WORKFORCE EDUCATION INVESTMENT ACT

Update on Community and Technical College Investments

September 2022
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Systemwide math completion in first year

Early adopter English completion in first year

Systemwide fall-to-fall retention
Introduction

Washington’s community and technical college system is comprised of 34 colleges located across the state. Collectively, our colleges serve about 262,000 students each year of all ages and backgrounds. Half of our students are students of color, 29% receive need-based financial aid in eligible programs and 53% are enrolled part-time to manage work and family responsibilities. Excluding Running Start students, the median age is 26.

Our colleges open the doors to higher education for working adults and students who are the first in their families to go to college. We serve as a nexus between high school, higher education, and the workforce and are therefore central to meeting statewide education goals.

Three mission areas

Three mission areas drive the community and technical college system:

- **Workforce education** — 32% of our students are enrolled in workforce education programs to learn skills for careers in high-demand fields such as cybersecurity, supply chain management, health care and green energy.
- **Academic transfer** — 41% of our students are enrolled to start their bachelor’s degrees and then transfer to a university. Thirty-nine percent of bachelor-degree graduates from public universities start at a community or technical college.
- **Basic education** — 12% of our students come to our colleges to learn foundational skills — reading, writing, math and technical and job skills — to move into college coursework and careers. Students also enroll to learn English and U.S. citizenship, complete their high school diplomas, or take the GED.

The remaining 15% of students are enrolled for other purposes, for example, in continuing education classes.

The Workforce Education Investment Act

Established in 2019 through HB 2158, the Workforce Education Investment Act (WEIA) created the state’s first dedicated fund for higher education. To evaluate the impact of allocations from the WEIA account, HB 2158 also established a Workforce Education Investment Accountability Oversight Board and required the board to submit annual reports to the Legislature.

To help inform the Oversight Board’s report, the State Board for Community and Technical Colleges (SBCTC) provides an annual report on investment outcomes at Washington’s community and technical colleges. The content of SBCTC’s report is framed within the context of principles outlined by the Oversight Board.

New WEIA investments in 2021-23 operating budget

The 2021-23 operating budget made the following new investments using WEIA funds:

- High-demand program enrollments
- Emergency assistance grants
- Diversity, equity and inclusion (SB 5194)
To the greatest extent possible, this report identifies outcomes by fiscal year. Specifically, the report focuses on the first year of the 2021-23 biennium (FY 22) because the second year (FY 23) was just two months underway at publication time. (SBCTC annual reports are due September 30, two months into the second year of the biennium, which starts July 1.) When possible, this report includes preliminary results from FY 23, however, complete results will appear in next year’s report.

Table 1 Timing of fiscal investments and SBCTC annual reports

<table>
<thead>
<tr>
<th>FY 2022</th>
<th>Fiscal year investments in this 2022 report</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1 2021</td>
<td>Aug 2021</td>
</tr>
<tr>
<td>Dec 2021</td>
<td>Jan 2022</td>
</tr>
<tr>
<td>May 2022</td>
<td>June 30 2022</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>FY 2023</th>
<th>Fiscal year investments for the 2023 report</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1 2022</td>
<td>Aug 2022</td>
</tr>
<tr>
<td>Dec 2022</td>
<td>Jan 2023</td>
</tr>
<tr>
<td>May 2023</td>
<td>June 30 2023</td>
</tr>
</tbody>
</table>

Ongoing investments in 2021-23 operating budget

The 2021-23 operating budget also includes ongoing WEIA funding for policy initiatives originally funded in the 2019-21 budget.

- Career Connect Washington — Career Launch growth
- Guided Pathways
- Nursing faculty salaries
- High-demand program faculty salaries

Because SBCTC allocates Career Launch funding to colleges based on a competitive grant process, this report is able to provide outcomes by fiscal year. In contrast, the outcomes reported for Guided Pathways, nursing faculty salaries and high-demand program faculty salaries are cumulative — not parsed by fiscal year — because the 2021-23 funds are continuing work that began under the 2019-21 budget.

Impacts of the COVID-19 pandemic

It is important to note that more than two years after the COVID-19 pandemic began, it continues to impact funded programs and initiatives. This includes enrollment declines at a number of community and technical colleges and in some academic disciplines, delayed faculty and staff hiring, shifts in instructional mode for some students, and more. At the same time, the pandemic has also reinforced the necessity of the WEIA-funded items across the community and technical college system, as workers with a certificate or degree past high school were less likely to suffer economic consequences during the pandemic and will also be less affected in future economic downturns.
High-Demand Program Enrollments

2021-2023 biennial budget (WEIA funds) — $2 million

**Background**

With a $2 million investment in the 2021-23 operating budget, Washington’s community and technical colleges have been able to support new or expanded enrollments in training programs that lead to employment in high-demand fields. These programs include, but are not limited to, allied health, computer and information science, manufacturing, and other fields identified by SBCTC. Colleges used state and regional data to identify fields that meet the definition of high demand in statute under [RCW 28A.700.020](https://app.leg.wa.gov/cws/v1/laws/RCW%2028A.700.020).

SBCTC received 25 proposals from 21 colleges, totaling more than $4 million in proposed requests. A selected committee approved projects based on the following criteria: high demand, enrollment expansion, equity, timeline and budget. Table 2 shows award amounts by college for FY 22 and FY 23.

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>FY 22 Allocation</th>
<th>FY 23 Allocation</th>
<th>Total Allocation</th>
<th>FTES Expansion Target</th>
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</thead>
<tbody>
<tr>
<td>Clark</td>
<td>Medical Assisting</td>
<td>$42,907</td>
<td>$128,130</td>
<td>$171,037</td>
<td>24</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN)</td>
<td>$102,648</td>
<td>-</td>
<td>$102,648</td>
<td>16</td>
</tr>
<tr>
<td>Green River</td>
<td>Licensed Practical Nurse (LPN)</td>
<td>$34,108</td>
<td>$136,987</td>
<td>$171,095</td>
<td>12</td>
</tr>
<tr>
<td>Highline</td>
<td>Substance Use Disorder Professional</td>
<td>$48,837</td>
<td>$106,199</td>
<td>$155,036</td>
<td>11</td>
</tr>
<tr>
<td>North Seattle</td>
<td>Pharmacy Technician</td>
<td>$30,673</td>
<td>$83,217</td>
<td>$113,890</td>
<td>10</td>
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<tr>
<td>Renton</td>
<td>Computer Science</td>
<td>$58,300</td>
<td>$191,700</td>
<td>$250,000</td>
<td>25</td>
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<tr>
<td>Shoreline</td>
<td>Nursing Assistant-Certified</td>
<td>$30,782</td>
<td>$89,762</td>
<td>$120,544</td>
<td>26</td>
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<tr>
<td>South Puget Sound</td>
<td>Cybersecurity and Network Administration Associate in Applied Science (AAS)</td>
<td>$28,829</td>
<td>$40,292</td>
<td>$69,121</td>
<td>30</td>
</tr>
<tr>
<td>South Seattle</td>
<td>Sustainable Building Science Technology Bachelor of Science (BAS)</td>
<td>$50,721</td>
<td>$110,408</td>
<td>$161,129</td>
<td>27</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Respiratory Therapy Technician</td>
<td>$10,000</td>
<td>$240,000</td>
<td>$250,000</td>
<td>16</td>
</tr>
<tr>
<td>Walla Walla</td>
<td>Welding Technology</td>
<td>$66,000</td>
<td>$164,500</td>
<td>$230,500</td>
<td>33</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>Bachelor of Science in Nursing (BSN)</td>
<td>$101,000</td>
<td>$104,000</td>
<td>$205,000</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$604,805</strong></td>
<td><strong>$1,395,195</strong></td>
<td><strong>$2,000,000</strong></td>
<td></td>
</tr>
</tbody>
</table>
High-demand program reporting for FY 22

Twelve colleges received a combined total of $604,805 in high-demand program funds for FY 22. These resources were disbursed to colleges at the end of winter term. Project proposals were designed with the understanding that FY 22 funding expired June 2022. Thus, proposals were focused on startup costs including curriculum redesign, staff and faculty training and development, industry partnerships, hiring, marketing, and equipment/technology enhancements to support enrollment growth and new program capacity.

It is important to note colleges encountered a number of supply chain and hiring challenges as they began implementing their programs due to delivery delays and a competitive labor market, requiring colleges to be adaptive and resourceful in meeting FY 22 deliverables.

Funded proposals focused on health care (medical assisting, nursing, substance abuse disorder professional, pharmacy, and respiratory therapy), computer science and cybersecurity, sustainable building sciences, and welding programs. In summer term 2022, colleges began to prioritize creating program infrastructure for new enrollments, as noted below.

Program infrastructure

- New and expanded employer relationships
- New and expanded work placement agreements for students
- Engagement of WorkSource and community-based organizations
- National association connections and resources to build new curriculum
- New equipment purchases to support expansion and state-of-the-art training facilities
- Advising and navigator positions added to support student success and retention
- Faculty positions added to strengthen program redesign and expansion
- Review of credit for prior learning practices to support upskilling of the current workforce
- Program reviews, curriculum redesign and expanded instructional modalities

Recruitment initiatives

- Launch student-focused clubs and organizations aligned with national associations
- Expand instructional offerings, such as evening cohorts, new modalities, new course sections, summer pilot programs, and weekend options
- Engage current students and alumni networks
- Launch or enhance initiatives focused on underrepresented populations in nontraditional career pathways and bootcamp programs focused on immersive career experiences
- Integrate diversity, equity, and inclusion into curricula
- Create marketing campaign to broaden community awareness of funded programs
- Reach out to incumbent workers in related fields
WEIA Oversight Board principles

Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.

By strengthening and expanding high-demand programs, colleges entice high school students who are interested in those fields to enroll in college, graduate, and enter the workforce.

Provide support for equitable educational access and economic outcomes for systemically underserved students.

Half of all community and technical college students are students of color. Investing in high-demand programs at community and technical colleges provides opportunities for systemically underserved students to secure high-skilled, high-paying jobs. Additionally, colleges are integrating diversity, equity and inclusion into curricula and taking initiative to serve underrepresented students.

Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.

The selection committee used state and regional data to identify fields that meet the definition of high demand in statute under RCW 28A.700.020. As a result, colleges are training Washington students for positions that employers are looking to fill. Additionally, colleges are using investments to upskill incumbent workers.

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

Colleges share their innovative approaches through our system’s Workforce Education Council, which is made up of workforce education officers from all 34 colleges across Washington.
Student Emergency Assistance Grant Program

2021-2023 biennial budget (WEIA funds) — $8 million ($4 million FY 22 and $4 million in FY 23)

Background

Established by the Legislature in 2019 through HB 1893, the Student Emergency Assistance Grant program provides community and technical colleges funding to help financially struggling students stay in school. The funds help students pay for unexpected bills and basic living expenses, such as emergency car repairs, medical bills, food, childcare, transportation, rent and utilities.

The 2021-23 biennial budget appropriated $8 million in WEIA funds for the Student Emergency Assistance Grant. Additional colleges also received Student Emergency Assistance Grant funding from non-WEIA funds.

Selected colleges received funding July 1, 2021, for FY 22 and were renewed for an additional allocation in FY 23, as shown in Table 3. Applications will open for FY 24-25 and be available to all colleges provided funds are available through the Legislature for the next 2023-25 biennium.

Table 3 Student Emergency Assistance Grants—WEIA and other funds

<table>
<thead>
<tr>
<th>College</th>
<th>FY22</th>
<th>FY23</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates Technical College</td>
<td>275,000</td>
<td>245,000</td>
<td>520,000</td>
</tr>
<tr>
<td>Bellevue College</td>
<td>177,452</td>
<td>177,452</td>
<td>354,904</td>
</tr>
<tr>
<td>Bellingham College</td>
<td>44,500</td>
<td>66,500</td>
<td>111,000</td>
</tr>
<tr>
<td>Centralia College</td>
<td>215,000</td>
<td>180,000</td>
<td>395,000</td>
</tr>
<tr>
<td>Clark College</td>
<td>200,000</td>
<td>200,000</td>
<td>400,000</td>
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<tr>
<td>Clover Park Technical College</td>
<td>115,000</td>
<td>115,000</td>
<td>230,000</td>
</tr>
<tr>
<td>Columbia Basin College</td>
<td>230,000</td>
<td>230,000</td>
<td>460,000</td>
</tr>
<tr>
<td>Edmonds College</td>
<td>300,650</td>
<td>300,650</td>
<td>601,300</td>
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<tr>
<td>Everett Community College</td>
<td>200,000</td>
<td>200,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Grays Harbor College</td>
<td>150,000</td>
<td>150,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Green River College</td>
<td>207,379</td>
<td>225,415</td>
<td>432,794</td>
</tr>
<tr>
<td>Highline College</td>
<td>151,333</td>
<td>151,333</td>
<td>302,666</td>
</tr>
<tr>
<td>Lake Washington Technical Institute</td>
<td>177,000</td>
<td>177,000</td>
<td>354,000</td>
</tr>
<tr>
<td>Lower Columbia College</td>
<td>135,000</td>
<td>135,000</td>
<td>270,000</td>
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<tr>
<td>North Seattle College</td>
<td>200,000</td>
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<tr>
<td>Olympic College</td>
<td>144,100</td>
<td>144,100</td>
<td>288,200</td>
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<tr>
<td>Peninsula College</td>
<td>115,000</td>
<td>115,000</td>
<td>230,000</td>
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<tr>
<td>Pierce College District</td>
<td>300,000</td>
<td>300,000</td>
<td>600,000</td>
</tr>
<tr>
<td>Renton Technical Institute</td>
<td>220,000</td>
<td>220,000</td>
<td>440,000</td>
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<td>Seattle Central College</td>
<td>200,000</td>
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<td>Skagit Valley College</td>
<td>120,036</td>
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<td>South Puget Sound Community College</td>
<td>300,000</td>
<td>300,000</td>
<td>600,000</td>
</tr>
<tr>
<td>South Seattle College</td>
<td>115,000</td>
<td>115,000</td>
<td>230,000</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>200,000</td>
<td>200,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Tacoma Community College</td>
<td>115,000</td>
<td>115,000</td>
<td>230,000</td>
</tr>
<tr>
<td>Walla Walla Community College</td>
<td>100,000</td>
<td>100,000</td>
<td>200,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$4,707,450</td>
<td>$4,707,450</td>
<td>$9,414,900</td>
</tr>
</tbody>
</table>
Values, policies and procedures

Colleges are asked to incorporate the following values into their Student Emergency Assistance Grant programs:

- Trust students
- Be timely
- Create a network of support
- Be free from bias or discrimination
- Track outcomes
- Provide follow-up
- Leverage available resources
- Organizationally structure to enhance access and support

The following policies and procedures are requirements for the Student Emergency Assistance Grant program. Colleges are required to:

- Ensure access to funds will be low barrier and not require the completion of the FAFSA or WASFA.
- Ensure all students needing emergency assistance are eligible for Student Emergency Assistance Grant funding, including students who may not meet the traditional definition of “needy student.” Even if a college has disbursed all of its Student Emergency Assistance Grant funding, the college must still accept requests from students and connect those unfunded students to other resources.
- Require students to submit requests in writing and help them complete their written request.
- Establish processes to collect at least the minimum student and program data elements required for quarterly and year-end reporting.
- Engage in meaningful follow-up with students and confirm resolution of the emergency.
- Create a plan to prioritize the disbursement of funds.
- Ensure equitable access to funds at all times through targeted and general outreach and by allowing for multiple access points, even in the absence of key personnel.

Colleges must also comply with the following rules for Student Emergency Assistance Grants:

- Funds cannot go toward a student’s college tuition and fees.
- Funds may be used for book expenses only when other funding sources are exhausted.
- Emergency aid must be considered a grant and students must not be required to reimburse the college.
Students served

The Student Emergency Assistance Grant program responds to students’ immediate emergencies and connects them with additional resources to help them continue their educational programs. Because the program is intended to be as low-barrier as possible, colleges focused on improving student access and providing the specific kinds of support students needed. Of the 47,063 students who requested assistance in FY 22, 19,502 or 41% received funding. Figure 1 shows funded requests by the type of emergency.

Figure 1 Student emergency assistant grant funds

Many students who did not receive a Student Emergency Assistance Grant received funding through other programs and/or received referrals to other supportive services. Housing, food, transportation and utilities continue to be the most requested emergency expenses.

The program outcomes reported here are preliminary. A comprehensive look at the outcomes will be available in the Student Emergency Assistance Grant program’s December 2022 legislative report.

WEIA Oversight Board principles

Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.

With Student Emergency Assistance Grant funding and support, students can focus on their studies rather than worrying about emergency financial stressors that could affect their ability to attend classes. Grant funding helps more students, many of whom are low-income, attend classes, stay in college and graduate, advancing the state’s goal that 70% of high school graduates complete a postsecondary credential.
Provide support for equitable educational access and economic outcomes for systemically underserved students.

Community and technical colleges serve a large number of low-income students who are more likely to drop out of college because of unexpected financial emergencies. These students have the most to gain economically by achieving a certificate or credential, so helping them stay in school improves their future earnings. Additionally, the Student Emergency Assistance Grant program requires colleges to ensure their programs are free from bias or discrimination, do not require the completion of a FAFSA or WASFA, include outreach to targeted populations, and allow multiple access points even in the absence of key personnel.

Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.

Community and technical colleges are the training grounds for Washington’s workforce. By helping students handle unforeseen financial emergencies, Student Emergency Assistance Grants help more students of all ages, including those who are already employed, learn skills that contribute to a stronger workforce in Washington.

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

Colleges share their innovative approaches through our system’s Student Services Commission, which is made up of student services employees from all 34 colleges across Washington.
Diversity, Equity and Inclusion (SB 5194)

2021-2023 biennial budget (WEIA funds) — $15.848 million ($7.349M for FY 22 and $8.499M for FY 23)

Background

The community and technical college system’s strategic plan aligns with a 2019 vision statement approved by the State Board for Community and Technical Colleges:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

The goal of the strategic plan is to double completion rates across-the-board for all students by 2030, and to improve completion rates faster for students of color. To advance this vision statement, SBCTC works with colleges to:

- Move more students of color to and through postsecondary education.
- Integrate culturally responsive and antiracist curriculum into the teaching and learning process.
- Mitigate racial bias in hiring practices.
- Create inclusive campus environments.
- Implement equitable Guided Pathways to high wage careers (see page 22).
- Provide ongoing training on equity and antiracism to faculty, staff and students.
- Leverage data and analytics to ensure equity-minded decision-making.

As doorways to higher education for many first-generation students, low-income students, and students of color, our colleges positively impact the success of our systemically minoritized students and the communities in which they live.

Overview of SB 5194 and SB 5227

In May 2021, the state Legislature approved two bills to advance diversity, equity and inclusion (DEI) in the state’s community and technical colleges:

- Senate Bill 5194—providing for equity and access in the community and technical colleges.
- Senate Bill 5227—requiring diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education.
Senate Bill 5194
Funded from the WEIA account, Senate Bill 5194 requires community and technical colleges to develop DEI strategic plans. The plans must include:

- A diversity program that offers opportunities for historically marginalized students to form student-based organizations and to access trained peer mentors.
- A culturally appropriate outreach program to help marginalized students navigate college, financial aid, community resources, and more.
- A faculty diversity program aimed at recruiting and retaining diverse faculty.
- The posting of the college’s DEI strategic plan and definitions of key terms on its website for a shared understanding of terms.

SB 5194 also included funds to:

- Create a mental health pilot program to increase student access to mental health counseling and services.
- Convert 200 part-time faculty positions into full-time tenure track positions. (Funding was awarded for FY 23 only and will therefore be included in the 2023 annual report.)

Senate Bill 5227
Senate Bill 5227 was funded by the state’s general fund, not WEIA funds. However, it is helpful to understand how this legislation intersects with SB 5194 to advance diversity, equity and inclusion across the community and technical college system. SB 5227 requires colleges to:

- Provide DEI and anti-racism professional development for faculty and staff.
- Conduct campus climate assessments.
- Provide DEI and antiracism programs for students.
- Report back to the Legislature.

Allocation of funds for SB 5194
Table 4 shows how SBCTC has, and will, distribute SB 5194 funds to colleges under the 2021-23 operating budget.

<table>
<thead>
<tr>
<th>Investment</th>
<th>FY 22</th>
<th>FY 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning/outreach</td>
<td>$195,000 per college</td>
<td>$70,000 per college</td>
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<tr>
<td>requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health pilot programs</td>
<td>$512,000 across four colleges</td>
<td>$512,000 across four colleges</td>
</tr>
<tr>
<td>(see below)</td>
<td></td>
<td>(see below)</td>
</tr>
<tr>
<td>200 faculty conversions</td>
<td></td>
<td>$5,400,000 across all colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>based on a funding formula</td>
</tr>
</tbody>
</table>
SBCTC will also receive funding in each fiscal year to support the implementation of SB 5194 across the 34-college system.

**College investments**

SBCTC surveyed colleges to learn how they used FY 22 funding allocated to them under SB 5194.

Half of the responding colleges applied funds to professional development for faculty and/or staff; approximately 36% hired DEI consultants for guidance with equity audits, climate assessments, and the creation of strategic plans; and approximately 29% used funds to conduct a campus climate survey.

Approximately 29% applied funds to hire individuals in DEI positions. For example, Bellingham Technical College hired a diversity equity and inclusion specialist and Pierce College allocated funds for a vice president for equity, innovation, and engagement. Spokane Community College applied funds to incentivize student participation in its campus climate survey on race and ethnicity through the Center for Community College Student Engagement.

Colleges also invested funds in cultural programming for students, a student support center, a student mentorship program, document translation into Spanish, compensation for students who participated in campus listening/feedback sessions, and DEI educational resources such as library materials.

**College highlights**

Below are examples of innovative programs colleges are offering with the support of DEI funding under SB 5194.

**IGNITE Program and Black Scholars Program — South Puget Sound Community College**

IGNITE and BSP provide community and support services for traditionally marginalized students. Students in the programs are part of an intentional community of peers; have access to a dedicated educational planner, financial aid advisor, and peer mentor; may register early for classes; can receive a loaner laptop and quarterly textbook support; participate in workshops about identity development and life/academic skills; receive a $500 scholarship upon completion of 45 college-level credits in the program; and have access to the Washington State Students of Color Conference.

**B.U.I.L.D. Program — Clark College**

The Broadening Understanding, Intercultural Leadership, and Development (B.U.I.L.D.) program builds intercultural competency and equity leadership among Clark College staff, faculty, and students. The program provides professional development and education about power, privilege, and inequity through listening, learning, and practicing social equity. A cohort of 30-40 individuals participate in B.U.I.L.D each academic year to learn and apply equitable and anti-racist practices in their work and learning, demonstrated by small group capstone projects in which teams identify inequitable processes or practices at the college and propose a plan of action.
Cascadia Scholars — Cascadia College

Cascadia Scholars Program provides mentoring, resources, and support for Black, Indigenous, and other people of color and underserved students. The program helps students from historically underrepresented groups connect their educational journeys to their academic and career goals through mentorship, scholarships, celebrations, connections to campus and community resources, and more.

Maestros para el Pueblo — Skagit Valley College

Maestros Para el Pueblo is a collaboration between Skagit Valley College, Western Washington University, and local high schools to help Latino/a students achieve their goals in pursuing a career in education. The program seeks to increase the number of Latino/a teachers entering the teaching field and to remove barriers to success in college by identifying financial resources; providing dedicated advisors for guidance and counseling; creating clear pathways to complete a degree; and connecting students and their families with staff, faculty, advisors, and financial aid personnel.

Search advocate programs — Spokane and Spokane Falls, Lower Columbia, Bellingham Tech, Walla Walla, and others

Several colleges have implemented a search advocates program to enhance equity, validity, and diversity in hiring. Search advocates are college faculty, staff, and students who are trained as search and selection process advisors. Trainees learn about implicit bias, inclusive employment principles, practical strategies for each stage of the search process, and effective ways to be an advocate on a search committee. A search advocate serves as a neutral consultant/participant who is external to the screening committee and who advances equitable hiring practices. Advocates explore assumptions, norms, and practices that internal screening committee members might not question. The search advocate plays a role in position development, recruitment, screening, interviews, references, evaluation, and integration of the new faculty and staff into the institution.

Mental health pilot projects

SB 5194 created a pilot program to increase student access to mental health counseling and services. The bill required that at least half of the chosen colleges be located outside of the Puget Sound area. Following criteria outlined in SB 5194, SBCTC selected four colleges for mental health pilot projects, as shown in Table 5.

Table 5 Mental health pilot colleges

<table>
<thead>
<tr>
<th>College</th>
<th>FY 22</th>
<th>FY 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grays Harbor College</td>
<td>$125,000</td>
<td>$125,000</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>$124,968</td>
<td>$124,968</td>
</tr>
<tr>
<td>North Seattle College</td>
<td>$124,562</td>
<td>$124,562</td>
</tr>
<tr>
<td>Wenatchee Valley College</td>
<td>$125,000</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

Now finishing their first year of the grant, the pilot colleges report success in expanding access to mental health counseling to students, including historically underserved student populations.
**COVID-19 impacts**

During the COVID-19 pandemic, many colleges faced challenges around their diversity, equity and inclusion work. For example, COVID-19 restrictions impacted some colleges’ plans to use funds for training and professional development and to engage consistently and in-person with communities of color.

**WEIA Oversight Board principles**

Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.

When developed and implemented, DEI strategic plans result in more students of color graduating with a college credential. The destiny of our students is linked. The strategies that produce racial equity for students of color also work for other students, creating an invigorated campus community and better educational outcomes for all high school graduates attending college.

Provide support for equitable educational access and economic outcomes for systemically underserved students.

Community and technical colleges are the most inclusive and diverse higher education institutions in the nation. Here in Washington state, half of community and technical college students are students of color. Community and technical colleges provide access to people who have been historically discriminated against. As such, they have an even greater responsibility to ensure students of color complete their studies and reap the benefits that come with higher education. When writing and implementing DEI strategic plans, colleges examine the policies they create, the educational programs they deliver, the college culture they establish, the research they generate, and the outcomes they produce. Together, these efforts help dismantle systemic inequity at community and technical colleges.

Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.

Community and technical colleges are the training grounds for Washington’s workforce. By closing equity gaps, colleges produce more diverse and highly skilled graduates for the workforce.

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

SBCTC serves as a motivating and unifying partner for Washington’s 34 community and technical colleges as they develop DEI plans under SB 5194.
Career Connect Washington — Career Launch

2021-2023 biennial budget (WEIA funds) — $6 million ($2M for enrollments plus $1M for equipment in FY 22 and $3M for enrollments in FY 23)

Background

Initiated by Gov. Inslee in 2017, Career Connect Washington brings together K-12 schools, colleges and universities, and business and labor partners to provide career pathways for high school students and young adults. The initiative gives students ages 16-29 meaningful, on-the-job experience — paired with relevant classroom learning — in growing industries across Washington.

Career Connect Washington identifies three categories of programs that create a stair-step approach for positioning young adults for careers. The state’s goal is to have 60% of young adults beginning in the class of 2030 participate in a Career Launch Program.

- Career Awareness & Exploration — early exposure to careers and career options.
- Career Preparation — academic credit with a career connection.
- Career Launch — a combination of paid, meaningful work experiences aligned with classroom learning.

For the community and technical college system, the Workforce Education Investment Act provided funds to grow the Career Launch component. Career Launch consists of endorsed programs offered at the high school or college level that lead to a credential, include a paid work experience, and are in a field of study that leads to a living wage career. Once endorsed, Career Launch programs may apply for enrollment and equipment funds.

To earn an endorsement for a program, colleges go through a rigorous process managed by SBCTC, which convenes stakeholders monthly to review, recommend and accept applications. After three years, the programs must renew their endorsements by demonstrating they remain relevant and connected with the needs of employers and industries. Programs must also report on achievements, challenges, solutions and best practices.

Endorsed Career Launch programs

Since this report was last published in October 2021, 15 new programs have received Career Launch endorsement bringing the total to 97 actively endorsed programs. Of the 15 new programs, 13 are offered by community and technical colleges, as shown in Appendix A.
Equipment grants to support Career Launch programs

The 2021-23 operating budget appropriated $1 million in FY 22 to purchase and install equipment that supports Career Launch programs. SBCTC also used non-WEIA appropriations from the 2021-23 capital budget to purchase equipment. The following table shows Career Launch capital equipment allocations for FY 22, by college and program.

Table 6 FY 22 Career Launch capital equipment allocations by college and program

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia</td>
<td>Welding</td>
<td>$215,000</td>
</tr>
<tr>
<td>Clark</td>
<td>Welding Tech</td>
<td>$258,000</td>
</tr>
<tr>
<td>Clark</td>
<td>Cybersecurity BAS</td>
<td>$363,000</td>
</tr>
<tr>
<td>Clark</td>
<td>Surveying Tech</td>
<td>$116,000</td>
</tr>
<tr>
<td>Clark</td>
<td>Cuisine Management</td>
<td>$123,000</td>
</tr>
<tr>
<td>Clark</td>
<td>Pastry Baking</td>
<td>$334,000</td>
</tr>
<tr>
<td>Everett</td>
<td>Firefighters</td>
<td>$836,000</td>
</tr>
<tr>
<td>Shoreline</td>
<td>Honda</td>
<td>$127,000</td>
</tr>
<tr>
<td>Shoreline</td>
<td>Mopar</td>
<td>$134,000</td>
</tr>
<tr>
<td>Shoreline</td>
<td>Biotech and Manufacturing</td>
<td>$184,000</td>
</tr>
<tr>
<td>South Seattle</td>
<td>Sprinkler Fitter</td>
<td>$203,000</td>
</tr>
<tr>
<td>Spokane</td>
<td>Building Construction</td>
<td>$29,000</td>
</tr>
<tr>
<td>Spokane</td>
<td>Electrical</td>
<td>$13,000</td>
</tr>
<tr>
<td>Spokane</td>
<td>Insulators</td>
<td>$19,000</td>
</tr>
<tr>
<td>Spokane</td>
<td>Sheet Metal</td>
<td>$28,000</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>Engineering/Drafting</td>
<td>$346,000</td>
</tr>
<tr>
<td>Whatcom</td>
<td>Software Development</td>
<td>$79,000</td>
</tr>
<tr>
<td></td>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>$3,407,000</strong></td>
</tr>
</tbody>
</table>

Colleges purchase a wide variety of equipment to support Career Launch programs, as shown below.

Table 7 Examples of equipment funded by Career Launch appropriations

<table>
<thead>
<tr>
<th>Program</th>
<th>Funded Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automotive</strong></td>
<td>Lighting systems trainer</td>
</tr>
<tr>
<td></td>
<td>A/C machine</td>
</tr>
<tr>
<td></td>
<td>Brake lathe</td>
</tr>
<tr>
<td></td>
<td>Electrical training kit</td>
</tr>
<tr>
<td></td>
<td>Engine scissor lift</td>
</tr>
<tr>
<td><strong>Biotech</strong></td>
<td>Bio-welder</td>
</tr>
<tr>
<td></td>
<td>Bio-reactor</td>
</tr>
<tr>
<td></td>
<td>Protein purification</td>
</tr>
<tr>
<td></td>
<td>Autoclave</td>
</tr>
<tr>
<td></td>
<td>Cell counter</td>
</tr>
<tr>
<td><strong>Building Construction</strong></td>
<td>Compressor</td>
</tr>
<tr>
<td><strong>Cuisine</strong></td>
<td>Accelerated oven</td>
</tr>
<tr>
<td></td>
<td>Combi oven</td>
</tr>
<tr>
<td></td>
<td>Vacuum packing machine</td>
</tr>
<tr>
<td>Program</td>
<td>Funded Equipment</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Commercial smoker to integrate smart tech</td>
<td></td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>Cyber Range — cyberattack simulation platform</td>
</tr>
<tr>
<td>Electrical Apprenticeship</td>
<td>Conduit bender</td>
</tr>
<tr>
<td>Engineering Tech BAS</td>
<td>Flow process control</td>
</tr>
<tr>
<td></td>
<td>Temperature process control</td>
</tr>
<tr>
<td></td>
<td>Pressure process control</td>
</tr>
<tr>
<td></td>
<td>Materials tech system</td>
</tr>
<tr>
<td></td>
<td>Hydraulics training system</td>
</tr>
<tr>
<td></td>
<td>Fluid mechanics training system</td>
</tr>
<tr>
<td></td>
<td>3D printer</td>
</tr>
<tr>
<td>Firefighters</td>
<td>Air Pak</td>
</tr>
<tr>
<td></td>
<td>Spreader, Cutter, Ram</td>
</tr>
<tr>
<td></td>
<td>Mobile compressor</td>
</tr>
<tr>
<td>Insulators</td>
<td>Band saw</td>
</tr>
<tr>
<td>Pastry Baking</td>
<td>Espresso machine</td>
</tr>
<tr>
<td></td>
<td>Bread oven</td>
</tr>
<tr>
<td></td>
<td>Proofer</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>Hydraulic break</td>
</tr>
<tr>
<td>Software Development</td>
<td>Server, Netlab+</td>
</tr>
<tr>
<td>Sprinkler Fitters</td>
<td>Scissor lift</td>
</tr>
<tr>
<td></td>
<td>Boom lift</td>
</tr>
<tr>
<td></td>
<td>Articulated boom</td>
</tr>
<tr>
<td>Surveying Tech</td>
<td>Total station data collector</td>
</tr>
<tr>
<td></td>
<td>Robotic station</td>
</tr>
<tr>
<td></td>
<td>GNSS system</td>
</tr>
<tr>
<td></td>
<td>Scanner</td>
</tr>
<tr>
<td>Welding Tech</td>
<td>Augmented reality welding system</td>
</tr>
<tr>
<td></td>
<td>Virtual reality dual user</td>
</tr>
<tr>
<td></td>
<td>Mobile robotic weld cart</td>
</tr>
</tbody>
</table>

**Equipment highlights: South Seattle College and Wenatchee Valley College**

Career Launch capital equipment funds support a wide variety of programs, including partnerships between colleges and apprenticeship programs. For example, South Seattle College received $203,000 to purchase a scissor lift, telescoping boom lift and articulated boom lift to support the rapidly expanding Sprinkler Fitters U.A. local 699 apprenticeship program. Due to construction growth in Seattle, the apprenticeship program has grown and now serves more than 140 apprentices. The three lifts purchased by South Seattle College will be used to certify new apprentices as well as journey-level workers, who are required to recertify on equipment every 36 months.

Wenatchee Valley College received $346,000 to expand the number and type of hands-on equipment available to students enrolled in its Baccalaureate of Applied Science Engineering Technology (BAS-ET) degree. This equipment purchase is strategic in three ways: 1) It will help the college achieve American Board of Engineering Technology (ABET) accreditation; 2) The equipment is portable and will be used to for a variety of outreach events; and 3) All equipment includes multimedia curriculum which will aid in facilitating hybrid instruction.
WEIA Oversight Board principles

Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.

Career Launch gives high school students and young adults meaningful on-the-job experience which, in turn, generates interest and excitement in achieving a postsecondary credential.

Provide support for equitable educational access and economic outcomes for systemically underserved students.

To earn a Career Launch endorsement, programs must demonstrate that they have, or will develop, the resources, supports, or other means to support underserved students, such as students of color, students from low-income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment.

Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.

The Career Launch endorsement process focuses on three areas, all of which support Washington’s workforce:

- Program — the type of program, including how it addresses labor market demands.
- Industry — the kind of job experience offered, including work location, hourly wage, and the availability of entry-level jobs for students who complete the program.
- Academic — whether the program teaches the skills and competencies employers expect and can grow across sectors or geographic locations (for example, whether credits are transferrable to other institutions).

Career Launch-endorsed programs are offered in partnership with private businesses across Washington state. Please see Appendix A for a complete list of programs and partnerships, including Career-Launch programs outside of the community and technical college system.

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

By their very nature, Career Launch programs involve partnerships across colleges and with the private sector, creating a training infrastructure to strengthen the workforce.
Guided Pathways

2021-2023 biennial budget (WEIA funds) — $75.8 million ($35.4 million in FY 22 and $40.4 million in FY 23)

Background

Guided Pathways is a national reform movement that involves fundamentally redesigning course sequencing and advising so students are less likely to lose their way in college and more likely to graduate with marketable credentials.

Unlike piecemeal programs aimed for specific segments of the student population, Guided Pathways redesigns the broad student experience for all students, especially those who are traditionally underserved. This is especially important for community and technical colleges, with a majority of students who are first in their families to go to college, are lower income, and who enter college with a wide range of academic skills and educational backgrounds.

Colleges implementing Guided Pathways group courses together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen field. Intensive advising helps ensure students choose a path, stay on the path, learn relevant skills and graduate.

Elements of Guided Pathways

Key elements of Guided Pathways include:

- **Clear pathways** — With guidance from advisors and career counselors, students choose pathways that lead quickly toward certificates or degrees.

- **Program and degree maps** — Faculty map out curriculum and learning outcomes for entire programs. The programs connect to careers. They launch students directly into a career with a certificate or two-year degree, or into a university where students learn more about their chosen fields.

- **Eliminate or accelerate remediation** — Colleges implement strategies that dramatically increase the rate at which students complete college-level English and math in their first year of enrollment.

- **Enhanced intake and advising practices** — Colleges redesign intake, orientation, placement and advising to help entering students choose a path and enroll in a program of study as quickly as possible. This includes required advising on a regular basis, the tracking of student progress, and the use of early alert systems that notify faculty and staff when students falter.

Advancing equity

Guided Pathways reforms are designed to increase the number of students, especially students of color, earning college credentials that have a high value in the labor market. As colleges implement Guided Pathways, they are examining and changing policies and practices that may contribute to equity gaps. The community and technical college system’s Guided Pathways Advisory Council established the following principles:
1. Guided Pathways requires urgent, radical, equity-minded, transformational organization change.

2. Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequity.

3. It is essential to fully engage the voices of students, faculty, staff and community members in adaptive problem-focused inquiry processes to lead to meaningful action and sustained systemic change.

4. Guided Pathways requires intentional collaborative learning through professional development, partnerships and resource development.

5. Guided Pathways requires a focus on learning and outcomes aligned with community values and industry needs.

### History of funding

**2016:** “Early adopter” colleges began planning with grant funding from College Spark Washington: Everett Community College, Peninsula College, Pierce College, Skagit Valley College, South Puget Sound Community College and South Seattle College.

**2017 and 2018:** With a $3 million investment ($1.5 million/year) in the 2017-19 biennial budget, the early adopter colleges — as well as Clark College, Clover Park Technical College, Lower Columbia College, Renton Technical College, Spokane Falls Community College and Tacoma Community College — received $100,000 in Guided Pathways planning grants. The State Board established the Student Success Center to coordinate college activities.

**2019:** With an additional $2 million from the Workforce Education Investment Act all remaining colleges received $100,000 planning grants: Bates Technical College, Bellevue College, Bellingham Technical College, Big Bend Community College, Cascadia College, Centralia College, Columbia Basin College, Edmonds College, Grays Harbor College, Green River College, Highline College, Lake Washington Institute of Technology, North Seattle College, Olympic College, Seattle Central College, Shoreline Community College, Spokane Community College, Walla Walla Community College, Wenatchee Valley College, Whatcom Community College and Yakima Valley College.

**2020:** With a $31 million investment from the Workforce Education Investment Act, all colleges received initial implementation funding in 2020.

**2021 and 2022:** In the 2021-23 biennial budget, the Legislature invested $75.8 million through the Workforce Education Investment Act to fulfill commitments made in 2019.

### Early outcomes

Guided Pathways reforms can take several years to implement at scale because they require a complete redesign of programs, services and advising. Gathering longitudinal data of student completions and employment after graduation follows. However, data from early-adopter colleges is already showing promising results.
There are two nationally recognized measures for near-term progress that can predict long-term success: the completion of path-appropriate college-level math and college-level English in the first year of college. Appendix B illustrates these outcomes for several of the early-adopter colleges which started to implement Guided Pathways in 2016 and 2017.

How colleges are using Workforce Education Investment Act investments

Advising and student support

Most colleges used investments to continue their work in redesigning student advising services. Many colleges are moving to a caseload model, which limits the number of students each advisor serves and shifts which advisors meet with which students to provide expertise on their specific pathway. A caseload approach gives advisors more time to proactively help students and follow up with them. Colleges also hired academic and curriculum advisors, educational planners, completion coaches, educational navigators, peer mentors, area of study coaches, and other roles that directly support students from enrollment through completion.

Data and institutional effectiveness

Colleges have invested funds to ensure they have the resources and tools necessary to make data-informed decisions. In addition to hiring researchers and research analysts, colleges invested in market research and labor market data, data dashboards, and associated professional development. The data dashboards and professional development help ensure that individuals across the campus, regardless of role, have access to quality data.

Faculty release time

Faculty play a critical role in moving Guided Pathways reforms forward on a campus. Colleges invested in faculty release time to enable faculty to assume Guided Pathways leadership roles, participate in professional development, develop curricula, and redesign pathways. Faculty developed onboarding modules, designed program review processes, developed first-year exploration courses, expanded Open Educational Resources, identified opportunities for community-building within pathways, and worked on redesigning math and English pathways.

Equity

Washington has invested in Guided Pathways to advance equity in the community and technical college system. Colleges are investing in professional development on culturally responsive teaching and learning and in roles and programs that serve and recruit historically underserved student populations. Programs include Umoja and Puente, which focus on enhancing the cultural and educational experiences of African American and Hispanic/Latino students respectively. Puente uses a cohort approach in which about 25 students learn together while receiving individual academic counseling and mentoring.
Colleges are also using funds to eliminate barriers for students, including fees for testing and graduation.

Colleges approach every Guided Pathways investment through the lens of educational equity. In doing so, colleges are addressing the intersectionality of equity challenges and opportunities within their college communities.

**Technology**
Colleges continue to invest in technology that helps faculty and staff track student progress and, when necessary intervene and redirect so students stay on their chosen pathway.

**Professional development**
Given that Guided Pathways requires meaningful large-scale change, colleges continue to invest in equity-centered professional development for faculty and staff. Examples include equity and antiracism in practice, quarterly speakers’ series, advisor trainings, and how to “contextualize” courses, meaning teach students within the real-world context of their career pathway (for example, giving advanced manufacturing students Language Arts assignments that include reading and writing about their profession).

**Pathways development and mapping**
Colleges continue to develop, refine, and share their program maps. This work includes incorporating labor market data, identifying transfer pathways, assessing course and credential outcomes, and developing maps that include students enrolled in Basic Education for Adults.

**WEIA Oversight Board principles**
Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.

The Guided Pathways reform movement is designed to substantially increase completion rates by creating simple, clear, routes to degrees while providing an infrastructure of support for students. It requires colleges to redesign the entire college experience to remove barriers and move students to graduation. The community and technical college system’s goal is to double completion rates by 2030.

Provide support for equitable educational access and economic outcomes for systemically underserved students.

A fundamental goal of Guided Pathways is to close equity gaps to increase the rate at which underrepresented students earn high-value college credentials. At the core of these reforms is an unflinching, data-driven examination of equity gaps and the determination and persistence to close them. A business-as-usual approach does a disservice to underrepresented students because it simply perpetuates longstanding institutional inequities.
Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.

When implementing Guided Pathways, colleges work with employers and program advisory boards to identify the skills students need and employers expect. Colleges then build curricula, program sequences and program maps to move students through those outcomes. As one college president put it, “We’re looking at what students need to know to be a psychologist, not at the coursework of psychology.”

Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

Guided Pathways is a national reform movement that requires a fundamental redesign of the student experience from start to finish. As such, it transcends individual programs and requires reform to happen at a much larger scale, both within institutions and across Washington’s community and technical college system.
Nursing Faculty Salaries

2021-2023 biennial budget (WEIA funds) — $40.8M ($20.4 million FY 22 and $20.4 million FY 23)

Background

Nursing is one of the most challenging faculty positions to fill on a community or technical college campus. Nursing faculty and directors are required to have specific credentials according to the degree-level and specialty they are teaching. Nurses with advanced degrees can make much higher salaries in the health care industry than teaching at a college, so colleges struggle to fill nursing faculty positions. Positions can go unfilled for years or industry employers can recruit nursing faculty away from colleges. Meanwhile, colleges are under increased pressure to graduate more nurses to meet Washington’s health care workforce needs. Investments in nursing faculty salary increases through the Workforce Education Investment Act have helped lessen these challenges and create additional capacity to enroll and graduate the next generation of nurses.

How colleges are using Workforce Education Investment Act investments in nursing faculty salaries

Increasing capacity to produce more nurses improves the statewide healthcare system. Of 29 colleges with nursing programs:

- All have increased salaries for nursing faculty as the result of the Workforce Education Investment Act.
- 80% were able to fill nursing faculty vacancies or hire more nursing faculty, increasing their capacity to enroll more nursing students. Most nursing programs filled vacancies and hired at least one additional faculty member. Some colleges were able to add two or three nursing faculty positions. Several colleges reported converting positions that were previously part-time to full-time.
- 50% of colleges saw an increase in the number of applications for advertised vacancies over the past three years.

WEIA investments were intended to do more than help colleges fill positions. The funding was also meant to help colleges keep the nursing faculty they already have, despite competition from higher-paying employers in the industry.

Colleges report improved retention of nursing faculty and increased job satisfaction. Faculty feel more respected in their profession; having their value recognized through salary increases is significant. With large sign-up bonuses and high wages offered by the industry, a return to bedside nursing is tempting, and competition remains high. Salary increases allow nursing faculty to remain on campus and follow their passion for teaching.

One of the anticipated long-range impacts of this funding will be the stabilization of nursing faculty so nursing student cohorts can grow. In the 2019-21 biennium, ten colleges reported increasing the size of their nursing programs, allowing more students into their programs. The trend continues into the current biennium with an additional eight colleges adding another 226 students, bringing the total number to 346 systemwide as of October 2022.
Expansion is expected to continue as the system leverages WEIA dollars with investments in simulation equipment and FTE expansion funding that the CTC system received in the 2022 supplemental operating budget. The simulation equipment was funded with WEIA dollars and outcomes will be recorded in SBCTC’s 2023 report.

Due to ongoing WEIA investments that started in the 2019-21 biennium, colleges have been able to:

- Give nursing faculty an average salary increase of 24%, with increases ranging from 12% to 40%.
- Create and fill 70 new faculty positions.
- Create seats for at least 346 more nursing students.

**WEIA Oversight Board principles**

**Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.**

By offering competitive salaries, colleges are able to preserve and expand their nursing programs. As a result, high school graduates interested in studying nursing have more opportunity to enroll in college, graduate and enter the workforce.

**Provide support for equitable educational access and economic outcomes for systemically underserved students.**

Half of all community and technical college students are students of color. Investing in nursing faculty at community and technical colleges helps provide opportunities for systemically underserved students to secure high-skilled, high-paying jobs in the profession.

**Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.**

With salary increases funded through the Workforce Education Investment Act, our colleges are better able to attract and retain nursing faculty to train students for in-demand nursing positions. For nurses who are already in the field, additional training at a community or technical college opens the door to pay increases and promotions. Employers also reap benefits when nurses update and sharpen their skills.

**Improve statewide systems and/or test innovative approaches that can be replicated across institutions.**

Increasing capacity to produce more nurses directly improves our state’s healthcare system, creating a stronger economy for Washington state.
High-Demand Program Faculty Salaries

2021-2023 biennial budget (WEIA funds) — $40 million ($20 million in FY 22 and $20 million in FY 23)

Background

Similar to the challenges outlined above on nursing faculty salaries, colleges struggle to attract and retain faculty in high-demand programs when industry employers can offer competitive pay and benefit packages.

How colleges are using investments in high-demand program faculty salaries

Investments through the Workforce Education Investment Act have made community and technical college salaries more competitive. More than one-third of colleges used funding to increase the number of instructors in high-demand programs, increasing their capacity to enroll students.

Examples include:

- Bellevue College hired new faculty in biology diagnostic ultrasound, marketing, mathematics, nursing, and physics. These new faculty created capacity to serve more students in these high-demand pathways.

- North Seattle College added faculty in computer science, math, and lab sciences in support of high-demand programs.

- South Seattle College invested in building capacity in the aviation program.

- Pierce College increased capacity in the EMT/EMS/paramedic programs and in construction management programs, as well as in its applied bachelor program in fire services leadership management.

- Skagit Valley College added several new high-demand applied bachelor’s degrees: application development, healthcare management, and product development. Skagit Valley College and also built capacity in its data analytics program.

With the high-demand salary funding, 30% of colleges were able to increase student cohorts in many high-demand programs offered at their campuses. Some programs increased the student cohort size by 50-100 additional students and/or added new high-demand degrees, including applied bachelor’s degrees.

Examples include:

- Edmonds College started three high-demand applied bachelor degrees: integrated healthcare management; robotics and artificial intelligence, and advanced manufacturing & materials engineering with combined slots for 60 additional students.

- Grays Harbor College invested in building student capacity in diesel technology, organizational management, and criminal justice, resulting in 40 additional seats combined.
• South Puget Sound Community College added capacity in computer science, networking, and cybersecurity with up to 30 additional seats combined.

• Renton Technical College created an evening welding program to expand capacity to 25 additional students.

With WEIA-funded increases, faculty positions are more attractive to professionals and colleges have reported increased numbers of applicants for advertised vacancies.

The most common faculty-salary investments were in the following programs: information technology, cybersecurity, allied health, auto technology, accounting, advanced manufacturing, engineering, welding, and construction management. Colleges’ attention to sustaining and growing these programs is in alignment with industry demand and addresses workforce shortages in these fields.

**WEIA Oversight Board principles**

**Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.**

By offering competitive salaries, colleges are able to preserve and expand high-demand programs. As a result, high school graduates interested in studying in these fields have more opportunity to enroll in college, graduate and enter the workforce.

**Provide support for equitable educational access and economic outcomes for systemically underserved students.**

Half of all community and technical college students are students of color. Investing in faculty for high-demand programs at community and technical colleges helps provide opportunities for systemically underserved students to secure high-skilled, high-paying jobs in the workforce.

**Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.**

With salary increases funded through the Workforce Education Investment Act, our colleges are better able to attract and retain faculty in high-demand programs that build Washington’s workforce. Our colleges serve recent high school graduates and adults alike, most are place-bound. For working adults, training at a community or technical college opens the door to greater economic and educational mobility. Employers also reap benefits when staff members update and sharpen their skills.

**Improve statewide systems and/or test innovative approaches that can be replicated across institutions.**

Attracting and keeping faculty in high-demand training programs allows colleges to teach students the skills employers need, narrowing skill gaps and creating a stronger economy across Washington.
Appendix A: Career Launch Programs

Education provider/industry partners: September 2022

Highlighted programs have been endorsed since the October 2021 edition of this report.

Aerospace Joint Apprenticeship Committee/Renton Technical College, Bates Technical College
  • Advanced Manufacturing Academy, Industry Recognized Certifications

Bellevue College/WaTech, King County Department of IT, U.S. Department of Energy
  • Network Services and Computing Systems, Associate in Applied Science-Transfer

Big Bend Community College/ National Frozen Foods Corporation, McGregor Seeds, and CHS SunBasin
  • Agriculture Technology and Management, Associate in Applied Science

Cascadia College/ WaTech, King County Department of IT, U.S. Department of Energy
  • Networking Infrastructure Technology, Associate in Applied Science-Transfer

Centralia College/Valley View Health Center, Port of Chehalis, Centralia College
  • Business Office Technology-Administrative Assistant, Associate in Applied Science
  • Business Office Technology-Medical Office Assistant, Associate in Applied Science

Centralia College/Penske, LeMay Enterprises, Peterson Caterpillar, RMT Equipment
  • Diesel Technology, Associate in Applied Science
  • Diesel Technology, Bachelor of Applied Science

Centralia College/Global Metal & Erector, Inc., Anderson Fabrication, Inc.
  • Welding Technology, Associate of Applied Science
  • Semiconductor and Electronics Manufacturing (Mechatronics Technology), Associate in Applied Science

Clark College/Toyota America Corporation
  • Automotive: Toyota T-Ten, Associate in Applied Science

Clark College/Dick Hannah Dealerships
  • Automotive: HiTECC, Associate in Applied Science

Clark College/SEH AMERICA
  • Engineering, Associate in Science-Transfer Track 2 (AST2)

Clark College/McKay Sposito
  • Surveying and Geomatics, Associate of Applied Science

Clark College/Eurobake Corporation
  • Professional Baking & Pastry Arts Management, Associate of Applied Technology

Clark College/Madden Fabrication
  • Welding Technologies, Associate of Applied Technology

Clark College/Beaches Restaurant, Bar, and Catering
  • Cuisine Management, Associate of Applied Technology

Clark College/PeaceHealth
  • Cybersecurity, Bachelor of Applied Science

Clark College/On-Line Support Tech Solutions
  • Network Technology, Associate in Applied Science

Clark College/Child and Family Studies
  • Early Childhood Education, Associate in Applied Science
  • Early Childhood Education, Associate in Applied Science-Transfer

Clover Park Technical College/ Washington State Association of United Association of Plumbing and Pipefitting of the United States and Canada
  • Heating and Air Conditioning Refrigeration (HVAC/R) Technician, Associate in Applied Science

Columbia Basin College/Simplot, RDO Equipment Co., ConAgra Foods, Inc., and many others
  • Management-Agriculture, Bachelor of Applied Science
Columbia Basin College/Simplot, ConAgra Foods, Inc., RDP Equipment, and many others

- Agriculture Production, Associate in Applied Science

Columbia Basin College/Energy Northwest, Pacific Northwest National Laboratory

- Nuclear Technology-Instrumentation and Control Technician, Associate in Applied Science
- Nuclear Technology-Non-Licensed Nuclear Operator, Associate in Applied Science
- Nuclear Technology-Radiation Protection Technician, Associate in Applied Science

Columbia Basin College/WaTech, King County Department of IT, U.S. Department of Energy

- Cyber Security, Associate in Applied Science

Columbia Basin College and Pasco School District/Pacific Northwest National Laboratory (PNNL), Hanford Mission Integration Solution (HMIS), and LIGO Hanford Observatory

- Cybersecurity, Associate in Applied Science
- Information Technology, Associate in Applied Science

Edmonds College and Edmonds School District/T-Mobile

- Full Stack Developer, Certificate

Everett Community College/Cities of Arlington and Everett

- Information Technology, Associate in Technical Arts
- Information Technology, Associate in Applied Science-Transfer

Green River College/HubSpot, Madrona Venture Group, Smartsheet, Washington State Technology Industry Association

- Information Technology-Software Development, Bachelor of Applied Science

Green River College/Sierra Pacific Industries, Washington State Parks and Recreation, Washington State Department of Fish and Wildlife, Washington Department of Natural Resources

- Forestry, Associate in Applied Science
- Forest Resource Management, Bachelor of Applied Science

Health Care Apprenticeship Consortium, Clover Park Technical College/Swedish Health Services, MultiCare Health System, Koelsch Communities

- Nursing Assistant Certified (NAC), Industry Recognized Certificate

Lake Washington Institute of Technology/City of Seattle

- Diesel and Heavy Equipment Technician, Associate in Applied Science

NEWTECH Skill Center (Spokane Public Schools)/AGC Apprenticeship Center-Lemon Head Internship

- Construction Technology, Industry Recognized Certificates
North Seattle College and Seattle Public Schools/T-Mobile

- Full Stack Developer, Certificate

Oroville High School/LifeLine Ambulance, Inc., Washington State Department of Fish and Wildlife, Washington State Department of Natural Resources

- Natural Resources, Industry Recognized Certificates

Oroville High School/Family Health Center, Mid Valley Hospital, Okanogan County Public Health, Oroville Police Department, LifeLine Ambulance, Inc.

- Health and Public Safety, Industry Recognized Certificates

Pasco School District, Kennewick School District, Richland School District/GESA Credit Union

- Banking and Financial Support Services, Industry Recognized Certificate

Renton School District, West Valley School District, Yakima Valley Technical Skills Center-Computing for All/Kwik Lok Corporation, Educational Service District 105, West Valley School District, Yakima Networking LLC

- Cybersecurity Support Technician, Industry Recognized Certificate

Renton Technical College/Puget Sound Ford and Lincoln-Mercury Dealerships

- Automotive: Ford ASSET, Associate in Applied Science

Renton Technical College/WaTech, King County Department of IT, U.S. Department of Energy

- Computer Network Technology, Associate of Applied Science

Renton Technical College/Providence Health & Services

- Ambulatory Care Project Manager, Certificate

Renton Technical College/Providence Health & Services

- Home and Community Nursing Care (Bridge to Nursing Pathway), Certificate

Renton Technical College/Providence Health & Services

- Clinical Engineer for Hospital Devices, Certificate

Seattle Central College/Seattle Public Schools

- Education, Associate of Applied Science-Transfer/Associate of Arts

Shoreline Community College/Toyota America Corporation

- Automotive: Toyota T-Ten, Associate of Applied Arts and Science

Shoreline Community College/Puget Sound General Motors Dealerships

- Automotive: General Motors GMASEP, Associate of Arts in Applied Science
Shoreline Community College/Puget Sound Honda Dealerships

- Automotive: Honda PACT, Associate of Arts in Applied Science

Shoreline Community College/Puget Sound Chrysler, Dodge, Jeep and Ram Dealerships

- Automotive: MOPAR CAP, Associate of Arts in Applied Science

Shoreline Community College, Shoreline Public Schools, and Edmonds School District/AGS Biologics, Fred Hutch-Malik Lab

- Biotechnology, Associate in Applied Arts and Sciences

Skagit Valley College/NW Explorations, North Harbor Diesel, Northwest Marine Trade Association

- Marine Maintenance Technology, Associate of Applied Science

Skagit Valley College/Birch Equipment Rentals, Famer’s Equipment, Freightliner Northwest

- Diesel Power Technology, Associate of Applied Science

Skagit Valley College/ WaTech, King County Department of IT, U.S. Department of Energy

- Information Management & Data Science, Associate in Applied Science

South Seattle College/Compass Group

- Restaurant Production, Certificate
- Restaurant Production, Associate of Applied Science
- Restaurant Production, Associate of Applied Science-Transfer

Spokane Community College/Toyota America Corporation

- Automotive: Toyota T-Ten, Associate in Applied Science

Spokane Community College/Evergreen Naturopathic, Providence Holy Family Hospital, Providence Medical Group

- Medical Office, Associate in Applied Science

Tacoma Public Schools (Next Move), Clover Park Technical College/Trouves Health Care Corporation, MultiCare-Tacoma Hospitals

- Nursing Assistant Certified, Industry Recognized Certificate

Tri-Tech Skills Center (Kennewick School District)/McCurley Automotive Dealerships

- Automotive, ASE Certification

Tri-Tech Skills Center (Kennewick School District)/Kennewick and Richland Fire Departments, Benton County Fire District #1 and #4, Fire Training Center

- Fire Science, Industry Recognized Certifications
Washington State University (All Campuses)/Unify Consulting, Washington State Hospital Association, Workforce Snohomish, LaBelleVie Medical Center, Northwest Innovative Resource Center, Coastal Community Bank

- Data Analytics, Bachelor of Science

Washington State University-Vancouver/SEH America

- Mechanical Engineering, Bachelor of Science

Wenatchee Valley College/Armstrong Ford

- Automotive Technology, Associate of Technical Science

Wenatchee Valley College/Lamb Weston, Patriot Plumbing, Heating and Cooling, Inc.

- Environmental Systems and Refrigeration Technology (ESRT), Associate of Technical Science

Wenatchee Valley College/Lamb Weston, Chelan PUD, Confluence Health, US Aluminum Castings, WSU Extension

- Engineering Technology, Bachelor of Applied Science

Wenatchee Valley College/Hermetic Solutions Group, Emerson

- Machining Technology, Certificate
- Machining Technology, Associate of Technical Science

Wenatchee Valley Technical Skills Center-Wenatchee Valley College/North Central ESD

- Computer Technician-Help Desk/IT Support, Certificate

Wenatchee Valley College/ Washington State DOT, Gray & Osborne, SCJ Alliance, City of Wenatchee, Pacific Engineering and Design

- Drafting, Certificate

Whatcom Community College/ WaTech, King County Department of IT, U.S. Department of Energy

- Computer Information, Associate in Science
- Cybersecurity, Associate in Applied Science-Transfer

Whatcom Community College/Alpha Technologies Services, Inc., Emergency Reporting, Faithlife LLC, Körber Supply Chain, Samson Rope Technologies, 1PC, EnerSys, Cornerstone Systems NW, ESO, Hinet Managed IT Services, Northwest Cable, Pacific IT Support, Summit IT Solutions

- Software Development, Associate in Science

Yakima Valley Technical Skills Center, West Valley School District, Computing for All, Yakima Valley College (articulations pending)/West Valley School District IT, Yakima County Technology Services, Yakima Valley Memorial Hospital, Matson Fruit, ESD 105 IT, City of Yakima IT Services

- Information Technology, Industry Recognized Certificates
Apprenticeships/education partners

These programs are in addition to state registered apprenticeship programs, which are automatically endorsed as Career Launch. The following programs combine college and/or high school partners with their apprenticeship counterparts.

Aerospace Joint Apprenticeship Committee (Youth Apprenticeships)

- Production Technician Youth Apprenticeship
  - Lincoln High School–Tacoma Public School
  - Puyallup High School–Puyallup School District
  - Hazen, Lindbergh, and Renton High Schools–Renton School District
  - Sno-Isle Skills Center–Mukilteo School District
  - Workforce Development Center–Everett & Snohomish School District
  - West Valley High School–West Valley School District
  - Shadle Park High School–Spokane Public Schools
  - Cascadia Skills Cente–Vancouver School District

- Automation Technical Youth Apprenticeship
  - Emerald Ridge High School–Puyallup School District
  - CB Tech Skills Center–Moses Lake School District
  - YV Tech Skills Center–Yakima Valley School
  - Seattle Skills Center–Seattle Public Schools

- College Partners
  - Bates Technical College
  - Columbia Basin College
  - Everett Community College
  - Renton Technical College
  - South Seattle College
  - Yakima Valley College
Carpentry Apprenticeship:
  • Construction Industry Training Council of Washington (CITC)/Renton Technical College

Computer Technician 1 Apprenticeship:
  • Wenatchee School District Apprenticeship Program (2166)/Wenatchee Valley College

Concrete Finishers Apprenticeship:
  • Cement Masons and Plasterers Local 528 Apprenticeship/South Seattle College

Dental Assistant Apprenticeship:
  • Washington Association of Community Health/Seattle Central College

Insulator Apprenticeship:
  • Spokane Heat & Frost Insulators and Allied Workers Apprenticeship Committee/ Spokane Community College

Ironworkers Apprenticeship:
  • Pacific Northwest Ironworkers and Employers Local #86/North Seattle College
  • Pacific Northwest Ironworkers and Employers Local #14/Spokane Community College

Medical Assistant Apprenticeship:
  • Washington Association of Community Health/Peninsula College and Wenatchee Valley College

Para Educator Apprenticeship:
  • Washington Public School Classified Employees Apprenticeship Committee #188/Green River College, Lower Columbia College, Skagit Valley College/Multiple School Districts

Pharmacy Technician Apprenticeship:
  • Health Care Apprenticeship Consortium/North Seattle College

Sheet Metal Worker Apprenticeship:
  • Northeastern Washington-Northern Idaho Sheet Metal Apprenticeship Committee/ Spokane Community College
Appendix B: Early Adopter College Outcomes in College-Level Math and College-Level English Attainment

Systemwide math completion in first year

Colleges continue to improve the percent of students who complete, within the first year, a math course necessary for credential attainment. As shown in Figure 2, the increase is particularly significant for students who needed precollege (formerly referred to as “remedial”) math, particularly Black/African American and Hispanic/Latino students.

The improved math completion rates are due in large part in efforts to shorten stand-alone precollege math sequences and increased corequisite opportunities. In corequisite classes, students who would otherwise be in precollege classes enroll in college-level courses instead, with enhanced student support and supplemental instruction incorporated into their academic plan. As a result, students start earning credits toward graduation sooner. Colleges are also having students take math early in college so they can get help right away instead of facing math hurdles right before graduation.
First year math completion in early adopter colleges

Early adopter colleges have significantly increased the percent of students who complete their first college-level math class within the first year. As noted on page 24, the completion of path-appropriate college-level math in the first year of college impacts a student’s long-term success.

- Pierce College continues to make gains in serving students of color, particularly Black/African American and Hispanic/Latino students. Between the 2019 and 2020 cohorts, the math completion rate for historically underserved students of color (HU SOC) jumped five percent, with 34% of students completing a math class within the first year (compared to 31% for the rest of the college system).

- Peninsula College increased first-year math attainment from 21% to 28% between the 2019 cohort and 2020 cohort for students who had been enrolled in a precollege math course.

South Puget Sound Community College

The first-year math completion rate for students taking precollege classes at South Puget Sound Community College (SPSCC) jumped from 31% in the 2019 cohort to 46% in the 2020 cohort — the largest increase recorded for the college — and historically underserved students had the biggest gains (Figure 3).

For the total SPSCC student population, math completion rates dipped between the 2019 cohort and 2020 cohort, shown in Figure 3. Historically, though, math completion rates rose by 7% between the 2016 cohort and the 2020 cohort. And in the 2020 cohort, math completion rates at SPSCC were significantly higher than the rest of the college system (36% at SPSCC compared to 30% for the rest of the college system).

Figure 3 South Puget Sound Community College math completion in first year
Clover Park Technical College

Clover Park Technical College was among the second round of colleges to embark on Guided Pathways (see funding history on page 23). Clover Park has made substantial investments to redesign math pathways, significantly increasing the percent of students who complete their math requirement within the first year (Figure 4). The Northwest Commission on Colleges and Universities acknowledged Clover Park with the Beacon Award for its multipronged approach to improving math outcomes.

From the 2016 cohort to the 2020 cohort, the percent of Clover Park students who finished a math class in the first year increased from 17% to 27%. While this completion rate was slightly lower than the system completion rate (31% for 2020 cohort), historically underserved students of color at Clover Park completed at the same rate as the combined student population and at a 2% higher rate than for other underserved students systemwide (25% in 2020 cohort).

The percent of students who completed precollege math increased from 22% (2016 cohort) to 33% (2020 cohort), four points higher than the system total for the same cohort (29%).

![Math in Completion in First Year — Started with Precollege Math](image)

*Figure 4* Clover Park Technical College math completion in first year. HU SOC refers to historically underrepresented students of color.
Early adopter English completion in first year

Figure 5  English completion within first year — early adopter colleges

Early adopter colleges made modest increases in the completion of a college-level English course in one year. However, there has been significant progress shown by these colleges for students previously enrolled in Adult Basic Education (ABE) courses (Figure 5).

First round colleges (see funding history on page 23) increased first-year English completion rates for previous ABE students from 30% (2016 cohort) to 43% (2020 cohort), significantly ahead of the rest of the system colleges where the completion rate for former ABE students completing college level English within the first year was 33% for the 2020 cohort.

South Puget Sound Community College increased first-year English completion for Hispanic/Latino students from 47% (2016 cohort) to 53% (2020 cohort), ahead of the system average of 44% for the 2020 cohort. Peninsula College increased first-year English attainment for Historically Underserved Students of Color from 41% (2016 cohort) to 53% (2020 cohort), ahead of the system average of 42% for the 2020 cohort. South Seattle College increased first year English attainment for the same group by 10 percentage points since its 2016 starting cohort.
Systemwide fall-to-fall retention

Retention rates from fall to fall have remained steady systemwide, as shown in Figure 6, but we can point to the success of early adopter colleges, particularly for historically underserved students of color.

Peninsula College
Peninsula College (Figure 7) increased fall-to-fall retention for Historically Underserved Students of Color from 48% for the 2016 cohort to 56% for the 2020 cohort, ahead of the system improvement from 50% to 52% over the same period. American Indian/Alaska Native and Hispanic/Latino students made up a significant source of this gain, with increased retention rates for American Indian and Alaska Native students from 35% (2016 cohort) to 56% (2020 cohort), and for Hispanic/Latino students from 48% (2016 cohort) to 57% (2020 cohort).

**South Seattle College**

While South Seattle College’s (Figure 8) first fall-to-fall retention rate started below the system level in the 2016 cohort, it increased by 8 percentage points by 2020, and 7 percentage points for historically underserved students of color within the same timeframe.

![Fall-to-Fall Retention — South Seattle College](image)

*Figure 8  South Seattle College fall-to-fall retention*

**Everett Community College**

Everett Community College (Figure 9) increased the fall-to-fall retention rate for historically underserved students of color from 44% in the 2016 cohort to 51% in the 2020 cohort. Further disaggregation shows an 8% increase for American Indian/Alaska Native students and 7% increase for Black/African American Students in the same timeframe.
Pierce College

Pierce College (Figure 10) had modest increases in fall-to-fall retention between the 2016 cohort and the 2020 cohort, including for historically underserved students of color. However, further disaggregation shows a 4% increase in fall-to-fall retention for American Indian/Alaska Native students (45% to 49%), two points higher than the system average over the same period of time. Pierce continues to have slightly higher than system average rates for Black and Latino/Hispanic students at 51% and 54% each for the 2020 cohort.