



WORKFORCE EDUCATION INVESTMENT ACT

**Update on Community and
Technical College Investments**

October 2021

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Introduction

Washington's community and technical college system is comprised of 34 colleges located across the state. Collectively, our colleges serve about 280,000 students each year of all ages and backgrounds. Nearly half of our students are students of color, 24% receive need-based financial aid in eligible programs and 51% 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** – 36% 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** – 42% 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** – 10% 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 12% 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) made the following investments in the community and technical college system:

- Career Connect Washington – Career Launch growth
- Guided Pathways
- Nursing and high-demand faculty salaries
- Foundational support – compensation and central services

This report provides an update on these investments within the context of the principles outlined by the Workforce Education Investment Act Oversight Board.

Career Connect Washington — Career Launch Growth

Background

Career Connect Washington is a fairly new Governor’s initiative that started in 2018. It 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.

The State Board for Community and Technical Colleges (SBCTC) manages the rigorous endorsement process, bringing together stakeholders monthly to review and recommend programs requesting Career Launch endorsement. To date more than 60 programs have been endorsed. Fifty-five of the endorsed programs, including three bachelor of applied science degrees, are offered by 18 community and technical colleges.

Endorsed Career Launch programs

Below is a list of endorsed Career Launch programs at community and technical colleges, with notes indicating additional funding for FTEs and/or equipment awarded by SBCTC in the 2019-21 biennium.

Bates Technical College

Advanced Manufacturing Academy (with Renton Technical College) | Aerospace Joint Apprenticeship

Bellevue College

Network Services and Computer Systems

Big Bend Community College

Agriculture Technology and Management

Cascadia College

Networking Infrastructure Technology

Centralia College

Business Office Technology-Administrative Assistant | Business Office Technology-Medical Office Assistant | Diesel Technology associate degree | Diesel Technology applied bachelor's degree
Capital equipment funded in 2021: \$158,325

Clark College

Semiconductor and Electronics Manufacturing (Mechatronics Technology) | Toyota T-Ten | HiTECC | Engineering | Surveying and Geomatics | Professional Baking & Pastry Arts Management | Welding Technologies | Cuisine Management | Cybersecurity | Early Childhood Education, associate degree | Early Childhood Education, transfer degree | Network Technology
FTE funded in 2020 & 2021: 46
Capital equipment funded in 2021: \$1,093,877

Clover Park Technical College

Heating and Air Conditioning Refrigeration (HVAC/R) Technician | Nursing Assistant Certified (NAC), Industry Recognized Certificate | Nursing Assistant Certified
FTE funded in 2020 & 2021: 61
Capital equipment funded in 2021: \$860,000

Columbia Basin College

Management-Agriculture | Agriculture Production | Nuclear Technology-Instrumentation and Control Technician | Nuclear Technology-Non-Licensed Nuclear Operator | Nuclear Technology-Radiation Protection Technician | Cyber Security (2 programs with different partners) | Information Technology | Aerospace Joint Apprenticeship
Capital equipment funded in 2021: \$494,767

Edmonds College

Full Stack Developer

Everett Community College

Information Technology, associate degree and associate transfer degree | Aerospace Joint Apprenticeship
FTE funded in 2021: 20
Capital equipment funded in 2021: \$1,134,282

Green River College

Para Educator Apprenticeship

Lake Washington Institute of Technology

Diesel and Heavy Equipment Technician

Lower Columbia College

Para Educator Apprenticeship

North Seattle College

Full Stack Developer | Ironworkers Apprenticeships

FTE funded in 2020 & 2021: 73

Capital equipment funded in 2021: \$22,407

Peninsula College

Medical Assistant Apprenticeship

Renton Technical College

Ford ASSET | Computer Network Technology | Ambulatory Care Project Manager |

Home and Community Nursing Care | Clinical Engineer for Hospital Devices | Advanced

Manufacturing Academy (with Bates Technical College) | Aerospace Joint Apprenticeship | Carpentry Apprenticeship

FTE funded in 2020 & 2021: 4

Capital equipment funded in 2021: \$500,000

Seattle Central College

Dental Assistant Apprenticeship | Medical Assistant Apprenticeship

FTE funded in 2021: 9

Shoreline Community College

Toyota T-Ten | General Motors GMASEP | Honda PACT | MOPAR CAP | Biotechnology

FTE funded in 2021: 22

Capital equipment funded in 2021: \$276,500

Skagit Valley College

Marine Maintenance Technology | Para Educator Apprenticeship | Diesel Power Technology

FTE funded in 2021: 12

South Seattle College

Aerospace Joint Apprenticeship | Concrete Finishers Apprenticeship

FTE funded in 2020 & 2021: 16

Capital equipment funded in 2021: \$181,250

Spokane Community College

Toyota T-Ten | Insulator Apprenticeship | Ironworkers Apprenticeship | Sheet Metal Apprenticeship

FTE funded in 2020 & 2021: 28

Capital equipment funded in 2021: \$106,811

Wenatchee Valley College

Automotive Technology | Environmental Systems and Refrigeration Technology (ESRT) | Engineering Technology | Computer Technician-Help Desk/IT Support | Computer Technician 1 Apprenticeship | Medical Assistant Apprenticeship | Drafting
Capital equipment funded in 2021: \$171,781

Whatcom Community College

Computer Information | Cybersecurity | Software Development

Yakima Valley College

Information Technology, industry recognized certificates | Aerospace Joint Apprenticeship

Examples of capital equipment purchased

With the \$5 million appropriation for Career Launch program equipment in the 2019-21 biennial budget, colleges purchased equipment such as:

- Forklift
- Hunter lift
- Scissor lift
- Hydraulic press
- Student and instructor automotive toolkits
- Powertrain lift
- Lathe
- Automotive diagnostic software
- Tire balancer and tower tire change
- Air compressor
- ABS, four-wheel brake and double-sided brake trainers
- Engine assemblies and transmission transaxle
- Pneumatic control equipment
- HVAC equipment for student training
- Leister Varimat Auto Welder and RhinoBond machine (new technology in the roofing industry)
- Bulldozer
- Equipment for cybersecurity competitions
- Training pods

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

2017-2019 biennial budget – \$3.0 million State General Fund (\$1.5M/year)

2019-2021 biennial budget – \$33.1 million WEI Account (\$2M FY20 and \$30.1 M FY21)

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 were 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 efficiently lead to certificates or degrees.
- **Program and degree maps** – Faculty map out curriculum and learning outcomes for entire programs. The programs connect to careers and are often “built backward,” meaning faculty start by examining the breadth of skills employers need from graduates then build curriculum and program maps to move students through those skills. Program maps also are designed for students who plan to transfer to a university to 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. For example, colleges are collapsing multiple, sequential precollege courses into single, multi-level courses. (Precollege courses are also known as developmental courses or remedial courses.)

In multi-level courses, students can move to the next level as soon as they’ve mastered the learning objectives. Students move from one course to another or take several courses at the same time, with additional help, instead of working through a sequence of individual classes that prolong the time it takes for them to earn college-level credits. Too often, precollege courses deplete financial aid and leave students so discouraged they drop out of college.

- **Enhanced intake and advising practices** – Colleges redesign intake, orientation, placement and advising to help new students choose a path and enroll in a program of study as quickly as possible. Faculty and staff track student progress with the help of alert systems that notify them when students falter.

Significantly, colleges are improving how they decide whether to place students in college- or precollege-level courses. For example, colleges are creating more corequisite classes. In these classes, students who would otherwise be in remedial/precollege classes enroll in college-level courses instead, with enhanced student support and supplemental instruction incorporated into their academic plan. This way, students can start earning credits toward graduation sooner.

Colleges are using multiple ways to place students into college-level classes. Instead of relying solely on high-stakes standardized placement tests, colleges are also using high school performance and students' guided self-placements. As a result of these innovations, the system has experienced fewer enrollments in stand-alone remedial/precollege classes and more enrollments and course completions in college-level math and English.

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 an additional \$6 million in FY 22 and \$10 million in FY 23 through the Workforce Education Investment Act to fulfill the commitments made by Legislators 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 (see Appendix B). 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 C illustrates these outcomes for several of the early-adopter colleges which started to implement Guided Pathways in 2016.

- Everett Community College’s math attainment rate in the first year grew steadily (from 18% in 2014 to 33% in 2019), particularly for Black/African American, female, and low-income students.
- Pierce College demonstrated high growth in math attainment for the first year for students of color, particularly Black/African American (12%) and Hispanic/Latino students (9%).

- South Puget Sound Community College’s math attainment rate increased overall and was the highest among early adopter colleges (40% in 2019, up from 32% in 2014). The college has also closed several equity gaps on English attainment in the first year. For example, Black/African American students moved from 22% first year completion to 56% for 2019, and Hispanic/Latino students from 36% to 58%.

How colleges are using Workforce Education Investment Act investments

With investments in the Workforce Education Investment Act, colleges are redesigning their programs and processes, clarifying pathways to universities and careers, reforming precollege education (also known as developmental education or remedial education) and strengthening student supports.

Below is a high-level summary of how colleges used their Guided Pathways investments last year (FY 2021).

Bates Technical College invested in software related to student onboarding, advising, retention and curriculum organization. The college also hired a curriculum and assessment coordinator.

Bellevue College hired advisors, counselors and early alert coordinators, and also invested in faculty stipends to support pathways mapping and math redesign. The college redesigned its website for students and created pathways videos. Bellevue College reports students are scheduling advising appointments faster, especially in STEM fields.

Bellingham Technical College invested in stipends and release time to support faculty as they work on Guided Pathways reforms.

Big Bend Community College redesigned the student onboarding process and funded additional staff time to support implementation of Guided Pathways principles. The college more fully developed a framework for pathway advising, cross-trained new advisors in the Healthcare and Business pathway, and developed and implemented training for Running Start advisors. Faculty and staff developed and implemented a new math and English placement process based on high school transcripts, piloted accelerated English instruction, developed accelerated math instruction for MATH&107 and 146 classes, and piloted guided self-placement practices in English.

Cascadia College invested in technology platforms to support student access, retention and success. The college also funded additional advisor positions and provided release time for faculty to work on planning and implementing Guided Pathways.

Centralia College used funds to build its institutional research capacity for student outcomes and to provide release time for faculty to work on Guided Pathways.

Clark College purchased interactive program-map software for students, developed culturally relevant curriculum and improved its website and outreach materials. The college also enhanced its culturally relevant student support services. The program-map software will provide students a dynamic interface rather than a static PDF.

Clover Park Technical College is evaluating, refining and assessing program outcomes and aligning those outcomes with degree and transfer requirements. The college redesigned how it schedules programs with a focus on embedding general education courses in degree maps. All program maps, critical courses and milestones are easily accessible on the college website. Advisors visit programs to advise students in class each term. (This is in addition to the one-on-one advising students receive.) Clover Park Technical College also developed a guided self-placement process for English and math.

Columbia Basin College added completion coaches to bolster its intrusive advising model.

Edmonds College used funds to shorten the time it takes for students to enter college-level math and English, to strengthen student orientation and advising, to implement a directed self-placement program for students, and to offer a career and college success class.

Everett Community College invested in five, full-time faculty entry advisors, assigned additional faculty to teach the College Success 101 course and invested in the student success software platform Starfish.

Grays Harbor College used funds to increase student support services, to expand professional development and to increase communications around Guided Pathways. The college hired personnel in student financial aid, counseling, entry advising, admissions and scheduling/curriculum development. A director-level position was created to oversee academic advising and to redesign the student experience from start to finish under the Guided Pathways model.

Green River College used funds to provide stipends and release time for faculty and staff to advance the college's work on implementing Guided Pathways and to improve marketing and publications aimed at helping students understand career pathway options.

Highline College used funds to provide stipends and release time for faculty and staff to advance the college's work on implementing Guided Pathways. Additionally, the college added a page to all its online courses asking students whether they need help with basic needs, such as food and housing.

Lake Washington Institute for Technology (LWTech) hired student success navigators to improve its collaborative advising model and to enhance research on student outcomes. Funds were used to implement student success and collaborative advising software. LWTech added adjunct faculty office hours in high-enrolled programs and moved two part-time advisors for adult basic education into full-time positions to increase advising capacity for students in targeted programs.

Lower Columbia College created a faculty mentorship program focused on student retention, introduced a First Year Experience course, improved student learning assessments and redesigned the website for better communication and clarity around pathway options.

North Seattle College invested in counseling support for undecided students and Guided Pathways professional development for faculty and staff. The college also hired a senior research analyst to increase analysis of student outcomes and a pathways navigator.

Olympic College used investments to better support new students during the intake and onboarding process. Funds were also used to create program maps for newly developed pathways. The website was refreshed to provide better content and navigation for new and prospective students.

Peninsula College purchased student-success software. The college also redesigned its website to include program maps for all college pathways. A student success navigator was hired to support a new model for proactive advising.

Pierce College provided stipends for faculty to build corequisite courses that increase the number of students who complete college-level math and English. The college also provided stipends aimed at helping adjunct faculty identify and dismantle barriers to student success, especially for students of color. In addition, Pierce College invested in student-success software that strengthens advising and communication.

Renton Technical College invested funds to support two full-time entry specialists who work with new students to choose programs and apply for financial aid, a full-time mental health counselor, and a full-time academic adviser to increase advising capacity. In addition, the college funded instruction designers to help faculty create inclusive curriculum.

Seattle Central College expanded advising services and created degree program maps and assessment plans. Funds were also used to provide professional development for faculty and staff in racial equity and to create student focus groups to inform their Guided Pathways redesign work.

Shoreline Community College used funds to implement key projects related to student success and for faculty stipends to support the main pillars of Guided Pathways. The college also purchased student data management software to better track student progress.

Skagit Valley College increased student navigator capacity, expanded student support services within its financial aid office and awarded stipends to faculty and staff working on Guided Pathways redesign. The college also used funds to increase communication channels with students on program pathways and support services.

South Puget Sound Community College invested in boosting student support services and training for employees working on Guided Pathways. Work focused on increasing the availability of open educational resources; advancing diversity, equity and inclusion; and teaching within a hands-on, real-world context.

South Seattle College funded work on program mapping, course placement, innovations in precollege coursework and staff development as the foundational pillars of the Guided Pathways work.

Spokane Community College used funds to support targeted advising, holistic student supports, guided math placement, program mapping and faculty professional development. Funds were also used to embed tutoring in gatekeeper courses and to develop student success courses for all programs.

Spokane Falls Community College used funds to work on specific components of Guided Pathways – including pathway mapping and a new model for student advising – and to support leadership for the implementation of Guided Pathways.

Tacoma Community College continues to invest in a Guided Pathways coordinator. The college has hired six academic advisors, two entry navigators for incoming students and three AmeriCorps members to bolster the intake process for new students. The college revised and implemented its student-orientation process and purchased customer relationship management software to better communicate with students and track their progress.

Walla Walla Community College invested in staff time to develop pathways and for other work related to Guided Pathways implementation.

Wenatchee Valley College hired three new student service navigators and invested in microgrants for smaller pilot projects aimed at “moving the needle” forward on Guided Pathways. Pilot projects were designed to develop a peer mentor and advising model for math; develop Guided Pathways best practices for adult basic education courses; improve access and clarity for business-degree transfer students; remove financial barriers for precollege math students; create a common calendar for a precollege math sequence; and develop an online advising course for aspiring nursing students.

Whatcom Community College used funds to work on mapping degree program pathways. The college developed and purchased software platforms for math and English placement and degree planning tools and redesigned its website to improve student navigation.

Yakima Valley College invested in navigator positions to engage students at milestones critical to student retention and completion. This began as a pilot program and the college is now looking to hire two additional navigator positions based on its success. Yakima Valley College also invested in data analytics software to predict when and how to intervene in a student’s experience.

WEIA Oversight Board principles

Help achieve the goal that 70 percent 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.

Guided Pathways aims to increase completion rates for all students and to increase them faster for students of color and low-income students. As one college dean put it, “Education has always operated as if we need to fix students and teach them how to be successful in an existing system. In pathways, we’re working to serve students in a way that makes sense to them, rather than continuing what we’ve always done.” For more information, please see the “advancing equity” paragraphs earlier in this section of the report.

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.”

Community and technical colleges serve people from local communities for Washington jobs.

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 and High Demand Faculty Salaries

2019-2021 biennial budget

Nurse Educator Salary Increases from WEIA – \$20.4M FY20 and \$20.4M FY21

High Demand Faculty Salary Increases from WEIA – \$20M in FY21

Nursing faculty salaries – 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're 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.

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

Increasing capacity to produce more nurses improves the statewide healthcare system. With Workforce Education Investment Act funds, nearly 80% of community and technical colleges 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.

The Workforce Education Investment Act 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. Since the start of this investment, 75% of colleges with nursing programs reported positive impacts on their ability to retain both part-time and full-time nurse educators.

One of the anticipated long-range impacts of this funding will be the stabilization of nursing faculty so nursing student cohorts can grow. Already in the past year, ten colleges reported increasing the size of their nursing programs, allowing more students into their programs. An additional six colleges are in the middle of expanding cohort sizes for nursing programs for the coming year. Those six colleges noted that they used last year's funding to stabilize their faculty ranks and can now move forward with admitting additional students into their nursing programs.

With Workforce Education Investment Act funds:

- All 29 college districts that have nursing programs gave their nursing faculty salary increases. (There are 30 college districts in the community and technical college system.)
- 45 faculty vacancies were filled.
- 41 additional faculty were hired.
- 10 colleges increased the number of nursing students enrolled.
- At least 120 more nursing students were enrolled because of these funds.

Colleges also used funding in the 2019-21 biennium to expand the use of (and build capacity for) simulation labs in order to address a shortage of clinical placements. More than half of the colleges enhanced hands-on learning experiences by purchasing new nursing simulation lab equipment, ranging from pediatric manikins to arm simulators for phlebotomy lessons.

High demand faculty salaries — 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 pay so much more.

Investments through the Workforce Education Investment Act have made community and technical college salaries more competitive. This funding has allowed all 34 colleges to increase salaries for faculty in high-demand fields. More than one-third of colleges used the high-demand funding to increase the number of faculty in high-demand programs, increasing student capacity in those programs. And, a third of the colleges did both—increased salaries and hired new faculty.

With the high-demand salary funding, 30% of colleges were able to increase the student cohorts in many high-demand programs offered at their campuses. Some programs increased the student cohort size by 50-100 additional students.

With Workforce Education Investment Act funds:

- All 30 college districts gave faculty teaching high demand classes salary increases.
- 11 colleges hired additional faculty in high demand areas.
- Colleges expect these funds to support 670 new enrollments in high demand courses.

The most common investments were in the following programs: information technology, cybersecurity, allied health, auto technology, accounting, advanced manufacturing, engineering, welding and computer science.

WEIA Oversight Board principles

Help achieve the goal that 70 percent 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 and high-demand programs. As a result, high school graduates interested in studying these high-demand areas 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.

Nearly half of all community and technical college students are students of color. Investing in faculty for nursing and 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.

Increasing capacity to produce more nurses and new workers in high demand fields directly improves our state's healthcare system and employers' productivity, creating a stronger economy for Washington state.

Foundational Support — Compensation and Central Services

2019-2021 biennial budget — Additional Compensation Support through WEIA Account \$27.6M (\$12.4M for FY 20 and \$15.2M for FY21)

The foundational support appropriation is unique among those included in the Workforce Education Investment Act, as it was intended to fill funding gaps in salaries for college faculty and staff. These funds have helped sustain over 14,000 faculty and staff at 34 colleges across Washington.

For several years preceding WEIA, enacted budgets did not fully fund raises provided to employees in higher education. Colleges were tasked with closing the gap between salary negotiations that occurred at the state level and the amount actually provided by the state Legislature.

This was not always the case. The Legislature used to fund 100% of salary increases, however, the cost-shift to colleges — ranging anywhere from 35% to 40% of salary-increase costs — occurred during the Great Recession budget crisis.

As a result, year after year colleges and universities had to cut programs and services to fill the funding gap. In the case of the community and technical colleges, tuition increases were not sufficient to fill the shortfall in compensation funding. In effect, the cost-shift equated to budget cuts that affected programs and services for students.

As stated in section 5 of the Act, the funds were provided “for college operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue as a result of RCW 28B.15.067” (the College Affordability Plan).

WEIA Oversight Board principles

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

Investments in foundational support help keep programs and class sections open and available to high school graduates, allowing them to enroll in college, pursue their goals, and stay on-track toward graduation.

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

Prior to these foundational support dollars, colleges were forced to cut programs and services. Student services and advising were often the first to be cut as colleges prioritized their core mission of instruction. This had a particularly damaging impact on our underserved students who face barriers to completing college. These investments help protect the wrap-around services and advising underserved students need to complete college with a high-value credential in-hand.

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

Foundational support helps protect high-demand workforce programs at Washington's community and technical colleges, which are often more expensive to offer because they require smaller class sizes and high-cost equipment.

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

Foundational support helps protect the financial stability of Washington's 34 community and technical colleges, strengthening our entire system's ability to build Washington's workforce.

Report Conclusion

Washington's 34 community and technical colleges greatly appreciate the investments provided through the Workforce Education Investment Act, including the expansion of financial aid.

Investments bolster our ability to serve roughly 280,000 students of all ages and backgrounds each year, preparing Washington residents for Washington jobs and building a wellspring of talent to support businesses and grow our state's economy.

Appendix A: Career Launch



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

Clark College/SEH America, Silicon Forest Electronics, Analog Devices, Inc., Kyocera International, Inc.

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/Child and Family Studies

Early Childhood Education, Associate in Applied Science

Early Childhood Education, Associate in Applied Science-Transfer

Clark College/On-Line Support Tech Solutions

Network Technology, Associate in Applied Science

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

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

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

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

Spokane Community College/Toyota America Corporation
Automotive: Toyota T-Ten, 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**

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

Drafting, Certificate

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

Engineering Technology, Bachelor of Applied Science

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

Computer Technician-Help Desk/IT Support, 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**

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 who 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, & 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 Center—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 Community College
 - Everett Community College
 - Renton Technical College
 - South Seattle College
 - Yakima Valley Community 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 Apprenticeships:

- 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:

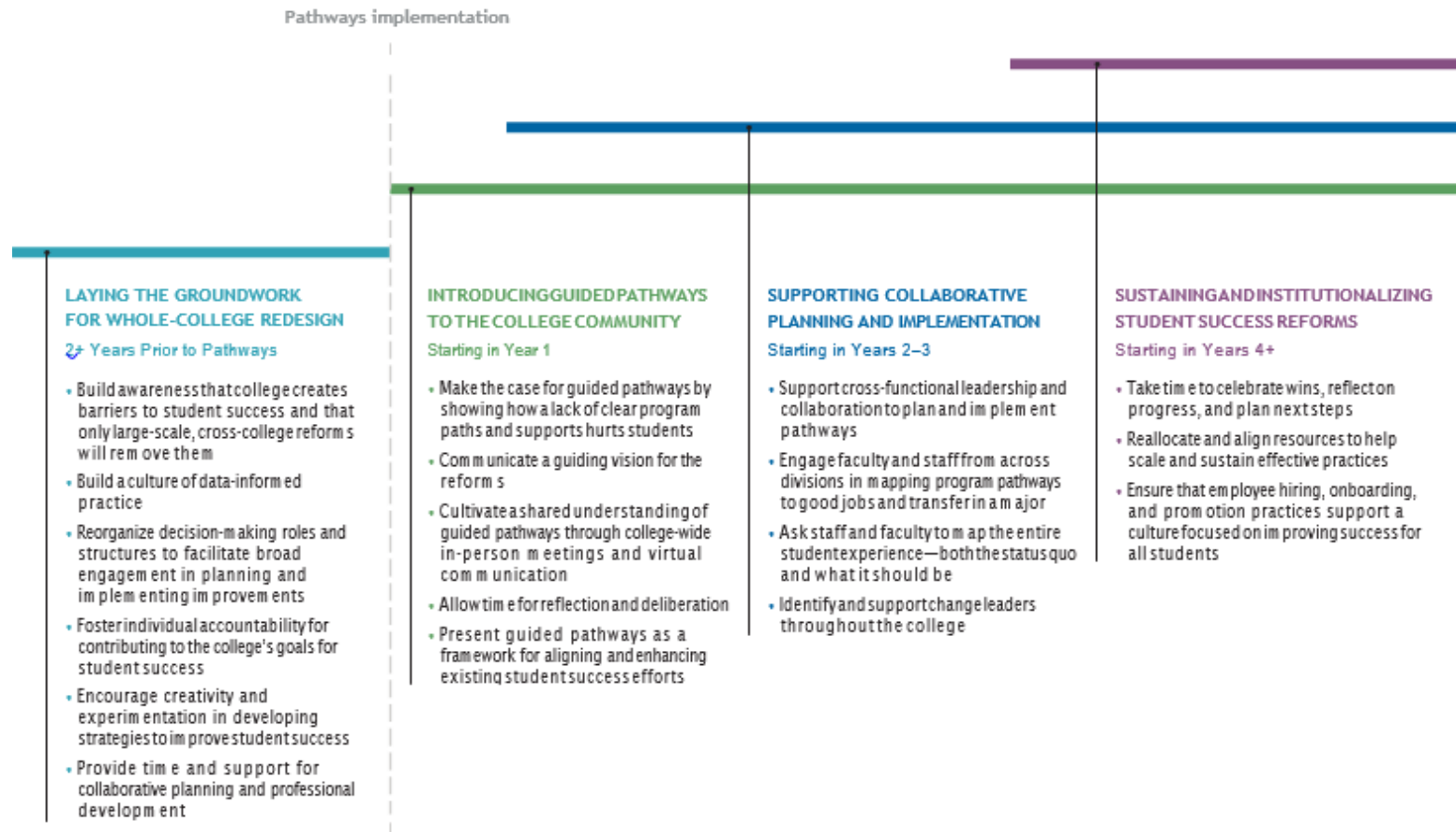
- Health Care Apprenticeship Consortium/North Seattle College

Sheet Metal Worker Apprenticeship:

- Northeastern Washington-Northern Idaho Sheet Metal Apprenticeship Committee/ Spokane Community College

Appendix B: Timeline for Guided Pathways Redesigns

Timeline and Strategies for Leading Guided Pathways Redesigns



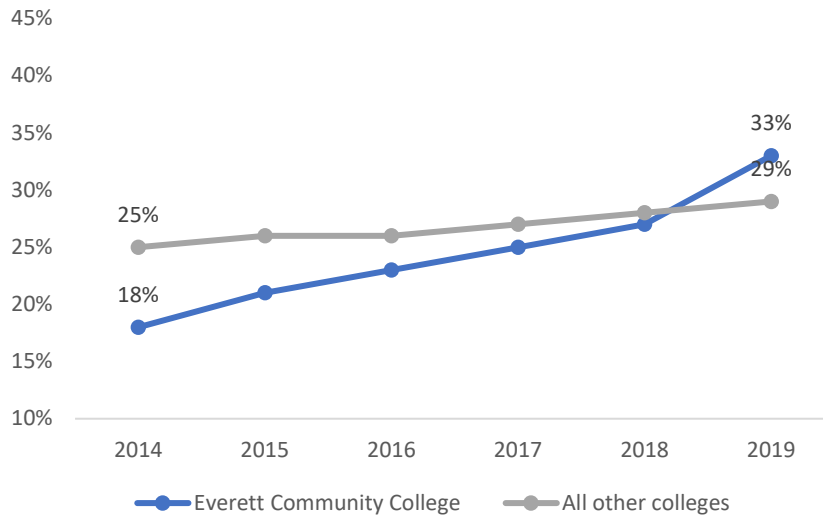
Jenkins, D., Lehr, H., Brown, A. E., & Mazzucelli, A. (2019). Redesigning your college through guided pathways: Lessons on managing whole-college reform from the AAC&P Pathways Project. New York, NY: Columbia University, Teachers College, Community College Research Center.

Appendix C: Early Adopter College Outcomes in College-Level Math and College-Level English Attainment

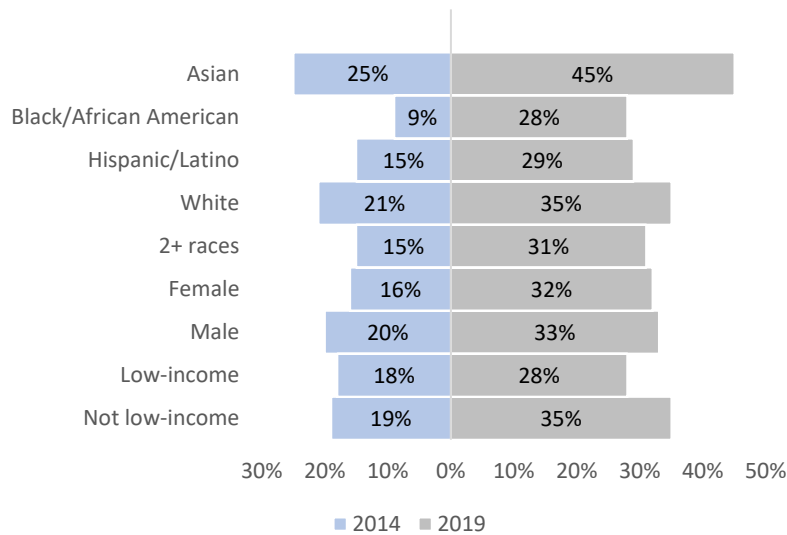
Everett Community College

Everett Community College’s math attainment rate in the first year grew steadily (from 18% in 2014 to 33% in 2019), particularly for Black/African American, female, and low-income students.

Everett Community College: Math Year 1



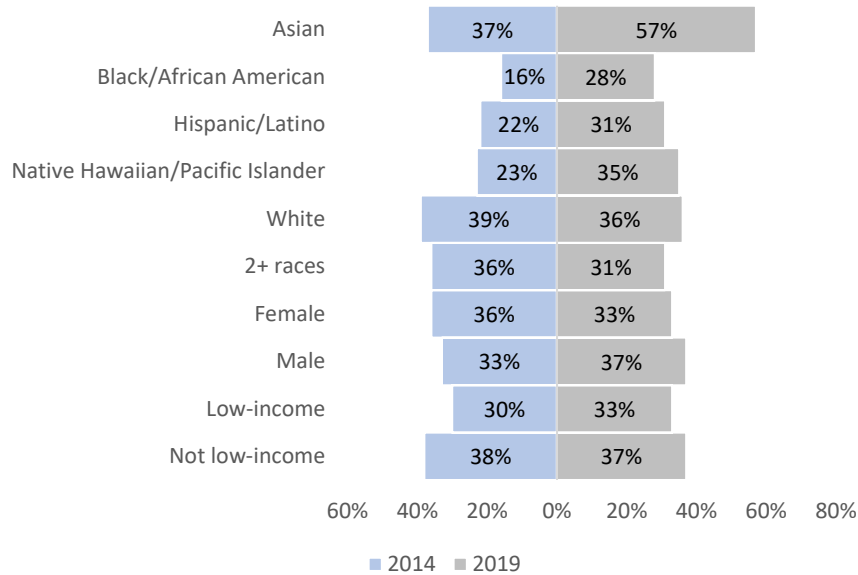
Everett Community College: Math Year 1



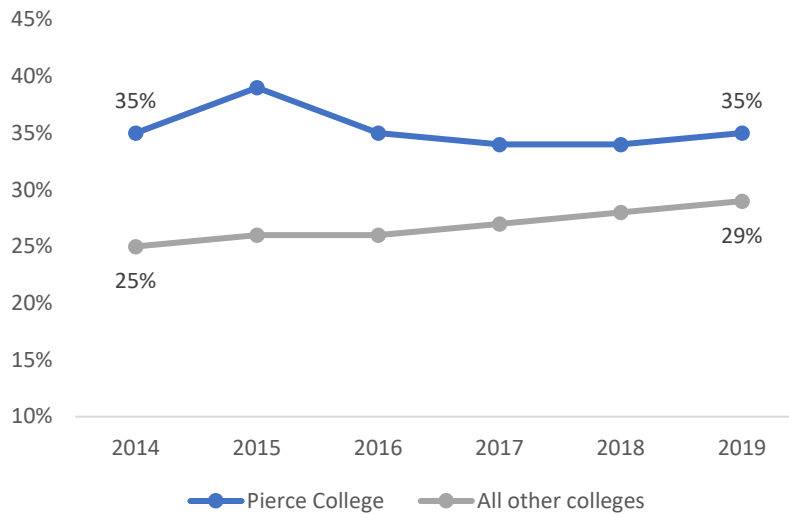
Pierce College

Pierce College demonstrated high growth in math attainment for the first year for students of color, particularly Black/African American (12%) and Hispanic/Latino students (9%).

Pierce College: Math Year 1



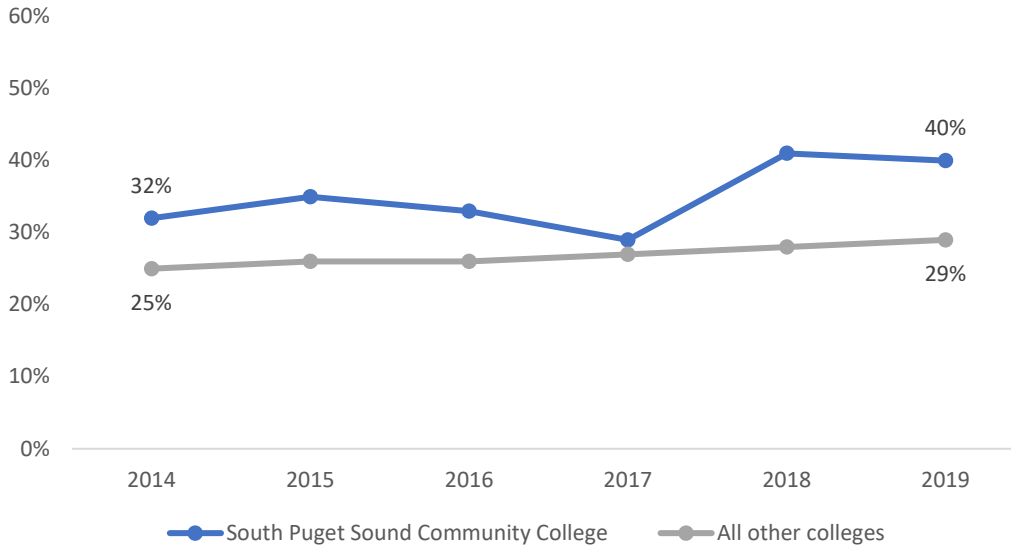
Pierce College: Math Year 1



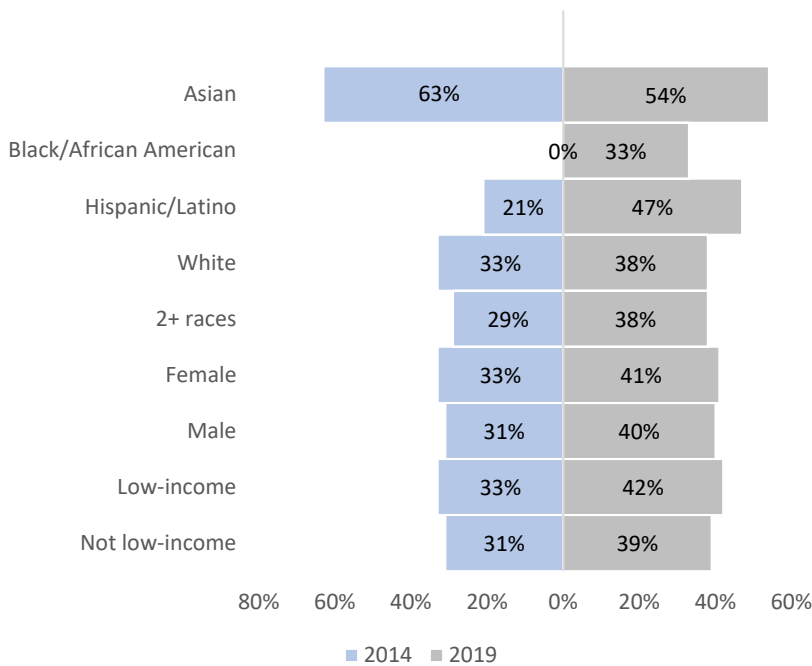
South Puget Sound Community College

South Puget Sound Community College’s math attainment rate increased overall and was the highest among early adopter colleges (40% in 2019, up from 32% in 2014).

South Puget Sound Community College: Math Year 1

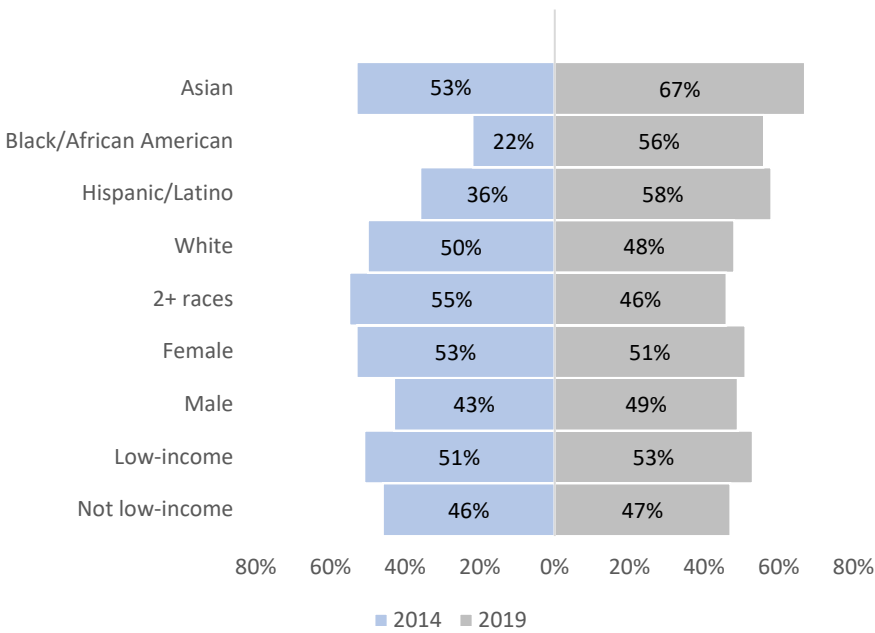


South Puget Sound Community College: Math Year 1

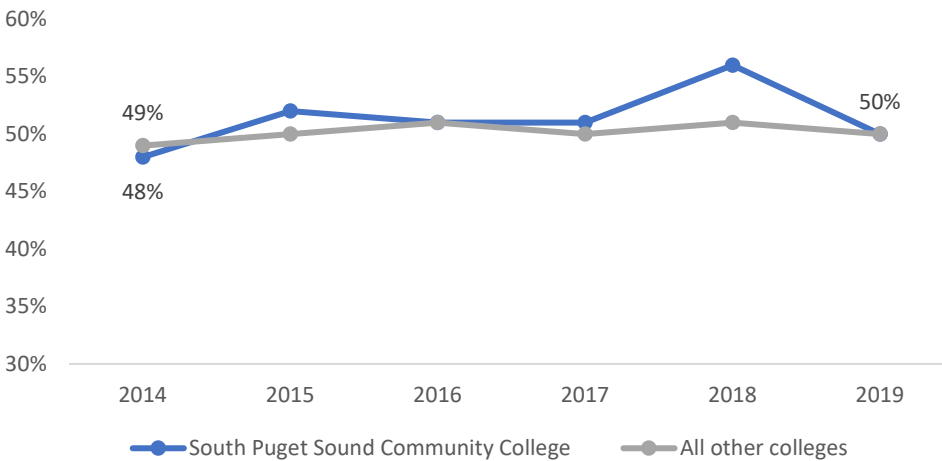


South Puget Sound Community College has also closed several equity gaps on English attainment in the first year. For example, Black/African American students moved from 22% first year completion to 56% for 2019, and Hispanic/Latino students from 36% to 58%.

South Puget Sound Community College: English Year 1



South Puget Sound Community College: English Year 1





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Washington State Board for Community and Technical Colleges