management and Supervision
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	52.0205	Operations Management and Supervision
51-1011	First-Line Supervisors of Production and Operating Workers	52.0205	Operations Management and Supervision
43-1011	First-Line Supervisors of Office and Administrative Support Workers	52.0207	Customer Service Management
13-1199	Business Operations Specialists, All Other	52.0208	E-Commerce/Electronic Commerce
41-1011	First-Line Supervisors of Retail Sales Workers	52.0208	E-Commerce/Electronic Commerce
43-1011	First-Line Supervisors of Office and Administrative Support Workers	52.0208	E-Commerce/Electronic Commerce
11-1021	General and Operations Managers	52.0212	Retail Management
41-1011	First-Line Supervisors of Retail Sales Workers	52.0212	Retail Management
13-2011	Accountants and Auditors	52.0301	Accounting

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
13-2031	Budget Analysts	52.0301	Accounting
13-2041	Credit Analysts	52.0301	Accounting
43-3031	Bookkeeping, Accounting, and Auditing Clerks	52.0302	Accounting Technology/Technician and Bookkeeping
43-3051	Payroll and Timekeeping Clerks	52.0302	Accounting Technology/Technician and Bookkeeping
43-1011	First-Line Supervisors of Office and Administrative Support Workers	52.0401	Administrative Assistant and Secretarial Science, General
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	52.0401	Administrative Assistant and Secretarial Science, General
43-6011	Executive Secretaries and Executive Administrative Assistants	52.0401	Administrative Assistant and Secretarial Science, General
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	52.0401	Administrative Assistant and Secretarial Science, General
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	52.0407	Business/Office Automation/Technology/Data Entry
43-9021	Data Entry Keyers	52.0407	Business/Office Automation/Technology/Data Entry
43-3061	Procurement Clerks	52.0408	General Office Occupations and Clerical Services
43-4021	Correspondence Clerks	52.0408	General Office Occupations and Clerical Services
43-4071	File Clerks	52.0408	General Office Occupations and Clerical Services
43-4151	Order Clerks	52.0408	General Office Occupations and Clerical Services
43-9041	Insurance Claims and Policy Processing Clerks	52.0408	General Office Occupations and Clerical Services
43-9061	Office Clerks, General	52.0408	General Office Occupations and Clerical Services
43-4051	Customer Service Representatives	52.0411	Customer Service Support/Call Center/Teleservice Operation
43-4151	Order Clerks	52.0411	Customer Service Support/Call Center/Teleservice Operation
11-9199	Managers, All Other	52.0701	Entrepreneurship/Entrepreneurial Studies
11-1011	Chief Executives	52.0701	Entrepreneurship/Entrepreneurial Studies
11-1021	General and Operations Managers	52.0701	Entrepreneurship/Entrepreneurial Studies
11-3121	Human Resources Managers	52.1001	Human Resources Management/Personnel Administration, General

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
11-3131	Training and Development Managers	52.1001	Human Resources Management/Personnel Administration, General
13-1041	Compliance Officers	52.1001	Human Resources Management/Personnel Administration, General
13-1071	Human Resources Specialists	52.1001	Human Resources Management/Personnel Administration, General
13-1141	Compensation, Benefits, and Job Analysis Specialists	52.1001	Human Resources Management/Personnel Administration, General
13-1151	Training and Development Specialists	52.1001	Human Resources Management/Personnel Administration, General
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	52.1001	Human Resources Management/Personnel Administration, General
11-1011	Chief Executives	52.1101	International Business/Trade/Commerce
11-1021	General and Operations Managers	52.1101	International Business/Trade/Commerce
13-1199	Business Operations Specialists, All Other	52.1101	International Business/Trade/Commerce
11-2011	Advertising and Promotions Managers	52.1401	Marketing/Marketing Management, General
11-2021	Marketing Managers	52.1401	Marketing/Marketing Management, General
11-2022	Sales Managers	52.1401	Marketing/Marketing Management, General
13-1131	Fundraisers	52.1401	Marketing/Marketing Management, General
13-1161	Market Research Analysts and Marketing Specialists	52.1401	Marketing/Marketing Management, General
11-2021	Marketing Managers	52.1402	Marketing Research
13-1161	Market Research Analysts and Marketing Specialists	52.1402	Marketing Research
11-2021	Marketing Managers	52.1404	Digital Marketing
13-1161	Market Research Analysts and Marketing Specialists	52.1404	Digital Marketing
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	52.1801	Sales, Distribution, and Marketing Operations, General
41-1011	First-Line Supervisors of Retail Sales Workers	52.1803	Retailing and Retail Operations
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	52.1803	Retailing and Retail Operations
41-9011	Demonstrators and Product Promoters	52.1803	Retailing and Retail Operations

SOC	Retail Occupational title	CIP 2020	CIP 2020 Title
41-9099	Sales and Related Workers, All Other	52.1803	Retailing and Retail Operations
41-1011	First-Line Supervisors of Retail Sales Workers	52.1804	Selling Skills and Sales Operations
41-1012	First-Line Supervisors of Non-Retail Sales Workers	52.1804	Selling Skills and Sales Operations
41-2022	Parts Salespersons	52.1804	Selling Skills and Sales Operations
41-3041	Travel Agents	52.1804	Selling Skills and Sales Operations
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	52.1804	Selling Skills and Sales Operations
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	52.1804	Selling Skills and Sales Operations
41-9099	Sales and Related Workers, All Other	52.1804	Selling Skills and Sales Operations
41-1011	First-Line Supervisors of Retail Sales Workers	52.1899	General Merchandising, Sales, and Related Marketing Operations, Other
41-1012	First-Line Supervisors of Non-Retail Sales Workers	52.1899	General Merchandising, Sales, and Related Marketing Operations, Other
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	52.1899	General Merchandising, Sales, and Related Marketing Operations, Other
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	52.1902	Fashion Merchandising
27-1026	Merchandise Displayers and Window Trimmers	52.1903	Fashion Modeling
13-1161	Market Research Analysts and Marketing Specialists	52.1905	Tourism and Travel Services Marketing Operations
41-3041	Travel Agents	52.1905	Tourism and Travel Services Marketing Operations
13-1161	Market Research Analysts and Marketing Specialists	52.1907	Vehicle and Vehicle Parts and Accessories Marketing Operations
41-2022	Parts Salespersons	52.1907	Vehicle and Vehicle Parts and Accessories Marketing Operations

Table 2: Directly preparatory for retail employment

CIP Code	Description
52.0212	Retail Management: A program that prepares individuals to manage the operations of a wide variety of retail businesses, including department stores; independent and chain stores; fashion, food and beverage, and pharmaceutical establishments; and online retail businesses. Includes instruction in retail management, merchandise management, customer service management, marketing, organizational behavior, accounting, finance, business law, and personnel management. (Vocational)
52.1803	Retailing and Retail Operations: A program that prepares individuals to perform operations associated with retail sales in a variety of settings. Includes instruction in over the counter and other direct sales operations in business settings, basic bookkeeping principles, customer service, team/staff leadership and supervision, floor management, and applicable technical skills. (Vocational)
52.1804	Selling Skills and Sales Operations: A program that prepares individuals to possess the skills associated with direct promotion of products and services to potential customers and to function as independent sales representatives and managers. Includes instruction in consumer psychology, image projection, public speaking and interpersonal communications, sales organization and operations, customer relations, professional standards and ethics, and applicable technical skills. (Vocational)
52.1899	General Merchandising, Sales, and Related Marketing Operations, Other: Any instructional program in merchandising, sales, and related marketing operations not listed above. (Vocational)
52.0207	Customer Service Management: A program that prepares individuals to supervise and monitor customer service performance and manage frontline customer support services, call centers/help desks, and customer relations. Includes instruction in customer behavior; specialized information technology and systems management; developing and using customer service databases; user surveys and other feedback mechanisms; strategic and performance planning and analysis; operations management; personnel supervision; and communications and marketing skills. (Vocational)
12.0401	Cosmetology: A program that generally prepares individuals to cut, trim, and style scalp, facial, and body hair; apply cosmetic preparations; perform manicures and pedicures; massage the head and extremities; and prepare for practice as licensed cosmetologist in specialized or full-service salons. Includes instruction in hair cutting and styling, manicuring, pedicuring, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations. (Vocational)
12.0413	Cosmetology, Barber/Styling, and Nail Instructor: A program that prepares cosmetologists, barbers, stylists, nail technicians, and other grooming specialists to teach their specializations in licensed and accredited schools of cosmetology and barbering, and to prepare for licensure as instructors. Includes instruction in cosmetology arts and sciences teaching principles; student learning styles; professional curricula development; instructional planning; instructional methods and aids; student counseling and career assistance; test development; and classroom/clinic management. (Vocational)

CIP Code	Description
12.0501	Baking and Pastry Arts/Baker/Pastry Chef: A program that prepares individuals to serve as professional bakers and pastry specialists in restaurants or other commercial baking establishments. Includes instruction in bread and pastry making, bread and pastry handling and storage, cake and pastry decorating, baking industry operations, product packaging and marketing operations, and counter display and service. (Vocational)
12.0503	Culinary Arts/Chef Training: A program that prepares individuals to provide professional chef and related cooking services in restaurants and other commercial food establishments. Includes instruction in recipe and menu planning, preparing and cooking of foods, supervising and training kitchen assistants, the management of food supplies and kitchen resources, aesthetics of food presentation, and familiarity or mastery of a wide variety of cuisines and culinary techniques. (Vocational)
12.0504	Restaurant, Culinary, and Catering Management: A program that prepares individuals to plan, supervise, and manage food and beverage preparation and service operations, restaurant facilities, and catering services. Includes instruction in food/beverage industry operations, cost control, purchasing and storage, business administration, logistics, personnel management, culinary arts, restaurant and menu planning, executive chef functions, event planning and management, health and safety, insurance, and applicable law and regulations. (Vocational)
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant: A program that prepares individuals to serve under the supervision of chefs and other food service professionals as kitchen support staff and commercial food preparation workers. Includes instruction in kitchen organization and operations, sanitation, and quality control, basic food preparation and cooking skills, kitchen and kitchen equipment maintenance, and quantity food measurement and monitoring. (Vocational)
12.0506	Meatcutter: A program that prepares individuals to receive, cut, and package animal meat products in commercial establishments and to function as licensed meat cutters/butchers. Includes instruction in product recognition for beef, veal, lamb, pork, poultry, and fancy and smoked meats; retail and wholesale cutting and specialty cuts; packaging and counter display; shop safety; meat sanitation, storage, and rotation; quality control; meat handling laws and regulations; and customer service. (Vocational)
12.0507	Waiter/Waitress and Dining Room Manager: A program that prepares individuals to serve food to customers in formal or informal settings. Includes instruction in formal rules of serving etiquette, table and counter service, dining room operations and procedures, service personnel supervision and management, food and beverage preparation and presentation, communication skills, business math and procedures, and sanitation. (Vocational)

CIP Code	Description
51.0805	Pharmacy Technician: A program that prepares individuals, under the supervision of pharmacists, to prepare medications, provide medications and related assistance to patients, and manage pharmacy clinical and business operations. Includes instruction in medical and pharmaceutical terminology; principles of pharmacology and pharmaceuticals; drug identification; pharmacy laboratory procedures; prescription interpretation; patient communication and education; safety procedures; record-keeping; measurement and testing techniques; pharmacy business operations; prescription preparation; logistics and dispensing operations; and applicable standards and regulations. (Vocational)
52.0301	Accounting: A program that prepares individuals to practice the profession of accounting, and to perform related business functions. Includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations. (Academic)
52.0101	Business/Commerce, General: A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling, and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings. (Academic)
01.0401	Agricultural and Food Products Processing: A program that prepares individuals to receive, inspect, store, process, and package agricultural products in the form of human food consumables, animal or plant food, or as other industrial products. Includes instruction in the nutrient and industrial properties of various agricultural products; logistics and storage procedures; chemical and mechanical processing operations; packaging; safety and health requirements; and related technical and business principles. (Vocational)

Table 3: Related programs

CIP Code	Description
52.1402	Market Research: A program that prepares individuals to provide analytical descriptions of consumer behavior patterns and market environments to marketing managers and other business decision-makers. Includes instruction in survey research methods, research design, new product test marketing, exploratory marketing, consumer needs and preferences analysis, geographic analysis, and applications to specific products and markets. (Vocational)
52.1903	Fashion Modeling: A program that prepares individuals to present and display fashion, apparel, and accessories products in wholesale and retail settings, either on the person or via props and natural or artificial settings. Includes instruction in modeling skills, health and cosmetic principles, fashion show management, display design and production, and applicable aspects of advertising and fashion photography. (Vocational)

CIP Code	Description
52.1905	Tourism/Travel Services Marketing Operations: A program that prepares individuals to provide direct retail services to hotel and motel clients and customers in a variety of settings. Includes instruction in principles of hotel/motel operations, customer sales and assistance operations and techniques, telephone operations, and basic office management. (Vocational)
52.1907	Vehicle Parts and Accessories Marketing Operations: A program that prepares individuals to perform operations connected with the distribution and sales of replacement parts and other end-use supplies in the automotive, marine, and aviation industries. Includes instruction in wholesaling and retailing; principles of vehicular technologies; storage and distribution; customer sales and service skills; and principles of consumer research and sales forecasting. (Vocational)
52.1101	International Business/Trade/Commerce: A program that prepares individuals to manage international businesses and/or business operations. Includes instruction in the principles and processes of export sales, trade controls, foreign operations and related problems, monetary issues, international business policy, and applications to doing business in specific countries and markets. (Vocational)
52.0408	Office Occupations and Clerical Services: A program that prepares individuals to provide basic administrative support under the supervision of office managers, administrative assistants, secretaries, and other office personnel. Includes instruction in typing, keyboarding, filing, general business correspondence, office equipment operation, and communications skills. (Vocational)
52.0411	Customer Service Support/Call Center/Teleservice Operation: A program that prepares individuals to assist customers with inquiries and problems in frontline call centers, help desks, teleservice centers, and online. Includes instruction in user interfaces and user behavior; principles of hardware and software systems operation; customer interaction skills; telephone and e-mailing skills; data entry; and database and Internet searching and retrieving. (Vocational)
52.0204	Office Management and Supervision: A program that prepares individuals to supervise and manage the operations and personnel of business offices and management-level divisions. Includes instruction in employee supervision, management, and labor relations; budgeting; scheduling and coordination; office systems operation and maintenance; office records management, organization, and security; office facilities design and space management; preparation and evaluation of business management data; and public relations. (Vocational)
19.0905	Apparel and Textile Marketing Management: A program that focuses on marketing research and management as applied to the products and services of the apparel and textile industries. Includes instruction in applicable principles of textile and apparel design and manufacturing, sales and distribution systems, domestic and international market research, profitability, consumer research, and the design and implementation of marketing campaigns. (Vocational)
52.1401	Marketing Management A program that generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets. (Vocational)

CIP Code	Description
52.1404	Digital Marketing: A program that prepares individuals to develop a digital marketing plan and integrate marketing, advertising, sales, and logistics across physical and digital channels. Includes instruction in digital marketing, e-commerce, online consumer psychology, search engine optimization, social media marketing, and web analytics. (Vocational)
52.0401	Administrative Assistant and Secretarial Science, General: A program that generally prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers. Includes instruction in business communications, principles of business law, word processing and data entry, office machines operation and maintenance, office procedures, public relations, secretarial accounting, filing systems and records management, and report preparation. (Vocational)
52.1801	Sales, Distribution, and Marketing Operations, General: A program that focuses on the general process and techniques of direct wholesale and retail buying and selling operations and introduces individuals to related careers. Includes instruction in the principles of entrepreneurial economics, basic sales skills, the distribution channels for goods and services, and supervised practical application experiences. (Academic)
52.1902	Fashion Merchandising: A program that prepares individuals to promote product lines/brands, and organize promotional campaigns, at the wholesale level to attract retailer interest, wholesale purchasing, and supply contracts. Includes instruction in wholesaling, wholesale advertising, selling, and customer relations. (Vocational)
52.0208	E-Commerce/Electronic Commerce: A program that prepares individuals to plan, manage, supervise, and market electronic business operations, products, and services provided online via the Internet. Includes instruction in business administration, information technology, information resources management, web design, computer and Internet law and policy, computer privacy and security, e-trading, insurance, electronic marketing, investment capital planning, enterprise operations, personnel supervision, contracting, and product and service networking. (Vocational)
52.0203	Logistics, Materials, and Supply Chain Management: A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting. (Vocational)
52.0201	Business Administration/Management: A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making. (Vocational)

CIP Code	Description
52.0205	Operations Management and Supervision: A program that prepares individuals to manage and direct the physical and/or technical functions of a firm or organization, particularly those relating to development, production, and manufacturing. Includes instruction in principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial labor relations and skilled trades supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning. (Vocational)
52.1001	Human Resources Management/Personnel Administration: A program that prepares individuals to manage the development of human capital in organizations, and to provide related services to individuals and groups. Includes instruction in personnel and organization policy, human resource dynamics and flows, labor relations, sex roles, civil rights, human resources law and regulations, motivation and compensation systems, work systems, career management, employee testing and assessment, recruitment and selection, managing employee and job training programs, and the management of human resources programs and operations. (Vocational)
52.0701	Entrepreneurship: A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business. (Vocational)
11.0802	Data Modeling/Warehousing and Database Administration: A program that prepares individuals to design and manage the construction of databases and related software programs and applications, including the linking of individual data sets to create complex searchable databases (warehousing) and the use of analytical search tools (mining). Includes instruction in database machines; database management systems; data security; set theory and database design; data networks and related computer networking issues; and storage, retrieval, and searching systems. (Vocational)
52.0302	Accounting Technician & Bookkeeping: A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel. Includes instruction in posting transactions to accounts, record-keeping systems, accounting software operation, and general accounting principles and practices. (Vocational)
52.0407	Office Automation/Data Entry: A program that prepares individuals to support business information operations by using computer equipment to enter, process, and retrieve data for a wide variety of administrative purposes. Includes instruction in using basic business software and hardware; business computer networking; principles of desktop publishing; preparing mass mailings; compiling and editing spreadsheets; list maintenance; preparing tables and graphs; receipt control; and preparing business performance reports. (Vocational)
52.0101	Business/Commerce, General: A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling, and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings. (Academic)

## Appendix C: Instructional Programs by College

The table below lists CIP-coded programs offered by Washington state's community and technical colleges that are identified as either (A) directly preparatory for retail careers, or (B) related programs that develop transferable skills applicable to retail roles.

Note: The inventory below is based on the July ctcLink Plan Inventory as published in the SBCTC Professional-Technical Programs, available at <https://www.sbctc.edu/colleges-staff/programs-services/professional-technical/>. Please note that some programs may have been added or become inactive since publication.

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Bates Technical College	12.0503	✓		Culinary Arts AAS	Associate in Applied Science - Culinary Arts
Bates Technical College	12.0503	✓		Hospitality Line Cook CoT C20	Hospitality Line Cook Certificate of Training
Bates Technical College	12.0506	✓		Meatcutter Appr UEMJA	
Bates Technical College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Bates Technical College	52.0201		✓	Applied Business Mgmt AAS-T	Associate in Applied Science Transfer - Applied Business Management
Bates Technical College	52.0203	✓	✓	Logistics Specialist Appr AJAC	
Bates Technical College	52.0205		✓	Operation Specialist Appr AJAC	
Bates Technical College	52.0302		✓	Accounting AAS-T	Associate in Applied Science-Transfer - Accounting
Bates Technical College	52.0302		✓	Accounting AAS	Associate in Applied Science - Accounting
Bates Technical College	52.0302		✓	ACCT: Bookkeeping C45	Certificate of Competency - Bookkeeping
Bates Technical College	52.0401		✓	Admin Business Assistant AAS	Associate in Applied Science - Administrative Business Assistant
Bates Technical College	52.0401		✓	Admin Business Assistant C45	Certificate of Competency - Basic Office Support
Bates Technical College	52.0401		✓	Admin Business Assistant C20	Certificate of Training - Office Fundamentals
Bellevue College	11.0802		✓	Bus Intelligence Coord C20	Certificate - Business Intelligence Coordinator
Bellevue College	11.0802		✓	Data Reporting Analyst C20	Certificate - Data Reporting Analyst
Bellevue College	11.0802		✓	Database Analyst C20	Certificate - Database Analyst
Bellevue College	11.0802		✓	Interm Bus Intel Analyst C20	Certificate - Intermediate Business Intelligence Analyst
Bellevue College	11.0802		✓	Data Management & Analysis BAS	Bachelor of Applied Science - Data Analytics BAS
Bellevue College	11.0802		✓	DB Bus Intel Developer C00	Certificate - Non-Credit DB Bus Intel Developer
Bellevue College	11.0802		✓	Web Design Certificate (CE)	Certificate - Non-Credit Web Design (CE)

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Bellevue College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Bellevue College	52.0201		✓	Business Management AAS-T	Associate of Applied Science-Transfer Business Management AAS-T
Bellevue College	52.0201		✓	Business Management AAS	Associate of Applied Science - Business Management
Bellevue College	52.0201		✓	Project Management C20	Certificate - Project Management
Bellevue College	52.0201		✓	Entrepreneurship C00	Certificate - Entrepreneurship (non-credit)
Bellevue College	52.0201		✓	Project Management C00	Certificate - Non-Credit Project Management
Bellevue College	52.0203	✓	✓	Opp Supply Chain Mng C00	Certificate - Operations and Supply Chain Management (non-credit)
Bellevue College	52.0204		✓	Business Analysis & Tech AAS-T	Associate of Applied Science-Transfer - Business Analysis & Technology
Bellevue College	52.0204		✓	Web Marketing Spec C45	Certificate - Web Marketing Specialist
Bellevue College	52.0302		✓	Accounting Assistant C45	Certificate - Accounting Assistant
Bellevue College	52.0302		✓	Accounting AAS-T	Associate of Applied Science-Transfer Accounting AAS-T
Bellevue College	52.0302		✓	Accounting AAS	Associate of Applied Science - Accounting
Bellevue College	52.0302		✓	Accounting Info Systems C20	Certificate - Accounting Info Systems
Bellevue College	52.0302		✓	Accounting Preparation C01	Certificate - Accounting Preparation
Bellevue College	52.0302		✓	Bookkeeping C20	Certificate - Bookkeeping
Bellevue College	52.0302		✓	Financial Data Rept Spec C20	Certificate - Financial Data Rept Specialist
Bellevue College	52.0302		✓	Applied Accounting BAS	Bachelor of Applied Science - Applied Accounting BAS
Bellevue College	52.0302		✓	Intermed Accounting BAS C01	BAS Certificate - Intermediate Accounting
Bellevue College	52.0302		✓	Mngmnt Acct AIS BAS C01	BAS Certificate - Management Accounting Systems & Auditing
Bellevue College	52.0302		✓	US Federal Income Tax BAS C01	BAS Certificate - US Federal Income Taxation
Bellevue College	52.0408		✓	Project Support C20	Certificate - Project Support
Bellevue College	52.0701		✓	Entrepreneurship C20	Certificate - Entrepreneurship
Bellevue College	52.1001		✓	Human Resource Assistant C45	Certificate - Human Resource Assistant
Bellevue College	52.1001		✓	Human Resources Mgmt C00 (CE)	Certificate - Non-Credit Human Resources Mngmnt (CE)
Bellevue College	52.1401		✓	Digital Advertising C01	Certificate - Digital Advertising
Bellevue College	52.1401		✓	Digital Content C01	Certificate - Digital Content
Bellevue College	52.1401		✓	Digital Media C01	Certificate - Digital Media
Bellevue College	52.1401		✓	Digital Marketing AAS-T	Associate of Applied Science-Transfer Digital Marketing AAS-T

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Bellevue College	52.1401		✓	Digital Measurement Analyt C01	Certificate - Digital Measurement Analytics
Bellevue College	52.1401		✓	Entrepren. & Product Dev. C01	Entrepreneurship & Product Development Certificate
Bellevue College	52.1401		✓	Marketing Management AAS	Associate of Applied Science - Marketing Management
Bellevue College	52.1401		✓	Product Dev and Innovation C20	Certificate - Product Development and Innovation
Bellevue College	52.1401		✓	Digital Marketing BAS	Bachelor of Applied Science - Digital Marketing BAS
Bellevue College	52.1402		✓	Promotional Marketing C45	Certificate - Promotional Marketing
Bellevue College	52.1803	✓		Retail Marketing C45	Certificate - Retail Marketing
Bellevue College	52.1804	✓		Sales C20	Certificate - Sales
Bellingham Technical College	12.0503	✓		Culinary Arts AAS	Associate in Applied Science - Culinary Arts
Bellingham Technical College	12.0503	✓		Culinary Arts C45	Certificate - Culinary Arts
Bellingham Technical College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Bellingham Technical College	52.0205		✓	Operations Management C20	Certificate - Operations Management
Bellingham Technical College	52.0205		✓	Operations Management BAS	Bachelor of Applied Science - Operations Management
Bellingham Technical College	52.0302		✓	Accounting Assistant C45	Certificate - Accounting Assistant
Bellingham Technical College	52.0302		✓	Accounting Technician AAS	Associate in Applied Science - Accounting Technician
Bellingham Technical College	52.0408		✓	Office Assistant C20	Certificate - Office Assistant
Bellingham Technical College	52.1401		✓	Business Management AAS	Associate in Applied Science - Business Management
Bellingham Technical College	52.1401		✓	Human Resources Specialist C20	Certificate - Human Resources Specialist
Bellingham Technical College	52.1401		✓	Operations Management C01	Certificate - Operations Management
Bellingham Technical College	52.1401		✓	Social Media Marketing C20	Certificate - Social Media Marketing
Big Bend Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Big Bend Community College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science - Applied Management
Big Bend Community College	52.0204		✓	Administrative Assistant C45	Certificate: Administrative Assistant
Big Bend Community College	52.0204		✓	Admin Professional Svc AAS	Associate in Applied Science: Administrative Professional Svc
Big Bend Community College	52.0204		✓	Customer Svc Associate C45	Certificate: Customer Service Associate
Big Bend Community College	52.0204		✓	Office Assistant C20	Certificate: Office Assistant
Big Bend Community College	52.0204		✓	Office Clerk C01	Certificate: Office Clerk
Big Bend Community College	52.0204		✓	Format Design Specialist C20	Certificate of Accomplishment: Office Format Design Specialist

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Big Bend Community College	52.0302		✓	Accounting Technology AAS	Associate in Applied Science: Accounting Technology
Big Bend Community College	52.0302		✓	Accounting Tech 1-Yr C45	Certificate: Accounting Technology 1-Year
Big Bend Community College	52.0302		✓	Accounting Principles C20	Certificate: Accounting Principles Proficiency
Big Bend Community College	52.0302		✓	Basic Office Computing C01	Certificate: Basic Office Computing
Big Bend Community College	52.0302		✓	Business Communications C01	Certificate: Business Communications
Big Bend Community College	52.0302		✓	Computerized Accounting C01	Certificate: Computerized Accounting Applications
Cascadia College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Cascadia College	52.0204		✓	Offc Sprvsn&Mngmnt AAST WA230	Associate in Applied Science-Transfer - BSTEC: Transfer - Office Supervision & Management
Cascadia College	52.0401		✓	Office Applications C20 WA230	Certificate - BSTEC: Office Applications
Centralia College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Centralia College	52.0201		✓	Business Admin/Mgmt AAS	Associate in Applied Science - Business Administration/Management
Centralia College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science-Applied Management
Centralia College	52.0204		✓	Office Manager AAS	Associate in Applied Science-Office Manager
Centralia College	52.0212	✓		Retail Management C45	Certificate of Proficiency - Retail Management
Centralia College	52.0302		✓	Accounting Clerk COP C45	Certificate of Proficiency-Accounting Clerk
Centralia College	52.0302		✓	Accounting/Tax AAS	Associate in Applied Science - Accounting/Tax
Centralia College	52.0401		✓	Office Administration AAS	Associate in Applied Science - Office Administration
Centralia College	52.0401		✓	Office Assistant COP C45	Certificate of Proficiency-Office Assistant
Centralia College	52.0408		✓	Business Technology COC C01	Certificate of Completion - Business Technology
Centralia College	52.0408		✓	Office Applications Basic C01	Certificate of Completion - Office Applications Basic
Centralia College	52.0408		✓	Office Applications COP C45	Certificate of Proficiency - Office Applications
Centralia College	52.0408		✓	OfficeApplications Adv COC C01	Certificate of Completion - Office Applications Advanced
Centralia College	52.1803	✓		Retail Management C45	Certificate of Proficiency-Retail Management
Clark College	12.0501	✓		Baking & Pastry Arts Fndmt C20	Certificate of Achievement - Baking and Pastry Arts Fundamentals
Clark College	12.0501	✓		Prof Bkng & Pstry Art Mgmt AAT	Associate in Applied Technology - Professional Baking and Pastry Arts Management
Clark College	12.0503	✓		Cuisine Fundamentals C20	Certificate of Achievement - Cuisine Fundamentals
Clark College	12.0503	✓		Cuisine Management AAT	Associate in Applied Technology - Cuisine Management
Clark College	12.0505	✓		Kitchen Assistant	Continuing Education Certificate - Kitchen Assistant

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Clark College	51.0805	✓		Pharmacy Tech Leadership AAT	Associate in Applied Technology - Pharmacy Technician Leadership
Clark College	51.0805	✓		Pharmacy Technician C45	Certificate of Proficiency - Pharmacy Technician
Clark College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Clark College	52.0201		✓	Business Administration AAS	Associate in Applied Science - Business Administration
Clark College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science - Applied Management
Clark College	52.0302		✓	Accounting AAS	Associate in Applied Science - Accounting
Clark College	52.0302		✓	Accounting Clerk C45	Certificate of Proficiency - Accounting Clerk
Clark College	52.1001		✓	Supervisory Management AAS	Associate in Applied Science - Supervisory Management
Clark College	52.1001		✓	Supervisory Management C45	Certificate of Proficiency - Supervisory Management
Clark College	52.1804	✓		Marketing AAS	Associate in Applied Science - Marketing
Clark College	52.1804	✓		Marketing C45	Certificate of Proficiency - Marketing
Clover Park Technical College	12.0401	✓		Cosmetology Hair Designer AAT	Associate in Applied Technology - Hair Design
Clover Park Technical College	12.0401	✓		Cosmetology AAT	Associate in Applied Technology - Cosmetology
Clover Park Technical College	12.0401	✓		Cosmetology C90	Certificate - Cosmetology
Clover Park Technical College	12.0501	✓		Advanced Pastry Arts C20	Certificate - Advanced Pastry Arts
Clover Park Technical College	12.0501	✓		Basic Pastry Arts C20	Certificate - Basic Pastry Arts
Clover Park Technical College	12.0501	✓		Pastry Arts AAT	Associate in Applied Technology - Pastry Arts
Clover Park Technical College	12.0503	✓		Advanced Culinary C20	Certificate - Advanced Culinary
Clover Park Technical College	12.0503	✓		Basic Culinary C20	Certificate - Basic Culinary
Clover Park Technical College	12.0503	✓		Culinary Arts AAT	Associate in Applied Technology - Culinary Arts
Clover Park Technical College	51.0805	✓		Pharmacy Tech Advanced AAT	Associate in Applied Technology - Pharmacy Technician Advanced
Clover Park Technical College	51.0805	✓		Pharmacy Tech Advanced C20	Certificate - Pharmacy Technician Advanced
Clover Park Technical College	52.0205		✓	Operations Management BAS	Bachelor of Applied Science - Operations Management
Clover Park Technical College	52.0212	✓		Retail Business Management AAT	Associate in Applied Technology - Retail Business Management
Clover Park Technical College	52.0212	✓		Retail Management C20	Certificate - Retail Management
Clover Park Technical College	52.0302		✓	Accounting AAST	Associate in Applied Science Transfer - Accounting
Clover Park Technical College	52.0302		✓	Accounting AAT	Associate in Applied Technology - Accounting
Clover Park Technical College	52.0302		✓	Bookkeeping Clerk C20	Certificate - Bookkeeping Clerk

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Clover Park Technical College	52.0302		✓	Bookkeeping Small Business C01	Certificate - Basic Bookkeeping for Small Business
Clover Park Technical College	52.1001		✓	Human Resource Generalist C01	Certificate - Human Resource Generalist
Clover Park Technical College	52.1001		✓	Human Res Mgmt C01	Certificate - Human Resources Management Certification
Columbia Basin College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Columbia Basin College	52.0201		✓	Entrepreneurship & Bus Dev C20	Entrepreneurship & Business Development Certificate
Columbia Basin College	52.0201		✓	Sales STC C01	Sales Short-Term Certificate
Columbia Basin College	52.0201		✓	Business Administration AAS	Associate in Applied Science in Business Administration
Columbia Basin College	52.0201		✓	Business Admin 1YR C45	Business Administration One-Year Certificate
Columbia Basin College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science in Applied Management
Columbia Basin College	52.0203	✓	✓	Log & Supply Chain Resil AAS-T	Associate in Applied Science - Transfer in Logistics & Supply Chain Resilience
Columbia Basin College	52.0203	✓	✓	Logistics Specialist Appr AJAC	
Columbia Basin College	52.0204		✓	Administrative Assist STC C01	Administrative Assistant Short-Term Certificate
Columbia Basin College	52.0302		✓	Accounting AAS	Associate in Applied Science in Accounting
Columbia Basin College	52.0302		✓	Accounting 1YR C45	Accounting One-Year Certificate
Columbia Basin College	52.1404		✓	Digital Marketing AAS-T	Associate in Applied Science - Transfer in Digital Marketing
Edmonds College	11.0802		✓	Adv Business Syst Analyst C20	Certificate - CIS: Advanced Business Systems Analyst
Edmonds College	11.0802		✓	Database COC C01	Certificate of Completion - CIS: Database
Edmonds College	11.0802		✓	Database Theory COC C01	Certificate of Completion - CIS: Database Theory
Edmonds College	12.0501	✓		Baking ATA	Associate of Technical Arts - CLART: Baking
Edmonds College	12.0501	✓		Baking C20	Certificate - CLART: Baking
Edmonds College	12.0501	✓		ITAM Baking/CWU AAST	Associate of Applied Science-Transfer - CLART: ITAM Baking/CWU
Edmonds College	12.0503	✓		Adv Commercial Cooking C45	Certificate - CLART: Advanced Commercial Cooking
Edmonds College	12.0503	✓		Basic Catering C20	Certificate - CLART: Basic Catering
Edmonds College	12.0503	✓		Basic Commercial Cooking C20	Certificate - CLART: Basic Commercial Cooking
Edmonds College	12.0503	✓		Culinary Arts ATA	Associate of Technical Arts - CLART: Culinary Arts
Edmonds College	12.0503	✓		CLART Hsptr Mgmt/SCC AAST	Associate of Applied Science-Transfer - CLART: Hospitality Management/SSC
Edmonds College	12.0503	✓		ITAM CLART/CWU AAST	Associate of Applied Science-Transfer- CLART: Information Technology & Administrative Management/CWU

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Edmonds College	12.0503	✓		Mobile Food Cooking C20	Certificate - CLART: Mobile Food Cooking
Edmonds College	12.0503	✓		Mobile Food Entrepreneur C45	Certificate - CLART: Mobile Food Entrepreneur
Edmonds College	51.0805	✓		ITAM Pharm Tech/CWU AAST	Associate of Applied Science-Transfer - AHE: ITAM Pharmacy Technician/CWU
Edmonds College	51.0805	✓		Pharmacy Technician C20	Certificate - AHE: Pharmacy Technician
Edmonds College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Edmonds College	52.0201		✓	Business Management ATA	Associate of Technical Arts - BUSMGMT: Business Management
Edmonds College	52.0201		✓	Business Management C20	Certificate - BUSMGMT: Business Management
Edmonds College	52.0201		✓	ITAM Business Mgmt/CWU AAST	Associate of Applied Science-T - BUSMGMT: ITAM Business Management/CWU
Edmonds College	52.0201		✓	Leadership (Tulalip) COC C01	Certificate of Completion - BUSMGMT: Leadership (Tulalip)
Edmonds College	52.0201		✓	Small Bus Mgmt Fundamental C01	Certificate of Completion - BUSMGMT: Small Business Management Fundamentals
Edmonds College	52.0204		✓	Adv Office & Communication C20	Certificate - BSTEC: Advanced Office and Communications
Edmonds College	52.0204		✓	Basic Business Skills COC C01	Certificate of Completion - BSTEC: Basic Business Skills
Edmonds College	52.0204		✓	ITAM Office Suprvsn Mgmt AAS-T	Associate of Applied Science-Transfer - BSTEC: ITAM Office Supervisor/CWU
Edmonds College	52.0207	✓		Workplace Essentials C01	Certificate of Completion - BUSMGMT: Workplace Essentials (Tulalip)
Edmonds College	52.0212	✓		Retail Management C20	Certificate - BUSMGMT: Retail Management
Edmonds College	52.0302		✓	Accounting ATA	Associate of Technical Arts - ACCT: Accounting
Edmonds College	52.0302		✓	Accounting C20	Certificate - ACCT: Accounting
Edmonds College	52.0302		✓	Accounting Small Business C20	Certificate - ACCT: Accounting Small Business
Edmonds College	52.0302		✓	Basic Bookkeeping COC C01	Certificate of Completion - ACCT: Basic Bookkeeping
Edmonds College	52.0302		✓	Cert Bookkeeper Exam Prep C01	Certificate of Completion - ACCT: Certified Bookkeeper Exam Preparation
Edmonds College	52.0302		✓	ITAM Accounting/CWU AAST	Associate of Applied Science-T - ACCT: ITAM Accounting/CWU
Edmonds College	52.0401		✓	Office Applications C20	Certificate - BSTEC: Office Applications
Edmonds College	52.0408		✓	Office Administration C20	Certificate - BSTEC: Office Administration
Edmonds College	52.0408		✓	Office Admin & Supervision ATA	Associate of Technical Arts - BSTEC: Office Administration and Supervision
Edmonds College	52.0701		✓	Entrepren/Small Bus Mgmt C45	Certificate - BUSMGMT: Entrepreneurship and Small Business Management
Edmonds College	52.1401		✓	Marketing C20	Certificate - BUSMGMT: Marketing

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Edmonds College	52.1905		✓	Hospitality Management AAST	Associate of Applied Science-T - HSPTR: Hospitality Management/SSC
Edmonds College	52.1905		✓	Hospitality Tourism ATA	Associate of Technical Arts - HSPTR: Hospitality Tourism
Edmonds College	52.1905		✓	Hospitality Tourism C20	Certificate - HSPTR: Hospitality Tourism
Edmonds College	52.1905		✓	Info Tech Admin Mgmt CWU AAST	Associate of Applied Science-T - HSPTR: Information Technology and Administrative Management/CWU
Everett Community College	12.0401	✓		Cosmetology C45	Certificate in Cosmetology
Everett Community College	12.0401	✓		Cosmetology ATA	Associate in Technical Arts in Cosmetology
Everett Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Everett Community College	52.0201		✓	Business Administration ATA	Associate in Technical Arts in Business Administration
Everett Community College	52.0201		✓	Business Administration C20	Certificate in Business Administration
Everett Community College	52.0203	✓	✓	Logistics Specialist Appr AJAC	
Everett Community College	52.0205		✓	Operations Spclst Appr AJAC	
Everett Community College	52.0302		✓	Accounting ATA	Associate in Technical Arts in Accounting
Everett Community College	52.0302		✓	Bookkeeping C45	Certificate in Bookkeeping
Everett Community College	52.0302		✓	Accounting BAS	Bachelor of Applied Science - Accounting
Grays Harbor College	12.0503	✓		Culinary Arts Basics C45	Certificate of Completion - Culinary Arts Basics
Grays Harbor College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Grays Harbor College	52.0201		✓	Business Management AAST	Associate in Applied Science - Transfer - Business Management
Grays Harbor College	52.0201		✓	Business Management AAS	Associate in Applied Science - Business Management
Grays Harbor College	52.0201		✓	Business Management C45	Certificate of Completion - Business Management
Grays Harbor College	52.0201		✓	Organizational Management BAS	Bachelor of Applied Science - Organizational Management
Grays Harbor College	52.0204		✓	Business Technology AAS	Associate in Applied Science - Business Technology
Grays Harbor College	52.0204		✓	Business Technology C45	Certificate of Completion - Business Technology
Grays Harbor College	52.0204		✓	Office Professional C20	Certificate of Achievement - Office Professional
Grays Harbor College	52.0302		✓	Accounting/Bookkeeping C45	Certificate of Completion - Accounting/Bookkeeping
Grays Harbor College	52.0302		✓	Accounting AAST	Associate in Applied Science - Transfer - Accounting
Grays Harbor College	52.0302		✓	Accounting AAS	Associate in Applied Science - Accounting
Grays Harbor College	52.0302		✓	Bookkeeping C20	Certificate of Achievement - Bookkeeping
Grays Harbor College	52.0302		✓	Acct/Bookkeeping SCCC C01	Certificate of Achievement - Accounting/Bookkeeping

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Grays Harbor College	52.0701		✓	Occupational Entrepreneur AAS	Associate in Applied Science - Occupational Entrepreneurship
Grays Harbor College	52.0701		✓	Small Business Skills C20	Certificate of Achievement - Small Business Skills
Grays Harbor College	52.0701		✓	Entrepreneur Small Bus C01	Certificate of Achievement - Entrepreneurship Small Business Skills
Green River College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Green River College	52.0201		✓	Applied Management BAS	BAS - Applied Management
Green River College	52.0204		✓	Administrative Assistant AAA	AAA - Administrative Assistant
Green River College	52.0204		✓	Administrative Assistant C45	Certificate - Administrative Assistant
Green River College	52.0204		✓	Records Information Clerk C20	Certificate - Records Information Clerk
Green River College	52.0204		✓	File Clerk C01	Certificate - File Clerk
Green River College	52.0212	✓		Retail Management C45	Certificate - Business Management: Retail Management
Green River College	52.0301	✓		Accounting BAS	Bachelor of Applied Science - Accounting
Green River College	52.0302		✓	Accounting AAA	AAA - Accounting
Green River College	52.0302		✓	Accounting C20	Certificate - Accounting
Green River College	52.0302		✓	Accounting Clerk C01	Certificate - Accounting Clerk
Green River College	52.0408		✓	Data Entry C01	Certificate - Data Entry
Green River College	52.0408		✓	Office Support 1 C01	Certificate - Office Support 1
Green River College	52.0408		✓	Office Support 2 C01	Certificate - Office Support 2
Green River College	52.0701		✓	Entrepreneurship C20	Certificate - Entrepreneurship
Green River College	52.0701		✓	Marketing And Entrepreneur BAS	BAS - Marketing And Entrepreneurship
Green River College	52.1401		✓	Marketing And Sales C01	Certificate - Business Management: Marketing and Sales
Green River College	52.1401		✓	Business Management AAA	AAA - Business Management
Green River College	52.1401		✓	Business Analytics C01	Certificate- Business Management: Business Analytics
Green River College	52.1401		✓	Bus Mgmt Bus Foundations C45	Certificate - Business Management: Business Foundations
Green River College	52.1401		✓	Marketing And Sales C20	Certificate - Business Management: Marketing and Sales
Green River College	52.1401		✓	Management and Supervision C45	Certificate - Business Management: Management and Supervision
Highline College	12.0504	✓		HOST Food & Beverage C01	Short Term Certificate - Hospitality and Tourism Management, Food & Beverage Operations
Highline College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Highline College	52.0201		✓	Business Essentials I C01	Short Term Certificate - Business Essentials I

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Highline College	52.0201		✓	Business Essentials II C01	Short Term Certificate - Business Essentials II
Highline College	52.0201		✓	Business AAS	Associate of Applied Science - Business
Highline College	52.0203	✓	✓	Air Cargo Logistics C01	Short Term Certificate - Air Cargo Logistics
Highline College	52.0203	✓	✓	Purchase & Supp Chain Mgmt C20	Certificate of Proficiency - Purchasing and Supply Chain Management
Highline College	52.0204		✓	Administrative Management AAS	Associate of Applied Science - Administrative Management
Highline College	52.0207	✓		HOST Customer Serv Cert C01	Short Term Certificate - Hospitality & Tourism Management, Customer Service
Highline College	52.0212	✓		Retail Management C20	Certificate of Proficiency - Retail Management
Highline College	52.0302		✓	Accounting Assistant 1 ST C01	Short Term Certificate - Accounting Assistant 1
Highline College	52.0302		✓	Accounting Assistant 2 ST C01	Short Term Certificate - Accounting Assistant 2
Highline College	52.0302		✓	Accounting AAS	Associate of Applied Science - Accounting
Highline College	52.0302		✓	Bookkeeping CC C45	Certificate of Completion - Bookkeeping
Highline College	52.0401		✓	Administrative Assist CC C45	Certificate of Completion - Administrative Assistant
Highline College	52.0401		✓	Busn Info Technology ST C01	Short Term Certificate - Business Information Technology
Highline College	52.0401		✓	Business Tech Management AAS	Associate of Applied Science - Business Technology Management
Highline College	52.0408		✓	Intro to Admin Assist Virt C01	Short Certificate - Introduction to Administrative Assistant
Highline College	52.0408		✓	Intro Office Assistant CP C20	Certificate of Proficiency - Introduction to Office Assistant
Highline College	52.1001		✓	Human Resources CC C45	Certificate of Completion - Human Resources
Highline College	52.1101		✓	Intl Trade & Logistics ST C01	Short Term Certificate - International Trade & Logistics
Highline College	52.1101		✓	Intl Business & Trade AAS	Associate of Applied Science - International Business & Trade
Highline College	52.1101		✓	Intl Business & Trade CC C45	Certificate of Completion - International Business & Trade
Highline College	52.1101		✓	Business Management BAS	Bachelor of Applied Science- Business Management
Highline College	52.1401		✓	Social Media Specialist C45	Certificate of Completion - Social Media Specialist
Highline College	52.1803	✓		Professional Sales AAS	Associate of Applied Science - Professional Sales
Lake Washington Institute of Technology	12.0501	✓		Baking Arts AAS	Associate of Applied Science - Baking Arts
Lake Washington Institute of Technology	12.0501	✓		Baking Arts C45	Certificate of Proficiency - Baking Arts
Lake Washington Institute of Technology	12.0501	✓		Baking Skills C20	Certificate of Completion - Baking Skills
Lake Washington Institute of Technology	12.0501	✓		Management in Baking C20	Certificate of Completion - Management in Baking
Lake Washington Institute of Technology	12.0501	✓		Specialty Baking C20	Certificate of Completion - Specialty Baking

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Lake Washington Institute of Technology	12.0503	✓		Culinary Arts AAS	Associate of Applied Science - Culinary Arts
Lake Washington Institute of Technology	12.0503	✓		Culinary Arts C20	Certificate of Completion - Culinary Arts
Lake Washington Institute of Technology	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Lake Washington Institute of Technology	52.0203	✓	✓	Business Management C20	Certificate of Completion - Business Management
Lake Washington Institute of Technology	52.0203	✓	✓	Transport/Logistics/Supply BAS	Bachelor of Applied Science - Transportation, Logistics, and Supply Chain Management
Lake Washington Institute of Technology	52.0302		✓	Accounting Assistant C20	Certificate of Completion - Accounting Assistant
Lake Washington Institute of Technology	52.0302		✓	Accounting AAS	Associate of Applied Science - Accounting
Lake Washington Institute of Technology	52.0302		✓	Accounting Paraprofessnl C45	Certificate of Proficiency - Accounting Paraprofessional
Lake Washington Institute of Technology	52.0302		✓	Practical Accounting C45	Certificate of Proficiency - Practical Accounting
Lake Washington Institute of Technology	52.0401		✓	Human Resources C45	Certificate of Proficiency - Human Resources
Lake Washington Institute of Technology	52.0408		✓	Administrative Assistant C20	Certificate of Completion - Administrative Assistant
Lake Washington Institute of Technology	52.0701		✓	Business Communication BAS C20	Certificate of Completion - Business Communication
Lake Washington Institute of Technology	52.1001		✓	HR Strategic Management C20	Certificate of Completion - Human Resource Strategic Management
Lake Washington Institute of Technology	52.1001		✓	Human Resource Mgmt AAS-T	Associate of Applied Science-Transfer - Human Resource Management
Lake Washington Institute of Technology	52.1001		✓	HR Talent Management C20	Certificate of Completion - Human Resource Talent Management
Lake Washington Institute of Technology	52.1001		✓	Human Resource Management BAS	Bachelor of Applied Science in Human Resource Management
Lake Washington Institute of Technology	52.1001		✓	HR Strategic Mgmt C20	Certificate of Completion - Human Resource Strategic Management
Lake Washington Institute of Technology	52.1001		✓	HR Management C45	Certificate of Proficiency - Human Resource Management
Lower Columbia College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Lower Columbia College	52.0201		✓	Business Management AAS-T	Associate in Applied Science-Transfer - Business Management
Lower Columbia College	52.0201		✓	Business Management AAS	Associate in Applied Science - Business Management
Lower Columbia College	52.0201		✓	General Business C45	Certificate of Proficiency - General Business
Lower Columbia College	52.0201		✓	Business Mgmt Assistant C01	Certificate of Completion - Business Management Assistant
Lower Columbia College	52.0212	✓		Retail Management WAFC C20	Certificate of Completion - Retail Management
Lower Columbia College	52.0302		✓	Accounting Technician AAS-T	Associate in Applied Science-Transfer Accounting Technician
Lower Columbia College	52.0302		✓	Accounting & Marketing C01	Certificate of Completion - Accounting & Marketing
Lower Columbia College	52.0302		✓	Accounting Technician AAS	Associate in Applied Science - Accounting Technician

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Lower Columbia College	52.0401		✓	Admin Services Manager AAS-T	Associate in Applied Science-Transfer Administrative Services Manager
Lower Columbia College	52.0401		✓	Admin Services Manager AAS	Associate in Applied Science - Administrative Services Manager
Lower Columbia College	52.0401		✓	Administrative Support C45	Certificate of Proficiency - Administrative Support
Lower Columbia College	52.0411		✓	Customer Service C01	Certificate of Completion - Customer Service
Lower Columbia College	52.0701		✓	Small Business Mgmt C01	Certificate of Completion - Small Business Management
Lower Columbia College	52.1804	✓		Marketing C01	Certificate of Completion - Marketing
North Seattle College	51.0805	✓		Pharmacy Technician AAS	Associate of Applied Science Degree in Pharmacy Technician
North Seattle College	51.0805	✓		Pharmacy Technician C45	Certificate in Pharmacy Technician
North Seattle College	51.0805	✓		Pharmacy Technician Appr HCAC	
North Seattle College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
North Seattle College	52.0201		✓	General Business AAS-T	AAS-T in General Business
North Seattle College	52.0201		✓	General Business AAS	Associate of Applied Science Degree in General Business
North Seattle College	52.0205		✓	Project Management C01	Certificate in Project Management
North Seattle College	52.0302		✓	Accounting AAS-T	AAS-T in Accounting
North Seattle College	52.0302		✓	Accounting AAS	Associate of Applied Science Degree in Accounting
North Seattle College	52.0302		✓	Accounting Achievement C01	Certificate in Accounting Achievement
North Seattle College	52.0302		✓	Bookkeeping Assistant C01	Certificate in Bookkeeping Assistant
North Seattle College	52.0302		✓	Bookkeeping/Accounting C20	Bookkeeping Certificate in Accounting
North Seattle College	52.0302		✓	Comp Accounting Technology C45	Certificate in Computerized Accounting Technology
North Seattle College	52.0302		✓	Accounting BAS	Bachelor of Applied Science Degree in Accounting
North Seattle College	52.0302		✓	Accountancy C45	Certificate of Accountancy
North Seattle College	52.0701		✓	Entrepreneur Foundation C01	Entrepreneur Foundation Certificate
North Seattle College	52.0701		✓	Entrepreneurship C20	Certificate of Entrepreneurship
North Seattle College	52.1101		✓	International Business BAS	Bachelor of Applied Science - International Business
North Seattle College	52.1401		✓	Marketing C20	Certificate in Marketing
Olympic College	12.0401	✓		Cosmetology ATA	Associate in Technical Arts - Cosmetology
Olympic College	12.0401	✓		Instructor Train FastTrack C01	Certificate of Recognition - Instructor Training Fast Track
Olympic College	12.0413	✓		Cadet Instr Cosmetology C45	Certificate of Proficiency - Cadet Instructor Cosmetology

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Olympic College	12.0503	✓		CulinaryArt InstCookHelper C20	Certificate of Completion - Culinary Arts Institute Cooks Helper
Olympic College	12.0503	✓		Culinary Art Lead Cook C45	Certificate of Specialization - Culinary Arts Institute Lead Cook
Olympic College	12.0503	✓		CulinaryArt Inst PrepCook C20	Certificate of Completion - Culinary Arts Institute Prep Cook
Olympic College	12.0503	✓		CulinaryArt Inst Sous Chef ATA	Associate in Technical Arts - Culinary Arts Institute Sous Chef
Olympic College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Olympic College	52.0302		✓	Accounting Technology ATA	Associate in Technical Arts - Accounting Technology
Olympic College	52.0302		✓	Accounting Clerk C20	Certificate of Completion - Accounting Clerk
Olympic College	52.0302		✓	Accounting Software Spc C20	Certificate of Completion - Accounting Software Specialist
Olympic College	52.0302		✓	Bookkeeping Clerk C20	Certificate of Completion - Bookkeeping Clerk
Olympic College	52.0302		✓	Payroll Clerk C01	Certificate of Recognition - Payroll Clerk
Olympic College	52.0401		✓	Data Entry Clerk C20	Certificate of Completion - Data Entry Clerk
Olympic College	52.0401		✓	Admin Office Support C45	Certificate of Proficiency - Administrative Office Support
Olympic College	52.0401		✓	Microsoft Off Suite Spclst C20	Certificate of Completion - MS Office Suite Technology Specialist
Olympic College	52.0401		✓	Project Management Support C20	Certificate of Completion - Project Management Support
Olympic College	52.0401		✓	Workplace Technical Skills C20	Certificate of Completion - Workplace Technical Skills
Olympic College	52.0411		✓	Customer Serv Specialist C01	Certificate of Recognition - Customer Service Specialist
Olympic College	52.1001		✓	Supervisory/Hum Res Skills C01	Certificate of Recognition - Supervisory/HR Skills
Peninsula College	12.0501	✓		Baking Fundamentals DOC C20	Certificate - Baking Fundamentals
Peninsula College	12.0501	✓		Pastry & Specialty BakeDOC C45	Certificate - Pastry and Specialty Baking
Peninsula College	12.0501	✓		Specialty Bake FndmntlsDOC C20	Certificate - Specialty Baking Fundamentals
Peninsula College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Peninsula College	52.0201		✓	Business Admin Mgmt AAS-T	Associate in Applied Science-Transfer - Business Administration- Management Emphasis
Peninsula College	52.0201		✓	Business Admin Mgmt AAS	Associate in Applied Science - Business Administration-Management Emphasis
Peninsula College	52.0201		✓	Business Administration C45	Certificate - Business Administration
Peninsula College	52.0201		✓	Business Entrepreneur Fnd AAST	Associate in Applied Science-Transfer - Business Admin Entrepreneurship Foundations Emphasis
Peninsula College	52.0201		✓	Business Entrepreneur Fnd AAS	Associate in Applied Science - Business Administration - Entrepreneurship Foundations Emphasis
Peninsula College	52.0201		✓	Business Entrepreneurships C01	Certificate - Business Administration-Business Entrepreneurships

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Peninsula College	52.0201		✓	Business Foundations C45	Certificate - Business Administration - Business Foundations
Peninsula College	52.0201		✓	Business Management C01	Certificate - Business Administration-Management
Peninsula College	52.0201		✓	Business Technology C01	Certificate - Business Administration-Business Technology
Peninsula College	52.0201		✓	Economics & Finance C01	Certificate - Business Administration-Economics and Finance
Peninsula College	52.0201		✓	Business Environment C01	Certificate - Business Administration-Business Environment
Peninsula College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science - Applied Management
Peninsula College	52.0201		✓	Human Resources BAS C01	BAS Certificate- Human Resources I
Peninsula College	52.0201		✓	Info Tech Mgmt BAS C01	BAS Certificate- Information Technology Management I
Peninsula College	52.0201		✓	Marketing BAS C01	BAS Certificate- Marketing I
Peninsula College	52.0201		✓	Tribal Management BAS C01	BAS Certificate- Tribal Management Specialization
Peninsula College	52.0204		✓	AOS Administrative Assist AAST	Associate in Applied Science-Transfer - Admin Office Systems- Administrative Assistant Specialization
Peninsula College	52.0204		✓	AOS Administrative Assist AAS	Associate in Applied Science - Administrative Office Systems- Administrative Assistant Specialization
Peninsula College	52.0208	✓	✓	Web & Interactive Design AAS-T	Associate in Applied Science-Transfer - Media Communications - Web & Interactive Design
Peninsula College	52.0208	✓	✓	Web & Interactive Design AAS	Associate in Applied Science - Media Communications - Web & Interactive Design
Peninsula College	52.0302		✓	AOS Accounting AAS-T	Associate in Applied Science-Transfer - Admin Office Systems- Accounting Option Specialization
Peninsula College	52.0302		✓	AOS Accounting AAS	Associate in Applied Science - Administrative Office Systems- Accounting Specialization
Peninsula College	52.0302		✓	Bus Admin Accounting AAS-T	Associate in Applied Science-Transfer - Business Administration- Accounting Emphasis
Peninsula College	52.0302		✓	Bus Admin Accounting AAS	Associate in Applied Science - Business Administration-Accounting Emphasis
Peninsula College	52.0302		✓	Business Admin Accounting C01	Certificate - Business Administration-Accounting
Peninsula College	52.0302		✓	Business Foundations DOC C45	Certificate - Business Foundations
Peninsula College	52.0302		✓	Bookkeeping for Small Bus C01	Short-Term Certificate- Bookkeeping for Small Business
Peninsula College	52.0302		✓	Bookkeeping DOC C20	Certificate - Bookkeeping
Peninsula College	52.0302		✓	Small Business DOC C20	Certificate - Small Business
Peninsula College	52.0302		✓	Bus Fndtns Small Business C20	Certificate - Business Administration - Business Foundations Small Business
Peninsula College	52.0401		✓	AOS Office Assistant II C20	Certificate - Adminstrative Office Systems-Office Assistant II

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Peninsula College	52.0407		✓	AOS Admin Software Spec C20	Certificate - Administrative Office Systems-Administrative Software Specialist
Peninsula College	52.0408		✓	Admin Office Systems C45	Certificate - Administrative Office Systems
Peninsula College	52.0408		✓	AOS Office Assistant I C01	Certificate - Administrative Office Systems-Office Assistant I
Peninsula College	52.0408		✓	Virtual Assistant C45	Certificate- Virtual Assistant
Peninsula College	52.0701		✓	Entrepreneurship C20	Certificate - Entrepreneurship
Pierce College	11.0802		✓	App Development&Analytics C20	Certificate - Application Development & Analytics
Pierce College	11.0802		✓	DataManagement & Analytics AAS	Associate in Applied Science - Data Management & Analytics
Pierce College	11.0802		✓	Business & Data Analytics C20	Certificate - Business and Data Analytics
Pierce College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Pierce College	52.0201		✓	Applied Business AAS-T	Associate in Applied Science-Transfer - Applied Business
Pierce College	52.0201		✓	Applied Business AAS	Associate in Applied Science - Applied Business
Pierce College	52.0201		✓	Business C45	Certificate - Business
Pierce College	52.0201		✓	Applied Business Mngmnt BAS	Bachelor of Applied Science - Applied Business Management
Pierce College	52.0204		✓	Administrative Office Asst AAS	Associate in Applied Science - Administrative Office Assistant
Pierce College	52.0302		✓	Accounting Office Assist C45	Certificate - Accounting Office Assistant
Pierce College	52.0302		✓	Accounting Technology C45	Certificate - Accounting Technology
Pierce College	52.0302		✓	Applied Accounting AAS	Associate in Applied Science - Applied Accounting
Pierce College	52.0302		✓	Bookkeeping C45	Certificate - Bookkeeping
Pierce College	52.0408		✓	Admin Assist Office Mgmt AAS	Associate in Applied Science - Administrative Assistant - Office Management
Pierce College	52.0408		✓	Integ Business Technology C20	Certificate - Integrated Business Technology
Pierce College	52.0408		✓	Office Assistant General C45	Certificate - Office Assistant
Pierce College	52.1001		✓	Human Resource Mgmt C45	Certificate - Human Resource Management
Pierce College	52.1401		✓	Social Media Marketing C20	Certificate - Social Media Marketing
Pierce College	52.1401		✓	Supervision & Management C45	Certificate - Supervision and Management
Pierce College	52.1804	✓		Sales C45	Certificate - Sales
Pierce College	52.1804	✓		Applied Business	Certificate - Applied Business
Renton Technical College	12.0501	✓		Professional Baking AAS	Associate of Applied Science - Professional Baking
Renton Technical College	12.0501	✓		Baking Basics C45	Certificate - Baking Basics

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Renton Technical College	12.0503	✓		Professional Cooking AAS-T	Associate of Applied Science-Transfer - Professional Cooking
Renton Technical College	12.0503	✓		Professional Cooking AAS	Associate of Applied Science - Professional Cooking
Renton Technical College	12.0503	✓		Intro to Prof Cooking C20	Certificate of Completion - Introduction to Professional Cooking
Renton Technical College	12.0503	✓		Professional Cooking C20	Certificate of Completion - Professional Cooking
Renton Technical College	51.0805	✓		Pharmacy Assistant C01	Certificate of Completion - Pharmacy Assistant
Renton Technical College	51.0805	✓		Pharmacy Technician AAS-T	Associate of Applied Science-Transfer - Pharmacy Technician
Renton Technical College	51.0805	✓		Pharmacy Technician AAS	Associate of Applied Science - Pharmacy Technician
Renton Technical College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Renton Technical College	52.0203	✓	✓	Logistics Spclst Appr AJAC	
Renton Technical College	52.0204		✓	AI for Productivity C01	Certificate of Completion - AI for Productivity
Renton Technical College	52.0204		✓	Business Project Coord C20	Certificate of Completion - Business Project Coordinator
Renton Technical College	52.0204		✓	Entrepreneurship AAS-T	Associate in Applied Science-Transfer - Entrepreneurship
Renton Technical College	52.0204		✓	Entrepreneurship AAS	Associate in Applied Science - Entrepreneurship
Renton Technical College	52.0204		✓	Entrepreneurship C45	Certificate of Completion - Entrepreneurship
Renton Technical College	52.0204		✓	Project Coord Essent C01	Certificate of Completion - Project Coordination Essentials
Renton Technical College	52.0205		✓	Operations Spclst Appr AJAC	
Renton Technical College	52.0302		✓	Accounting Para AAS	Associate of Applied Science - Accounting Paraprofessional
Renton Technical College	52.0302		✓	Accounting Para C45	Certificate of Completion - Accounting Paraprofessional
Renton Technical College	52.0302		✓	Accounting Clerk C20	Certificate of Completion - Accounting Clerk
Renton Technical College	52.0302		✓	Accounting Specialist AAS-T	Associate of Applied Science-Transfer - Accounting Specialist
Renton Technical College	52.0701		✓	Entrepreneurship Mktg C01	Certificate of Completion - Entrepreneurship Marketing
Renton Technical College	52.0701		✓	Management and Leadership C01	Certificate of Completion - Management and Leadership
Seattle Central College	12.0501	✓		Specialty Desserts/Breads AAS	Associate of Applied Science - Specialty Desserts/Breads
Seattle Central College	12.0501	✓		Specialty Desserts/Breads C45	Certificate - Specialty Desserts/Breads
Seattle Central College	12.0503	✓		Culinary Arts AAS	Associate of Applied Science - Culinary Arts
Seattle Central College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Seattle Central College	52.0407		✓	Business Technology Mgmt AAST	Associate in Applied Science-Transfer - Business Technology Management
Seattle Central College	52.0407		✓	Business Technology Mgmt AAS	Associate of Applied Science - Business Technology Management

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Seattle Central College	52.0407		✓	Business Technology Mgmt C45	Certificate - Business Technology Management
Shoreline Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Shoreline Community College	52.0201		✓	Business Administration AAAS	Associate in Applied Arts & Sciences - Business Administration
Shoreline Community College	52.0201		✓	Business Admin CC C20	Certificate of Completion - Business Administration
Shoreline Community College	52.0201		✓	Business Admin CP C45	Certificate of Proficiency - Business Administration
Shoreline Community College	52.0203	✓	✓	Purch Contract Mgmt CC C01	Certificate of Completion - Purchasing and Contact Management
Shoreline Community College	52.0203	✓	✓	Purch & Supply Mgmt AAAS	Associate in Applied Arts & Sciences - Purchasing & Supply Chain Management
Shoreline Community College	52.0203	✓	✓	Purch & Supply Mgmt CC C20	Certificate of Completion - Purchasing & Supply Chain Management
Shoreline Community College	52.0203	✓	✓	Purch & Supply Mgmt CP C45	Certificate of Proficiency - Purchasing & Supply Chain Management
Shoreline Community College	52.0203	✓	✓	Supplier Rel/Logistics CC C01	Certificate of Completion - Supplier Relations and Logistics
Shoreline Community College	52.0301	✓		FA Prep Coursework 52.0301 04Y	
Shoreline Community College	52.0302		✓	Accounting AAAS	Associate in Applied Arts & Sciences - Accounting
Shoreline Community College	52.0302		✓	Accounting Clerk CC C01	Certificate of Completion - Accounting Clerk
Shoreline Community College	52.0302		✓	Acct Rec/Pay Clerk CC C20	Certificate of Completion - Accounts Receivable/Accounts Payable Clerk
Shoreline Community College	52.0302		✓	Accounting C45	Certificate of Proficiency- Accounting
Shoreline Community College	52.0302		✓	Payroll Clerk CC C20	Certificate of Completion - Payroll Clerk
Shoreline Community College	52.0302		✓	Tax Preparer CC C01	Certificate of Completion - Tax Preparer
Shoreline Community College	52.0401		✓	Business & Computing Fund C20	Certificate of Completion - Business and Computing Fundamentals
Shoreline Community College	52.0701		✓	Entrepreneurship AAAS	Associate in Applied Arts & Sciences - Entrepreneurship
Shoreline Community College	52.0701		✓	Entrepreneurship CC C20	Certificate of Completion - Entrepreneurship
Shoreline Community College	52.0701		✓	Entrepreneurship CP C45	Certificate of Proficiency - Entrepreneurship
Shoreline Community College	52.1401		✓	Marketing AAAS	Associate in Applied Arts & Sciences - Business Administration - Marketing
Shoreline Community College	52.1401		✓	Marketing CC C20	Certificate of Completion - Business Administration - Marketing
Shoreline Community College	52.1401		✓	Marketing CP C45	Certificate of Proficiency - Business Administration - Marketing
Shoreline Community College	52.1401		✓	Social Media Marketing CC C20	Certificate of Completion - Social Media Marketing
Skagit Valley College	12.0501	✓		Baking & Pastry Emph AAS	Associate in Applied Science - Culinary Arts-Baking and Pastry Emphasis
Skagit Valley College	12.0503	✓		Basic Bakery Competency C01	Certificate - Basic Bakery Competency

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Skagit Valley College	12.0503	✓		Culinary Emphasis AAS	Associate in Applied Science - Culinary Arts-Culinary Emphasis
Skagit Valley College	12.0503	✓		Professional Cooking C45	Certificate - Professional Cooking
Skagit Valley College	51.0805	✓		AHE Pharmacy Technician C45	Certificate - Pharmacy Technician
Skagit Valley College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Skagit Valley College	52.0201		✓	Management BAS	Bachelor of Applied Science - Management
Skagit Valley College	52.0701		✓	BMT Entrepreneurship I C01	Certificate - Entrepreneurship I
Skagit Valley College	52.0701		✓	BMT Entrepreneurship C45	Certificate - Entrepreneurship
Skagit Valley College	52.1401		✓	Business Management AAS	Associate in Applied Science - Business Management
Skagit Valley College	52.1907		✓	AT Auto Parts & Srvc Spec C20	Certificate - Automotive Parts & Service Specialist
South Puget Sound Community College	01.0401	✓		Craft Brew & Distilling AAS-T	Associate In Applied Science-Transfer Craft Brew & Distilling
South Puget Sound Community College	12.0501	✓		Baking And Pastry Arts C45	Certificate Of Completion - Baking And Pastry Arts
South Puget Sound Community College	12.0503	✓		Culinary Arts AAS-T	Associate In Applied Science-Transfer - Culinary Arts
South Puget Sound Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
South Puget Sound Community College	52.0201		✓	Business Administration AAS	Associate In Applied Science - Business Administration
South Puget Sound Community College	52.0201		✓	Business Operations C45	Certificate Of Completion - Business Operations
South Puget Sound Community College	52.0201		✓	Entrepreneurship CoP C20	Certificate Of Proficiency - Entrepreneurship
South Puget Sound Community College	52.0204		✓	Office Admin Specialist AAS	Associate In Applied Science - Office Administration Specialist
South Puget Sound Community College	52.0302		✓	Accounting AAS	Associate In Applied Science - Accounting
South Puget Sound Community College	52.0302		✓	Accounting Clerk CoC C45	Certificate Of Completion - Accounting Clerk
South Puget Sound Community College	52.0302		✓	Cert. Public Accountant C45	Certificate Of Completion - Certified Public Accountant
South Puget Sound Community College	52.1001		✓	Non-Credit HR Management C00	
South Seattle College	12.0503	✓		Culinary & Pastry Arts AAS-T	Associate in Applied Science-Transfer - Culinary & Pastry Arts
South Seattle College	12.0503	✓		Culinary & Pastry Arts AAS	Associate in Applied Science - Culinary & Pastry Arts
South Seattle College	12.0503	✓		Culinary & Pastry Arts C45	Certificate - Culinary & Pastry Arts
South Seattle College	12.0504	✓		Wine Making AAST	Associate in Applied Science-Transfer - Wine Making
South Seattle College	12.0504	✓		Wine Making AAS	Associate in Applied Science - Wine Making
South Seattle College	12.0504	✓		Wine Making C45	Certificate - Wine Making
South Seattle College	12.0506	✓		Meatcutter AAST	Associate in Applied Science-Transfer - Meatcutter

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
South Seattle College	12.0506	✓		Fishmonger Appr WSMF	
South Seattle College	12.0506	✓		Meatcutter Appr WSMF	
South Seattle College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
South Seattle College	52.0203	✓	✓	Logistic Specialist Appr AJAC	
South Seattle College	52.0205		✓	Operation Specialist Appr AJAC	
Spokane Community College	12.0401	✓		Cosmetology AAS	Associate in Applied Science - Cosmetology
Spokane Community College	12.0501	✓		Baking: Pastries and Cakes C45	Certificate - Baking: Professional Pastries & Specialty Cakes
Spokane Community College	12.0503	✓		Culinary Arts AAS	Associate in Applied Science - Culinary Arts
Spokane Community College	12.0506	✓		Meatcutter Appr WSMF C20	Certificate - Meatcutter Apprenticeship
Spokane Community College	51.0805	✓		Pharmacy Technician AAS	Associate in Applied Science - Pharmacy Technician
Spokane Community College	51.0805	✓		Pharmacy Technician C45	Certificate - Pharmacy Technician
Spokane Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Spokane Community College	52.0201		✓	Business Occupations C45	Certificate - Business Occupations
Spokane Community College	52.0201		✓	Business AAS	Associate in Applied Science - General Business
Spokane Community College	52.0201		✓	Project Management C01	Certificate - Project Management/Lean/Six Sigma
Spokane Community College	52.0203	✓	✓	Logistic Spec Appr AJAC C20	Certificate - Logistics Specialist Apprenticeship
Spokane Community College	52.0205		✓	Oper Spec Appr AJAC C20	Certificate - Operations Specialist Apprenticeship
Spokane Community College	52.0302		✓	Accounting Assistant AAS	Associate in Applied Science - Accounting Assistant
Spokane Community College	52.0302		✓	Accounting Clerk C45	Certificate - Accounting Clerk
Spokane Community College	52.0408		✓	Admin Clerical Assistant	Administrative Clerical Assistant
Spokane Community College	52.0411		✓	Customer Service Rep AAS	Associate in Applied Science - Customer Service Representative
Spokane Community College	52.0701		✓	Entrepreneurship C20	Certificate - Entrepreneurship
Spokane Community College	52.1401		✓	Marketing & Advertising AAS	Associate in Applied Science - Marketing and Advertising
Spokane Community College	52.1401		✓	Management C45	Certificate - Management
Spokane Community College	52.1401		✓	Management AAS	Associate in Applied Science - Management
Spokane Falls Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Spokane Falls Community College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science - Applied Management
Spokane Falls Community College	52.1401		✓	Business Management AAS	Associate in Applied Science - Business Management

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Spokane Falls Community College	52.1401		✓	Business Management C45	Business Management Certificate
Spokane Falls Community College	52.1401		✓	Social Media Marketing C01	Certificate - Social Media Marketing
Tacoma Community College	11.0802		✓	Database Management	Certificate - Database Management
Tacoma Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Tacoma Community College	52.0201		✓	Business AAS	Associate in Applied Sciences - Business
Tacoma Community College	52.0201		✓	Tribal Enterpr Gaming Mgmt C01	Certificate - Tribal Enterprise & Gaming Management
Tacoma Community College	52.0201		✓	Applied Management BAS	Bachelor of Applied Science - Applied Management
Tacoma Community College	52.0203	✓	✓	Transportation Secure Log C20	Certificate - Transportation & Secure Logistics
Tacoma Community College	52.0212	✓		Retail Management (WAFC) C45	Certificate - Retail Management (WAFC)
Tacoma Community College	52.0212	✓		Retail Leadership Develop C01	Certificate - Retail Leadership Development
Tacoma Community College	52.0302		✓	Acctg Office Associate C01	Certificate - Accounting Office Associate
Tacoma Community College	52.0302		✓	Assistant Bookkeepin Clerk C20	Certificate - Assistant Bookkeeping Clerk
Tacoma Community College	52.0302		✓	Accounting AAS	Associate in Applied Sciences - Accounting
Tacoma Community College	52.0302		✓	Bookkeeping Systems C45	Certificate - Bookkeeping Systems
Tacoma Community College	52.0302		✓	Computerized Accounting C01	Certificate - Computerized Accounting
Tacoma Community College	52.0302		✓	Tax Preparation C01	Certificate - Tax Preparation
Tacoma Community College	52.0701		✓	Entrepreneurship C20	Certificate - Entrepreneurship
Tacoma Community College	52.0701		✓	Entrepreneurial Leadership C01	Certificate - Entrepreneurial Leadership
Tacoma Community College	52.1001		✓	Human Resource Specialist C20	Certificate - Human Resource Specialist
Tacoma Community College	52.1001		✓	Supervision and Management C01	Certificate - Supervision and Management
Tacoma Community College	52.1001		✓	Human Resource Mgt C01	Certificate - Human Resource Management
Tacoma Community College	52.1101		✓	Global Logistics C01	Certificate - Global Logistics
Tacoma Community College	52.1803	✓		Customer Service C01	Certificate - Customer Service
Tacoma Community College	52.1803	✓		Marketing C20	Certificate - Marketing
Tacoma Community College	52.1803	✓		Management C45	Certificate - Management
Tacoma Community College	52.1803	✓		Manufacturing Leaders Mgmt C01	Certificate - Manufacturing Leadership Management
Walla Walla Community College	12.0401	✓		Cosmetology AAS	Associate of Applied Science - Cosmetology
Walla Walla Community College	12.0503	✓		Culinary Arts AAS	Associate of Applied Science - Culinary Arts

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Walla Walla Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Walla Walla Community College	52.0201		✓	Business Administration AAS	Associate of Applied Science - Business Administration
Walla Walla Community College	52.0201		✓	Entrepreneurship C45	Certificate - Entrepreneurship
Walla Walla Community College	52.0201		✓	Business Management BAS	Bachelor of Applied Science - Business Management
Walla Walla Community College	52.0204		✓	Administrative Office Pro AAS	Associate of Applied Science - Administrative Office Professional
Walla Walla Community College	52.0302		✓	Accounting Assistant C45	Certificate - Accounting Assistant
Walla Walla Community College	52.0302		✓	Accounting Technology AAS	Associate of Applied Science - Accounting Technology
Walla Walla Community College	52.0408		✓	Admin Office Asst C45	Certificate - Administrative Office Assistant
Walla Walla Community College	52.1401		✓	Business Marketing AAS	Associate in Applied Science - Business Marketing
Wenatchee Valley College	11.0802		✓	Data Analytics BAS	Bachelor of Applied Science - Data Analytics
Wenatchee Valley College	51.0805	✓		Pharmacy Technician AAST	Associate in Applied Science - Transfer -Pharmacy Technician
Wenatchee Valley College	51.0805	✓		Pharmacy Technician C45	Certificate - Pharmacy Technician
Wenatchee Valley College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Wenatchee Valley College	52.0201		✓	Business ATS	Associate of Technical Science - Business
Wenatchee Valley College	52.0201		✓	Business C45	Certificate - Business
Wenatchee Valley College	52.0204		✓	Business Computer Tech AAST	Associate in Applied Science - Transfer - Business Computer Technology
Wenatchee Valley College	52.0204		✓	Business Computer Tech ATS	Associate of Technical Science - Business Computer Technology
Wenatchee Valley College	52.0212	✓		Retail Management C20	Certificate - Retail Management
Wenatchee Valley College	52.0302		✓	Accounting ATS	Associate of Technical Science - Accounting
Wenatchee Valley College	52.0302		✓	Accounting C45	Certificate - Accounting
Wenatchee Valley College	52.0401		✓	Administrative Assistant C45	Certificate - Administrative Assistant
Whatcom Community College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Whatcom Community College	52.0201		✓	Business Administration AAS	Associate of Applied Science - Business Administration
Whatcom Community College	52.0201		✓	Applied Bus Management BAS	Bachelor of Applied Science - Applied Business Management
Whatcom Community College	52.0204		✓	Clerical Assistant CP C20	Certificate of Proficiency - Clerical Assistant 31 Credits
Whatcom Community College	52.0204		✓	Office Administration C45	Certificate - Office Administration
Whatcom Community College	52.0212	✓		Retail Management CP C20	Certificate of Proficiency - Retail Management 38 Credits
Whatcom Community College	52.0212	✓		Retail Business Management C45	Certificate - Retail Business Management

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Whatcom Community College	52.0302		✓	Accounting AAS	Associate of Applied Science - Accounting
Whatcom Community College	52.0302		✓	Accounting C45	Certificate - Accounting
Whatcom Community College	52.0302		✓	Acct A/P, A/R, Invntry CP C20	Certificate of Proficiency - Accounting for A/P, A/R and Inventory 20 Credits
Whatcom Community College	52.0302		✓	Gov/not for Profit Acct CP C20	Certificate of Proficiency - Governmental/Not-for-Profit Accounting 20 Credits
Whatcom Community College	52.0302		✓	Individual Income Tax CP C20	Certificate of Proficiency - Individual Income Tax 20 Credits
Whatcom Community College	52.0302		✓	Payroll Accounting C20	Certificate of Proficiency - Payroll Accounting
Whatcom Community College	52.0302		✓	Quickbooks CP C01	Certificate of Proficiency - Quickbooks 18 Credits
Yakima Valley College	01.0401	✓		Food Technology AAS	Associate in Applied Science - Food Technology
Yakima Valley College	11.0802		✓	Database Administrator C01	Certificate: Database Administrator
Yakima Valley College	51.0805	✓		Pharmacy Assistant C01	Certificate - Pharmacy Assistant
Yakima Valley College	51.0805	✓		Pharmacy Technician AAS	Associate in Applied Science - Pharmacy Technician
Yakima Valley College	51.0805	✓		Pharmacy Technician C45	Certificate - Pharmacy Technician
Yakima Valley College	52.0101	✓		Business DTA/MRP	Associate in Business DTA/MRP
Yakima Valley College	52.0201		✓	Business Administration AAS-T	Associate in Applied Science Transfer - Business Administration
Yakima Valley College	52.0201		✓	Business Management AAS	Associate in Applied Science - Business Management
Yakima Valley College	52.0201		✓	Business Management C45	Certificate - Business Management
Yakima Valley College	52.0201		✓	Business Management BAS	Bachelor of Applied Science - Business Management
Yakima Valley College	52.0204		✓	BT Administrative Assist AAS	Associate in Applied Science - Business Technology Administrative Assist
Yakima Valley College	52.0204		✓	BT Bilingual Admin Off Ast AAS	Associate in Applied Science - Business Technology Bilingual Admin Office Assistant
Yakima Valley College	52.0212	✓		Retail Management C20	Certificate - Retail Management
Yakima Valley College	52.0302		✓	Accounting AAS	Associate in Applied Science - Accounting
Yakima Valley College	52.0302		✓	Accounting Clerk C01	Certificate - Accounting Clerk
Yakima Valley College	52.0302		✓	Business-Accounting C45	Certificate - Business-Accounting
Yakima Valley College	52.0401		✓	BT General Office Asst C45	Certificate - Business Technology General Office Assistant
Yakima Valley College	52.0408		✓	BT Bilingual Office Asst C45	Certificate - Business Technology Bilingual Office Assistant
Yakima Valley College	52.0408		✓	BT Keyboarding Competency C01	Certificate - Business Technology Keyboarding Competency
Yakima Valley College	52.0408		✓	Office Skills I C01	Certificate - Office Skills I

College	CIP Code	(A) Direct	(B) Related	Program	Awarded Credential
Yakima Valley College	52.0408		✓	Office Skills II C01	Certificate - Office Skills II
Yakima Valley College	52.0701		✓	Entrepreneurship Cert C01	Certificate: Entrepreneurship Certificate
Yakima Valley College	52.1401		✓	Business Marketing C45	Certificate - Business Marketing

## Appendix D: Statewide CTE Retail Course Offerings and Enrollment by School District

The chart below represents 336 unique schools in 166 Washington public school districts with retail related Career Technical Education (CTE) courses and student enrollment for the past five years.

Classification of Instructional Programs, commonly known as CIP code, is a standardized numerical classification system used to categorize educational programs and courses in the United States. Developed and maintained by the National Center for Education Statistics (NCES), CIP codes provide a consistent way to identify, track, and report on academic programs across all levels of education.

NOTE: Each school and school district have different CTE options. Not every district has classes in every pathway, nor does every district offer CTE dual credit and Advanced Placement options.

Index	CIP Career Cluster	CIP Name	CIP Code	CIP Code Description	Exploratory or Preparatory	2020	2021	2022	2023	2024
	Business Management and Administration	Introduction to Business	52.0000	A course that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The courses may prepare individuals to apply business principles and techniques in various occupational settings. (90 hours)	Exploratory	2,666	2,744	3,809	3,757	4,090
	Business Management and Administration	Business Administration Management	52.0201	A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.	Exploratory	385	371	387	352	304

Index	CIP Career Cluster	CIP Name	CIP Code	CIP Code Description	Exploratory or Preparatory	2020	2021	2022	2023	2024
	Business Management and Administration	Small Business Administration/ Management	52.0703	A program that prepares individuals to develop and manage independent small businesses. Includes instruction in business administration; enterprise planning and entrepreneurship; start-up; small business operations and problems; personnel supervision; capitalization and investment; taxation; business law and regulations; e-commerce; home business operations; and applications to specific sectors, products, and services.	Exploratory	300	323	359	306	496
	Business Management and Administration	Business & Marketing Education Cooperative Worksite Experience	52.8888	A learning experience in Business and Marketing Education in which the student has completed or is concurrently enrolled in a Career and Technical Education course that is related to the cooperative experience placement. Cooperative worksite learning experiences must be a direct extension of a qualifying class and should be connected to the student's high school and beyond plan. WAC 392-410-315 outlines regulations for granting credit for cooperative work-based learning experiences. (Minimum 360 Hours = 1 Credit)	Exploratory	2,292	2,339	2,488	2,876	2,307
	Marketing	Introduction to Marketing	52.1400	A course that teaches marketing concepts and skills and the underlying business foundations required for the understanding and development of marketing. Elements such as distribution, financing, marketing-information management, pricing, product/service management, promotion and selling along with the foundations of economics and communications are introduced in this course. (90 or 180 hours)	Exploratory	12,700	13,425	15,749	15,812	16,483

Index	CIP Career Cluster	CIP Name	CIP Code	CIP Code Description	Exploratory or Preparatory	2020	2021	2022	2023	2024
	Marketing	Marketing Operations	52.1801	A course that focuses on the general process and techniques of direct wholesale and retail buying and selling operations and introduces individuals to related careers. Includes instruction in the principles of entrepreneurial economics, basic sales skills, the distribution channels for goods and services, and supervised practical application experiences. [To be used for Advanced Marketing courses which utilize the student store as a learning laboratory. May also include specific operations instruction as it relates to Financial Services Marketing Operations, Floristry Marketing Operations, Food Production, Retailing and Wholesaling Operations, Insurance Marketing Operations, and Vehicles and Petroleum Marketing Operations. (Up to 180 hours.)	Preparatory	4,012	2,766	3,782	3,965	4,148
	Marketing	Selling Skills and Sales Operations	52.1804	A course that prepares individuals to possess the skills associated with direct promotion of products and services to potential customers and to function as independent sales representatives and managers. Includes instruction in consumer psychology, image projection, public speaking and interpersonal communications, sales organization and operations, customer relations, professional standards and ethics, and applicable technical skills.	Preparatory	279	222	202	265	298
	Marketing	Fashion Merchandising	52.1902	A course that prepares individuals to promote product lines/brands, and organize promotional campaigns, at the wholesale level to attract retailer interest, wholesale purchasing, and supply contracts. Includes instruction in wholesaling, wholesale advertising, selling, and customer relations.	Preparatory	675	564	857	555	713

Index	CIP Career Cluster	CIP Name	CIP Code	CIP Code Description	Exploratory or Preparatory	2020	2021	2022	2023	2024
	Marketing	Vehicle Parts and Accessories Marketing Operations	52.1907	A program that prepares individuals to perform operations connected with the distribution and sales of replacement parts and other end-use supplies in the automotive, marine, and aviation industries. Includes instruction in wholesaling and retailing; principles of vehicular technologies; storage and distribution; customer sales and service skills; and principles of consumer research and sales forecasting.	Preparatory	0	0	0	0	57
				<b>Total Enrollment</b>		<b>23,309</b>	<b>22,754</b>	<b>27,633</b>	<b>27,888</b>	<b>28,896</b>

## Appendix E: IRCs Most Aligned with Retail

The State of Washington has an approved list of (Industry-Recognized Credentials) IRCs to align with high school Career Technical Education courses. Local education agencies (school districts, skill centers, Tribal compact schools) determine which IRC aligns with the course offered. The following are the most common IRCs aligned with the Retail industry:

IRC/Agency	Website	Description
National Retail Foundation Business of Retail: Operations & Profit	<a href="https://nrffoundation.org/riseup/resources">https://nrffoundation.org/riseup/resources</a>	This credential verifies student knowledge and skills retailers require when managing key aspects of retail operations. It is ideal for those looking to start or advance a career in retail or gain a deeper understanding of how businesses operate. This certification is a strong asset for students entering the workforce, especially in roles such as sales associate, stock clerk, customer service representative, or those aspiring to supervisory and management positions in retail.
National Retail Foundation Retail Industry Fundamentals Certification	<a href="https://nrffoundation.org/riseup/resources">https://nrffoundation.org/riseup/resources</a>	The Retail Industry Fundamentals credential, part of the NRF Foundation's RISE Up program, is an introductory, certification designed to prepare high school students for their first job in retail or customer service. The credential covers the economic impact of the retail industry, the retail cycle, basic customer service and sales transaction skills, professionalism and communication, and the use of technology tools common in retail environments.
National Retail Foundation Customer Service & Sales Certification	<a href="https://nrffoundation.org/riseup/resources">https://nrffoundation.org/riseup/resources</a>	Certification demonstrates preparation for entry-level retail, sales, and customer-facing roles. The concepts covered include customer service principles and effective communication; sales techniques, including identifying customer needs and closing sales; product and service knowledge; handling transactions and using point-of-sale systems; workplace readiness, including professionalism and teamwork.

IRC/Agency	Website	Description
National Retail Foundation Warehouse, Inventory, & Logistics Certification	<a href="https://nrffoundation.org/riseup/resources">https://nrffoundation.org/riseup/resources</a>	The Warehouse, Inventory & Logistics credential, part of the NRF Foundation's RISE Up program, is designed to prepare students for high-demand careers in warehousing, distribution, and fulfillment centers. Students certify their knowledge in the flow of goods through the supply chain, warehouse operations and facility design, inventory management and key performance metrics, reverse logistics and sustainability practices, workplace safety and operational efficiency.
YouScience Digital Certifications: Digital Marketing, Digital Media	<a href="https://www.youscience.com/">https://www.youscience.com/</a>	Students demonstrate essential knowledge and skills for success in the digital economy. Certification demonstrates knowledge of core marketing principles and the differences between traditional and digital marketing; branding and brand identity development, social media marketing, online advertising, and eCommerce; digital campaign planning, media strategy, mobile marketing; customer engagement and the use of digital tools to solve business problems.
YouScience Marketing Certifications: Advertising & Promotion, Marketing Fundamentals, Marketing	<a href="https://www.youscience.com/">https://www.youscience.com/</a>	An introductory-level credential, this certification demonstrates broad understanding of core marketing concepts, including the marketing mix, market segmentation, and interpersonal communication. It serves as a foundation for further study in marketing and helps students explore career pathways in business, retail, and entrepreneurship.

IRC/Agency	Website	Description
Express Employment Professionals Career Preparedness	<a href="https://expresspros.com/certifications">https://expresspros.com/certifications</a>	Express Employment Professionals offers free, industry-recognized certifications designed to help individuals build essential workplace skills and improve their employability. These certifications are part of the Express Experience, which supports job seekers at every stage of their career journey. Career Preparedness Certification focuses on foundational job readiness skills such as resume writing, interview techniques, professional communication, and workplace etiquette.

# Appendix F: Career Clusters

Below are four career clusters administered by the Office of the Superintendent of Public Instruction (OSPI) showing how secondary Career Technical Education (CTE) programs support retail career pathways with industry-aligned curriculum, student leadership, and postsecondary preparation.

## Business, Management, & Administration Career Cluster/Pathways

If you want to run your own business or be the person who makes a business successful, be sure to look at the opportunities in the Business, Management, and Administration Career Cluster. Students learn business skills essential to efficient, productive operations for any company.

This career cluster is organized into four career pathways:

- Administrative Support
- General Management
- Marketing Management
- Operations Management

### Careers

Students in business, management, and administration learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

CTE classes in this cluster will introduce you to a variety of interesting careers including:

- Chief Executive Officer
- Entrepreneur
- Controller
- Adjuster
- Budget, Cost, or Systems Analyst
- Marketing Manager
- Human Resources Manager
- Training and Development Specialist
- Executive Assistant
- Wholesale or Retail Buyer
- Retail Salesperson
- Meeting and Convention Planner
- Bookkeeper
- Office Manager
- Receptionist

*Note: Each school and school district has different CTE options. Not every district has classes in every cluster or offers CTE dual credit and Advanced Placement options.*

## Human Services Career Cluster/Pathways

The Human Services Career Cluster prepares you for jobs that relate to families and human needs. Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs.

This career cluster is organized into seven career pathways:

- Consumer services
- Counseling and mental health services
- Early childhood development and services
- Family and community services
- Personal care services

*Note: The other two pathways are Culinary Arts, and Arts, A/V Technology, and Communications.*

### Careers

Students in human services learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

CTE classes in this cluster will introduce you to a variety of interesting careers including:

- Childcare Worker
- Child, Family, or School Social Worker
- Director Of Childcare Facility
- Preschool Teacher
- Parent Educator
- School Counselor
- Sociologist
- Social Services Worker
- Personal or Home Care Aide
- Leisure Activities Counselor
- Recreation Worker
- Consumer Credit Counselor
- Personal Financial Advisor
- Consumer Goods or Services Retailing Representative, or Buyer
- Cosmetologist, Hairdresser, or Hairstylist

*Note: Each school and school district has different CTE options. Not every district has classes in every cluster, nor does every district offer CTE dual credit and Advanced Placement options.*

## Marketing Career Cluster/Pathways

Marketing and creative roles continue to be in high demand in 2025, particularly in areas like digital marketing, content strategy, and UX design. While they represent a portion of the overall US workforce, these roles are critical to business growth and innovation across industries.

Marketing courses help students learn and experience how the marketing process seeks to establish and satisfy the needs and wants of individuals who buy goods, services and ideas.

Businesses of all types and sizes, including non-profit organizations, use marketing in their local, national, and global operations to move products and services from their origin to the end-user.

This career cluster is organized into five career pathways:

- Management and Entrepreneurship
- Marketing Communications
- Marketing Management
- Merchandising
- Professional Sales

### Careers

Students in marketing learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

CTE classes in this cluster will introduce you to a variety of interesting careers including:

- Manager of Sales or Information
- Sales Specialist
- Demonstrator or Product Promotions Specialist
- Wholesale or Retail Buyer
- Distributor
- Public Relations Manager or Specialist
- Marketing Communications or Promotions Manager or Specialist
- Community Relations Manager or Specialist
- E-marketer
- Marketing Consultant
- Fashion Merchandiser or Designer
- Social Media Marketing Content Creator

*Note: Each school and school district has different CTE options. Not every district has classes in every cluster, nor does every district offer CTE dual credit and Advanced Placement options.*

## Transportation, Distribution, and Logistics Career Cluster/Pathways

Students pursuing classes in the Transportation, Distribution, and Logistics Career Cluster will learn about careers and businesses involved in the planning, management and movement of people, materials and products by road, air, rail, and water. It also includes related professional and technical services such as infrastructure planning and management, logistics, and maintenance of equipment and facilities.

This career cluster is organized into a single pathway known as Transportation Operations.

### Careers

Students in transportation, distribution, and logistics learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs. CTE classes in this cluster will introduce you to a variety of interesting careers including:

- Warehouse Associate
- Shipping and Receiving Clerk
- Inventory Control Manager or Assistant
- Material Handler
- Logistics Clerk
- Order Fulfillment Associate
- Customer Service Assistant
- Operations Assistant
- Procurement Clerk
- Transportation Scheduler

*Note: Each school and school district has different CTE options. Not every district has classes in every cluster or offers CTE dual credit and Advanced Placement options.*

## Appendix G: DECA ICDC Results

The table below highlights the accomplishments of students from Washington state's high schools at the DECA International Career Development Conference (ICDC) in April 2025. These outcomes illustrate the remarkable potential that emerges when students are given opportunities to practice and showcase skills beyond the classroom — particularly professionalism — which plays a vital role in preparing them for success in the retail sector.

Category	High School and Awards
RETAIL–Buying and Merchandising	Lake Washington–2 <sup>nd</sup> Place Liberty–4 <sup>th</sup> Place Eastlake–5 <sup>th</sup> Place Redmond Team 1–8 <sup>th</sup> Place Redmond Team 2–Top 10 Finalist
RETAIL–Retail Merchandising Individual Series	Interlake–Top 12 Exam and Finalist North Creek - Top 11 Role Play Eastlake - 7 <sup>th</sup> Place
ENTREPRENEURSHIP–Entrepreneurship Team	Eastlake–Top 16 Exam Eastlake–Top 11 Presentation Eastlake–Top 10 Finalist Eastlake–1 <sup>st</sup> Place Interlake–Top 10 Finalist Interlake–7 <sup>th</sup> Place
ENTREPRENEURSHIP–Innovation Plan	North Central–6 <sup>th</sup> Place The Overlake School–1 <sup>st</sup> Place
ENTREPRENEURSHIP–Start-Up Business Plan	Newport–Top 10 Finalist Skyline–Top 10 Finalist
ENTREPRENEURSHIP–International Business Plan	Hanford–2 <sup>nd</sup> Place
ENTREPRENEURSHIP–Entrepreneurship Individual Series	Glacier Peak–Top 16 Entrepreneurship Exam Redmond–7 <sup>th</sup> Place
ENTREPRENEURSHIP–Virtual Business Challenge-Entrepreneurship	Lincoln–2 <sup>nd</sup> Place
ENTREPRENEURSHIP–Principles of Entrepreneurship	Eastlake–Top 15 Exam Eastside Catholic–Top 15 Exam Interlake–7 <sup>th</sup> Place
SBE–SBE Food	Auburn Riverside–Top 10 Finalist Eastlake–Finalist Issaquah–1 <sup>st</sup> Place Mariner–4 <sup>th</sup> Place Shorewood–Finalist
SBE–SBE Retail	Kamiakin–Top 10 Finalist Lake Washington–6 <sup>th</sup> Place Lynnwood–Top 10 Finalist The Overlake School–Top 10 Finalist

## Appendix H: Student Learner Insights Survey

# Microcredential/Pathways Overview & Learner Insights Survey

SBCTC Educational Resources & Innovation | June 2024 and  
SBCTC Workforce Education | May 2025

Washington State Board for Community and Technical Colleges

### Things to look and listen for:

- Understand the concept of microcredentials and micro-pathways.
- Gaps in educational opportunities — things like availability of classes, online vs in person, etc.
- Program design elements that are attractive to learners.
- Understanding the diversity of learners' life circumstances and barriers they face in accessing college opportunities.

### This presentation includes:

- Overview of the Learner Needs & Experiences Survey
- Demographics, employment and enrollment status of respondents
- Course format preferences
- Learning, career, and personal goals
- Challenges faced and resources/supports needed
- Attitudes towards microcredentials
- Attitudes towards credit for prior learning

## About the Learner Experiences & Needs Survey

- SBCTC Educational Resources & Innovation conducted this survey as a first step in engaging learners in the microcredential and micro-pathway design process.
- The survey asked learners about their educational journey, career ambitions, and the life challenges they face.
- The survey also asked questions to help gauge learner interest in credit for prior learning and quick-to-earn stackable credentials designed to help learners gain specific skills and knowledge that directly apply to their career goals.
- The survey consisted of 23 questions and took learners about 15 minutes to complete. Most questions were multiple select style and included optional comment boxes for learners to add their unique perspectives.
- SBCTC Educational Resources & Innovation analyzed the 501 learner responses and used the aggregated data to draft learner personas. These personas will serve as models or WA CTC's and will help guide the development of career-relevant, employer-valued credentials that support students' education, career, and life goals.

## Some Shortcomings to Acknowledge

- Primarily younger, female, and white demographics may have skewed answers to certain questions. More study is needed to explore the needs of historically underserved learners.
- Does not represent a random, stratified sample of CTC students, therefore findings cannot be attributed to general population of students statewide.
- Survey was not distributed through continuing education channels, so the needs of older adult learners may not be represented.
- More study is needed to explore the needs of working adult learners.

## Trends

### Demographic and Background Information

- **Racial Identity:** The majority of respondents identified as White (51.09%), followed by Hispanic (9.98%), Asian (10.37%), and Black/African American (9.58%).
- **Age Distribution:** A large segment of respondents is under 20 years old (41.8%), with decreasing participation in older age groups.
- **Household Composition:** The most common living situation is with family (55.13% live with parents, guardians, or siblings).

### Q2: Ethnicity in the Words of Learners

- “I am from Peru and me and my family are very fun and loud and full of joy. My country is open minded and we like to celebrate a lot with everyone we also speak Spanish.
- “I am mixed so I am able to express and appreciate both of my ethnicities (Indian and filipino). They both contain extremely flavorful food and colorful and vibrant holidays that circle around family and religion.
- “I am born in America but my parents are from Iraq which makes me a Iraqi. I speak Arabic. We eat middle eastern food. We listen to middle eastern music.”
- “4th generation europ/American”

### Q3: Gender Identity Summary

- Predominantly Women (70.80%) with a lesser representation of Men (24.00%).
- A notable share of respondents (8.00%) identify as transgender, nonbinary, genderqueer, gender fluid, or another gender identity not listed.
- Compared to statewide enrollment data, this dataset includes an overrepresentation of women, under representation of men, and a significantly higher representation of gender-diverse identities.

## Q4: Age Distribution Summary

- The majority of respondents fall within the traditional college age range, including those under 20 (41.80%) and ages 20–24 (15.00%).
- Some respondents are early-career adults aged 25–29 (8.80%) and mid-career adults aged 30–39 (14.80%).
- Fewer respondents are in the 40–49 (10.40%) and 50+ (7.80%) age brackets.
- Distribution indicates additional study of older adult learners may be needed.

## Q5: Household in the Words of Learners

- “Me, my parents, my three sisters (one of whom is back from college over the summer) and my doggy.”
- “Homeless.”
- “I live in my home with several of my adult children and their partners.”
- “With my grandparents.”

## Q14: Language Skills Summary

- A large majority of respondents report English as their first language (75.86%).
- Others speak it as a second language (16.50%) or are learning English (5.23%).
- Additional fluency in more than one language is noted at 15.90%.

## Q7: Employment Status Summary

- Responses indicate a high rate of unemployment (37.75%).
- Many are employed full-time (24.30%) or part-time (27.11%).
- Highlights the economic challenges facing the student body and underscores the need for career support services.
- Highlights the complexities of maintaining one or more jobs while enrolled in classes.

## Q7: Employment in the Words of Learners

- “My first quarter I was employed with four different jobs.”
- “I just recently quit my part time job to focus on school because it was too hard to juggle both.”
- “I work full time as a medical assistant trying to get into nursing school.”
- “Working full time at one job and then doing part time at the other job.”

## Trends

### Educational Intentions and Experiences

- **Student Status:** Half of the respondents are full-time students (taking 12-18 credits per quarter), and many are first-time college students (26.25%).
- **Course Preference:** A majority prefer online learning on their own time (51.8%), and many like face-to-face classes (43.4%).
- **Fields of Study:** The largest group is enrolled in general transfer programs (24.14%), followed by nursing and pre-nursing programs (13.59%).

## Q10: Course Preferences Summary

- A significant number of respondents (51.80%), prefer asynchronous online courses.
- A large number (43.40%) value face-to-face learning.
- Many (37.40%) also like hybrid courses that combine online and in-person elements.
- Responses highlight a strong preference for flexible learning options to fit individual needs.

## Q10: Format Preference in the Words of Learners

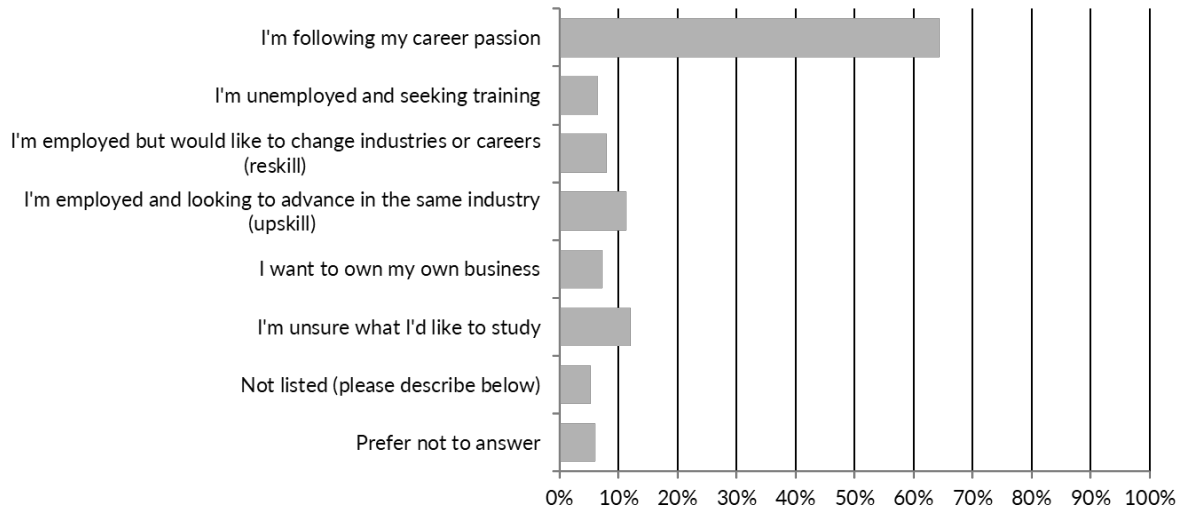
- “I truly believe I learn more in person; however, while working full-time with kids at home it helps to have online and hybrid classes available.”
- “Since I am employed and working full time, a more flexible schedule would work best for me.”
- “I cannot do online courses, something about them just doesn't work for me. I HAVE to do face-to-face.”
- “I really like having hybrid classes as they feel quite flexible, but also give me some one on one, in person time with my teacher. I like that these days are consistent so I can plan around them.”

## Q16b: Primary Goals Summary – Career

- Following specific career paths (33.10%) and job satisfaction (32.40%) are high priorities for many learners.
- A desire for financial stability (21.91%) also plays a strong role in career choices.
- A much smaller number (3.26%) have career advancement as a primary goal.
- Highlights a potential shift in values from traditional career advancement to personal satisfaction and stability.

## Q12: Why did you decide to pursue this program of study? (Select all that apply.)

Answered: 495 Skipped: 6

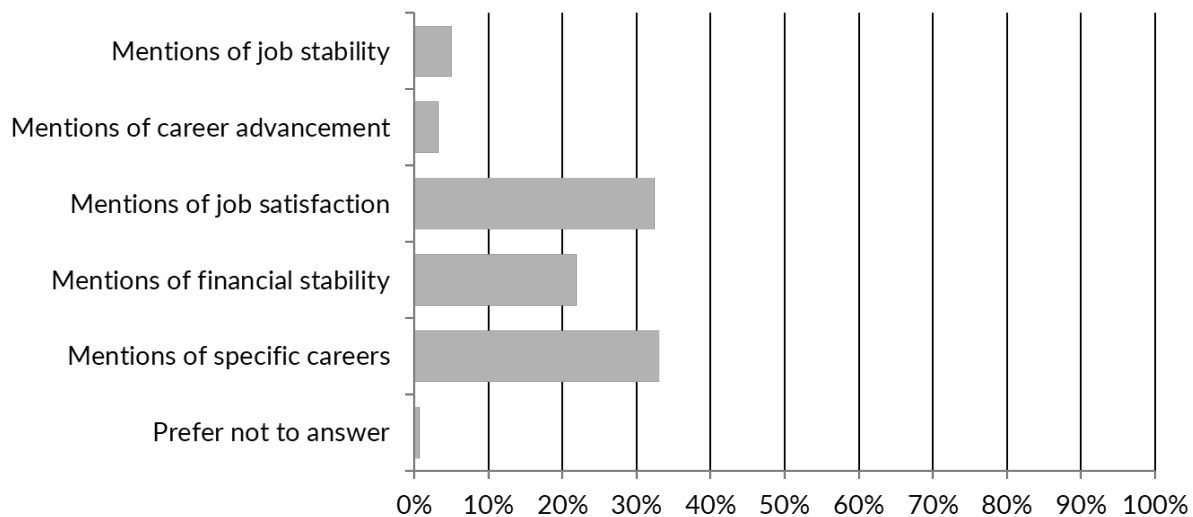


## Q16b: Career Goals in the Words of Learners

- “To have a career I am passionate about and can live off of.”
- “Being financially stable, stability in career”
- “To learn about a career/business and get a job in that field so I can make enough money to fully live and not worry every other day about food, rent or medical bills.”
- “Career — to pick something I enjoy doing and make a difference in people's lives”

## Q16c: What is your primary goal in each of the following areas: education, career, and personal life? – Personal Life Responses

Answered: 428 Skipped: 73



## Q16c: Personal Goals in the Words of Learners

- “Personal life goal is to be happy with myself.”
- “To be successful, and I want to be the best at what I'm going to do, as well as helping others to the furthest extent I could possibly help.”
- “For my personal life, my primary goal is to spend enough time with my loved ones and to take good care of myself.”
- “I want to be comfortable, physically and financially, and not have to count pennies and hope I have somewhere to stay at night and food to eat. A dream that seems less and less attainable every day is owning a home, or even renting an apartment at this point.”

## Trends

### Challenges and Supports Needed

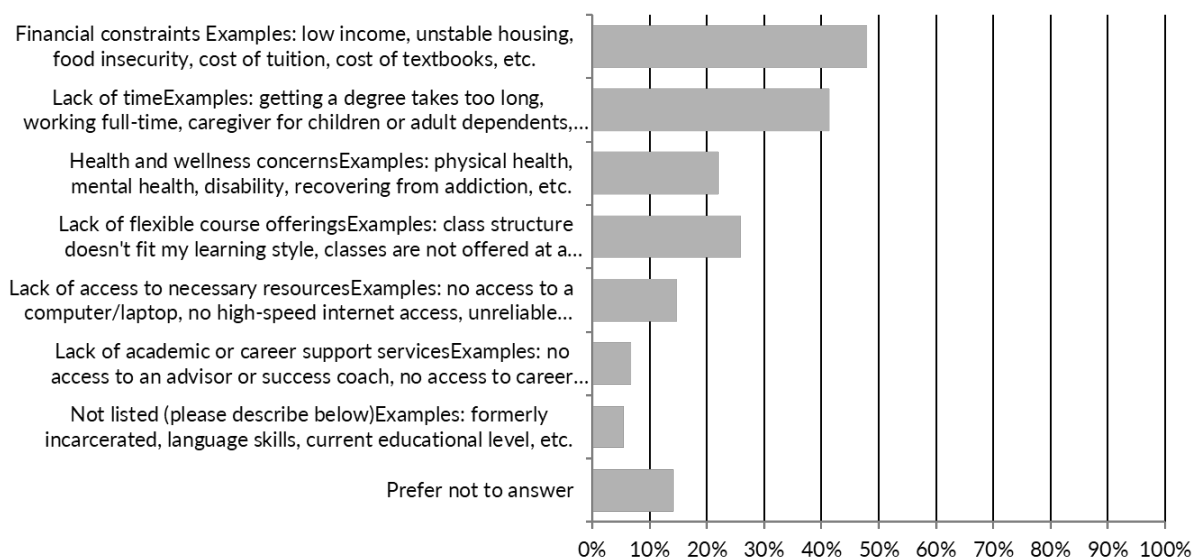
- **Primary Challenges:** Financial constraints (48.02%) and lack of time (41.34%) are the top challenges faced by students.
- **Support Needs:** Students expressed a high need for tuition scholarships (49.49%) and more flexible course offerings (39.84%).

### Q15: Top 5 Challenges Summary

- The top challenge learners face is financial constraints (48.02%).
- Followed by lack of time (41.34%) and lack of flexible enough course offerings (25.89%).
- Many also indicated having health and wellness concerns (21.92%) and lacking access to needed resources (14.82%).
- These issues significantly affect students' ability to complete their studies effectively.

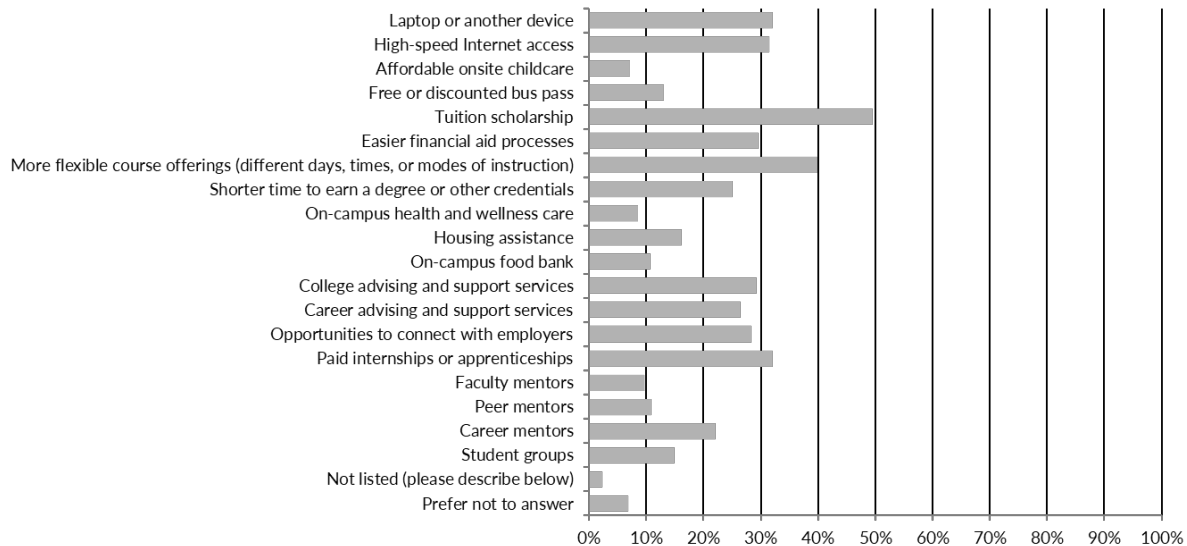
### Q15: What challenges do you face that might make completing your program of study difficult to complete? (Select all that apply)

Answered: 479 Skipped: 22



## Q17: What are the top 5 resources your college could provide to help you achieve your educational, career, and life goals? (Select up to 5)

Answered: 487 Skipped: 14



## Q17: Top 5 Resources in the Words of Learners

- “More mental health and physical health wellness.”
- “Financing issue: Last year, I was in an unpaid internship that required a huge time commitment, so I had to quit my old job. Unfortunately, financial aid didn't cover my tuition 100%, so it has always been a primary issue for me.”
- “I can’t drive and so I currently take the bus to and from school. My family relies a lot on Financial Aid and the process is sometimes very frustrating. I think that having classes face-to-face and more frequently would be more beneficial for me, even hybrid learning is very difficult. I think advising and Faculty mentors go hand in hand because I feel very lost in figuring out what I want to do during college.”
- “Classes need to be offered more than once a year. There needs to be more options for in-person/hybrid classes, especially in the summer. Veterans only get full benefits if they are a full-time student and have one in-person class. It was hard for me to get in-person classes sometimes. This made it where I didn’t get the funds I needed to support myself.”

## Trends

### Attitudes Towards Microcredentials

- **Level of Awareness:** A large majority (80.52%) have not heard of stackable credentials or microcredentials.
- **Interest Level:** There is a moderate interest in microcredentials, with 38.18% expressing interest and 48.48% indicating they may be interested but need more information.

### Q20: Interest in Microcredentials Summary

- Many learners (38.18%) expressed interest in earning microcredentials if they were offered.
- A significant number (48.48%) said maybe they'd be interested but needed more information.
- Suggests the need for clear communication on the benefits and opportunities provided by microcredentials.

### Q20: Value of Microcredentials in the Words of Learners

- “That would be an incredible opportunity!”
- “I'm concerned about the pricings of microcredentials and how financial aid would cover them.
- “I am always looking for opportunities to learn as much as possible, and I know there have been plenty of complaints that students leaving college and entering the workforce are lacking any kind of experience and have to be taught, so if we could fix that issue, I wonder if we would be more likely to be hired. It would help me. I suppose I'd like to know about costs.”
- “I think that would be a great idea. Not sure why that's not already being offered. I feel more people might be willing to go to school if microcredentials were offered. two years for a degree without pay is not easy for some people who got bills to pay right now.”

## Q20: Value of Microcredentials in the Words of Learners (continued)

- “I think it would be awesome for me, or anyone else looking to improve, and would benefit the local community by providing more qualified employees.”
- “Companies need skilled and experienced personnel that are ready to work and contribute to the company goal, earning more credentials and technical certifications is the best way to get hired quickly than spending four years in college.”
- “It sounds helpful and great. Would need more information on how many there are, what they help you work up to in career paths, and which groups they are accessible to. But would appreciate the information.”
- “I think this would be super useful for not just only me but to all students. If students know what they want to do as a career, they would be able to get more experience in that career with the microcredentials, which is always very important and useful. Though if they don't know, like myself, they are able to explore different careers without having to fully commit to something like a college degree.”

## Trends Credit for Prior Learning

- **Interest in Credit Recognition:** Many students would like to receive credit for career-related experiences (49.90%) and educational experiences (46.45%).
- **Impact of Credit on Educational Decisions:** Receiving credit for prior learning could significantly motivate enrollment and degree completion, with 41.43% saying it would have encouraged them to earn a degree sooner.

## Q21: Types of Prior Learning Summary

- Nearly half of the respondents (49.90%) value career-related experiences such as internships and professional development for credit recognition, closely followed by educational experiences like previous courses and certifications at 46.45%.
- Over a quarter of respondents (26.57%) recognize the value of obtaining credit for other prior learning experiences, such as volunteer work, community service projects, coaching, and hobbies.
- A lower proportion (21.70%) of respondents reported having no prior learning experiences they wish to receive credit for, possibly due to the high number of responses received from learners in the “Under 20” age category.

## Q21: Types of Prior Learning in the Words of Learners (continued)

- “I personally don't have too many, but it would be awesome to earn credit from my volunteering in related subjects (I have been on a teen jury and volunteered for a law advice group.)”
- “I worked for Water and Wastewater utilities so I have years of State Managed certificates and continuing education that should be worth something. Also in Emergency Management, I have hundreds if not thousands of hours of self-paced classes or other Federally recognized training hours that should be sufficient to count for most of the credit requirements.”
- “I was an EMT in the Air Force for six years. In 2012 Civilian jobs and WA state EMT licensing wanted me to re do my EMT to work in WA. They did not accept my AF EMT. None of my Community college of the Air Force credits are considered as college credits. Now veterans have less than 60 days to change their EMT license to WA state & redo the whole written test. I used my AF EMT & nursing college credits to test out in WA for LPN license & it is not recognized as a license from some colleges and jobs.”
- “I am fluent in two languages. I think that should count toward communications classes. I have 13 years of experience in inside sales/customer service. I think that should count towards communications classes. I've been married for 20 years and have seven kids. I think that should count towards sociology/psychology classes. I have great credit and a mortgage that I have never missed a payment in eight years. I think that should count towards some math or financial literacy classes.”

## Trends Summary

- **Flexible Options:** Trends suggest a strong demand for flexible educational options, credit for prior learning, and support services that address financial and time constraints.
- **Awareness:** Potential to increase awareness and adoption of microcredentials and credit for prior learning among students, which could serve as valuable pathways in their educational and career advancement.



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Washington State Board for Community and Technical Colleges