



# **WORKFORCE EDUCATION INVESTMENT ACT**

**Update on Community and  
Technical College Investments in Fiscal Year 2023**

**JANUARY 2024**

# Table of Contents

Introduction .....	4
Three mission areas .....	4
The Workforce Education Investment Act .....	4
How this report is organized .....	5
New WEIA investments for Fiscal Year 2023.....	5
Ongoing investments from prior appropriations.....	6
Alignment with WEIA Oversight Board principles.....	6
Nursing Simulation Equipment .....	7
Background .....	7
How colleges are using Workforce Education Investment Act investments .....	7
Health Care Workforce Opportunity Grants.....	9
Background .....	9
Outcomes for Health Care Opportunity Grant funding .....	9
Cybersecurity Enrollments.....	10
Background .....	10
How cybersecurity investments were allocated to colleges.....	10
Cybersecurity Center of Excellence.....	12
Background .....	12
The role of Centers of Excellence .....	12
Progress in fiscal year 2023 .....	13
Refugee Education.....	15
Background .....	15
Highlights.....	16
High-Demand Program Enrollments .....	17
Background .....	17
High-demand program reporting for fiscal year 2023.....	18
Program infrastructure and stabilization .....	18
Recruitment and enrollment initiatives.....	18
Student learning and success .....	19
Student Emergency Assistance Grant Program.....	20
Background .....	20

Number of students served .....	21
Most requested needs .....	21
Diversity, Equity and Inclusion (SB 5194) .....	23
Background .....	23
Overview of SB 5194 and SB 5227 .....	23
Allocation of funds for SB 5194 in fiscal year 2023 .....	24
College investments .....	25
College highlights.....	25
Mental health pilot projects .....	26
Converting part-time faculty to tenure-track positions .....	27
Career Connect Washington – Career Launch .....	29
Background .....	29
Endorsed Career Launch programs.....	29
Re-endorsed Career Launch programs in fiscal year 2023 .....	30
Guided Pathways .....	31
Background .....	31
Elements of Guided Pathways .....	31
Advancing equity.....	31
History of funding.....	32
Early outcomes .....	33
How colleges are using Workforce Education Investment Act investments .....	33
Nursing Faculty Salaries.....	35
Background .....	35
How colleges are using WEIA investments in nursing faculty salaries.....	35
High-Demand Program Faculty Salaries.....	37
Background .....	37
Appendix A: Career Launch Programs .....	38
Education provider/industry partners: September 2023 .....	38

# Introduction

Washington's community and technical college system is comprised of 34 colleges located across the state. Each year, our colleges collectively serve about 273,000 students of all ages and backgrounds. Half (51%) of our students are students of color, 42% receive need-based financial aid in eligible programs, and 54% 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** – 29% of our students are enrolled in workforce education programs to learn skills for careers in high-demand fields such as cybersecurity, manufacturing, health care and green energy.
- **Academic transfer** – 37% of our students are enrolled to start their bachelor's degrees and then transfer to a university. More than half of students who graduated from a public institution with a bachelor's degree in 2020-21 were transfer students. (Washington Student Achievement Council *2023 Washington transfer associate degree effectiveness update*, July 2023)
- **Basic education** – 15% of our students come to our colleges to learn foundational skills to move into college-level coursework and careers. Students in Basic Education for Adults programs learn reading, writing, math, technical skills, and job skills. They also enroll to learn English and U.S. citizenship, complete their high school diplomas, or take the GED.

The remaining 19% 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 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.

## How this report is organized

The Workforce Education Investment Act has supported community and technical college students since the Legislature passed HB 2158 in 2019. This 2023 annual report focuses on new investments appropriated in the second year (fiscal year 23) of the 2021-23 operating budget, including investments made in the 2022 supplemental budget. The latter part of this report summarizes ongoing investments that were made in prior years.

The following tables illustrate how fiscal investments align with the timing of this annual report.

Figure 1: Timing of fiscal investments and SBCTC annual reports

**Fiscal Year 23 (second year of 2021-23 budget)**  
Investments covered in this report

**Fiscal Year 24 (first year of 2023-25 budget)**  
Investments to be covered in next year's report

July 1 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022
Dec 2022	Jan 2023	Feb 2023	Mar 2023	April 2023
May 2023	June 30 2023			

July 1 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
Dec 2023	Jan 2024	Feb 2024	Mar 2024	April 2024
May 2024	June 30 2024			



## New WEIA investments for fiscal year 2023

The 2021-23 operating budget and the 2022 supplemental budget made the following investments in fiscal year 2023 using WEIA funds:

- Nursing simulation equipment
- Opportunity Grant Expansion for Health Care Workforce
- Cybersecurity enrollments
- Cybersecurity Center of Excellence at Whatcom Community College
- Refugee education

## Ongoing investments from prior appropriations

- High-demand program enrollments
- Emergency assistance grants
- Diversity, equity and inclusion (SB 5194)
  - Mental health pilot projects
  - Conversion of part-time faculty positions into full-time positions (funding started in fiscal year 2023)
- Career Connect Washington
- Guided Pathways
- Nursing faculty salaries
- High-demand program faculty salaries

## Alignment with WEIA Oversight Board principles

Investments described in this report align with the WEIA Oversight Board's four principles:

- Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential.
- Provide support for equitable educational access and economic outcomes for systemically underserved students.
- Help Washington businesses fill the jobs of the future with qualified Washington students, including the current workforce.
- Improve statewide systems and/or test innovative approaches that can be replicated across institutions.

# Nursing Simulation Equipment

2022 supplemental budget (WEIA funds) — \$8 million

## Background

High-quality simulation equipment plays a vital role in nursing education. The equipment provides a dynamic and controlled learning environment that bridges the gap between theory and real-life patient care.

Using advanced simulation tools, nursing students can engage in lifelike scenarios that mimic clinical settings, allowing them to practice critical thinking, decision-making, and technical skills in a safe and risk-free space. These simulations offer invaluable opportunities for students to develop their clinical competence, enhance their communication and teamwork abilities, and cultivate the confidence necessary to deliver effective patient care.

Exposure to a wide range of medical conditions and scenarios through simulation equipment also prepares nursing students to handle diverse patient needs, fostering a well-rounded and adaptable nursing workforce.

Effectively using high-quality simulation equipment requires significant resources and expertise due to complex technology and the need for skilled instructors who can create, facilitate, and debrief the exercises.

Simulation equipment must also undergo regular maintenance to ensure the equipment functions accurately and reliably, thereby preventing disruptions during crucial learning sessions. Simulators, hardware, and software all require routine updates and servicing to sustain their fidelity and effectiveness.

Washington state regulations allow for up to 50% of nursing clinical hours to take place via simulation. With investments in nursing simulation equipment, colleges are able to provide comprehensive high-quality experiences to students and ensure that programs can grow despite a shortage of clinical placement opportunities.

## How colleges are using Workforce Education Investment Act investments

Under the 2022 supplemental budget, 20 colleges successfully applied for funding to purchase and upgrade simulation equipment for their nursing programs. Below are examples of the types of equipment colleges purchased with the investment.

- **Workstations on wheels (WOWs):** These portable — or “rolling” — computer workstations let students practice medication administration and charting during simulated work shifts at acute care facilities.
- **Virtual reality equipment:** Virtual reality enhances the realistic effects nursing students experience while participating in simulated exercises. This type of equipment provides a sense of reality to a student’s entire perceptual field during simulated events.

- **High-fidelity patient simulators:** High-fidelity patient simulators are life-like manikins that represent diverse populations and react physiologically as if they were alive. These simulators mimic human anatomy and physiology. Depending on their model and programming, they can simulate breath, have palpable pulses, exhibit seizures, vocalize, and imitate human reactions.
- **Simulation capture systems:** Simulation capture systems record simulated exercises so faculty and students can review, assess, and debrief after scenarios.

Colleges also used funding to train faculty on new equipment, to purchase use licenses, and to update lab spaces to support simulated equipment.

The following colleges received funds in fiscal year 2023. Award amounts were identified based on colleges' self-assessment of the need for new and/or upgraded equipment.

Table 1: Award amounts by college for FY23

College	Award amount FY23
Bates	\$427,000
Bellingham	\$427,000
Centralia	\$327,000
Edmonds	\$427,000
Everett	\$327,000
Grays Harbor	\$427,000
Green River	\$427,000
Highline	\$427,000
Lake Washington	\$427,000
Lower Columbia	\$427,000
Peninsula	\$427,000
Pierce	\$327,000
Renton	\$427,000
Seattle Central	\$427,000
South Puget Sound	\$327,000
Spokane	\$327,000
Tacoma	\$427,000
Walla Walla	\$427,000
Whatcom	\$327,000
Yakima	\$427,000
SBCTC	\$60,000
Total	\$ 8,000,000



# Health Care Workforce Opportunity Grants

2022 supplemental budget (WEIA funds) – \$1 million (an additional \$7 million was appropriated in the supplemental budget from non-WEIA funds, for a total appropriation of \$8 million)

## Background

Established by the Legislature in 2006 as a pilot program, the Opportunity Grant program helps low-income students train for high-wage, high-demand careers at all 34 community and technical colleges. The grant covers up to 45 credits of tuition (a year's worth) to be used within three years and up to \$1,000 a year for books and supplies. Students also benefit from tutoring, career advising, emergency childcare, emergency transportation, and college success classes.

To qualify for an Opportunity Grant, a student must be a Washington resident, enrolled in a career pathway approved by the State Board for Community and Technical Colleges (SBCTC), and have an income below 200 percent of the poverty level. The student must also demonstrate financial need based on the Free Application for Federal Student Aid (FAFSA) and maintain a 2.0 grade point average.

SBCTC approves only high-demand career pathways that lead to a minimum starting wage of \$16.94 per hour (\$19.97 per hour for Seattle).

To address our state's growing need for health care workers, the Legislature appropriated \$8 million in the 2022 supplemental budget for Opportunity Grants to support low-income students studying to enter the health care workforce. Of that amount, \$1 million came from WEIA funds.

## Outcomes for Health Care Opportunity Grant funding

With the investments in the 2022 supplemental budget, SBCTC was able to accomplish a sweeping approval of all health-based programs for Opportunity Grants, including applied bachelor's degree programs. In total, 853 new health programs across the community and technical college sector were approved, which nearly doubled the total approved programs available to 1,880 systemwide. Program staff saw this expansion of the approved programs as an opportunity to maximize the funds and serve about 1,685 additional health care students.

# Cybersecurity Enrollments

2022 supplemental budget (WEIA funds) – \$7.018 million

## Background

In a move to strengthen Washington’s cybersecurity workforce, the state Legislature appropriated \$7 million in the 2022 supplemental budget to boost community and technical college cybersecurity enrollments by 500 seats. With this funding, colleges started filling additional seats in the summer of 2023 and SBCTC anticipates all 500 seats will be filled by spring of 2025.

The Legislature’s investment came at a critical time for Washingtonians interested in pursuing cybersecurity careers. Nearly all colleges offering cybersecurity programs report having wait lists for their programs. Some of the most popular programs currently include Associate of Applied Science (AAS) and Bachelor of Applied Science (BAS) in Cybersecurity, AAS in Cyber Defense Forensics, AAS and BAS in Cybersecurity & Networks, and AAS in Cybersecurity Network Administration. Additionally, several colleges offer transfer degrees with a focus on cybersecurity.

## How cybersecurity investments were allocated to colleges

The following tables provide a visual breakdown of funding distribution and anticipated increases in enrollments by spring of 2025. Of the \$7.018 million investment, \$2.35 million was intended for one-time equipment and supply purchases to support enrollment growth in fiscal year 2023.

Table 2: FY23 allocation and projected growth in cybersecurity programs by spring 2025

College	FTE target	FTE funding	Equipment funding	Faculty training	Admin	Total allocation
Bates Technical College	33	\$297,000	\$144,500			\$441,500
Bellevue	45	\$405,000	\$220,500			\$625,500
Edmonds Community College	106	\$954,000	\$533,000			\$1,487,000
Green River Community College	114	\$1,026,000	\$498,500			\$1,524,500
Lake Washington Institute of Technology	20	\$180,000	\$85,000			\$265,000
Olympic College	20	\$180,000	\$85,000			\$265,000
Peninsula College	26	\$234,000	\$113,500			\$347,500
Renton Technical College	35	\$315,000	\$153,000			\$468,000

College	FTE target	FTE funding	Equipment funding	Faculty training	Admin	Total allocation
Community Colleges of Spokane	40	\$360,000	\$170,000			\$530,000
South Puget Sound Community College	15	\$135,000	\$85,000			\$220,000
Tacoma Community College	26	\$234,000	\$177,000			\$411,000
Whatcom Community College	—	\$0	\$0	\$100,000		\$100,000
SBCTC	—				\$68,000	\$68,000
Total	480	\$4,320,000	\$2,265,000	\$100,000	\$68,000	\$6,753,000*

\*\$265,000 (20 FTE) of the \$7,018,000 appropriation was returned to the state.

# Cybersecurity Center of Excellence

2022 supplemental budget (WEIA funds) – \$205,000

## Background

Washington state faces a daily onslaught of hacking and ransomware attacks and a dangerous shortage of cybersecurity experts. In response, the Legislature included funds in the 2022 supplemental budget to establish a new Center of Excellence for Cybersecurity at Whatcom Community College in Bellingham. The new center works in partnership with the National Cybersecurity Training and Education (NCyTE) Center, which is also hosted at Whatcom Community College. The NCyTE is funded by the National Science Foundation to increase the quantity and quality of the nation's cybersecurity workforce.

## The role of Centers of Excellence

Washington's Centers of Excellence link business, labor, and educational systems in growing and promoting a highly skilled workforce for the state's core economic sectors. Each center is hosted by a local community or technical college, ensuring strong links between centers and the college system. There are 12 Centers of Excellence in Washington:

- Aerospace and Advanced Manufacturing – Everett Community College
- Agriculture & Natural Resource – Walla Walla Community College
- Allied Health – Yakima Valley College
- Clean Energy – Centralia College
- Construction – Renton Technical College
- Cybersecurity – Whatcom Community College (Bellingham)
- Education – Green River College (Auburn)
- Global Trade and Supply Chain Management – Highline College (Des Moines)
- Homeland Security and Emergency Management – Pierce College (Puyallup)
- Information and Computing Technology – Bellevue College
- Marine Manufacturing and Technology – Skagit Valley College (Mount Vernon)
- Semiconductors and Electronic Manufacturing – Clark College (Vancouver)

Every center is expected to advance:

1. **Economic development:** Each center supports workforce and economic development by serving as the link between its specific economic sector and community and technical colleges.
2. **Industry sector strategy:** As the link between education and industry, the centers ensure teachers, counselors, and others have the latest knowledge of the industry, and that curriculum accurately reflects evolving business needs.
3. **Education, innovation, and efficiency:** The centers continually look for ways to improve what and how students learn. In addition to keeping curriculum current, the centers advocate for expanded apprenticeship opportunities, credit for prior learning, and industry-recognized credentials.

4. Workforce supply and demand: The centers research, analyze, and distribute the latest information specific to their industry’s workforce dynamics. Colleges use that information to find ways to close skills gaps, expand training capacity, and incorporate best practices into educational programs.
5. Equity and access: The centers work with industry and colleges to maximize student and workforce potential within a culture that advances racial, social, and economic justice in service to our diverse communities.

In addition to the expectations listed above, the Cybersecurity Center of Excellence supports colleges that are expanding enrollment capacity through a separate WEIA investment aimed at increasing cybersecurity enrollments by 500 full-time-equivalent students (FTES). The FTE investment is commonly referred to as “Cyber500” and is described on page 10.

## Progress in fiscal year 2023

At the time this report was produced, the Cybersecurity Center of Excellence was in its early stages of implementation. Funding came from WEIA investments in the 2022 supplemental operating budget and an NCyTE Center contribution. Below is a summary of progress in fiscal year 2023.

- A newly hired Center of Excellence director organized in-person and virtual meetings with more than 70% of the community and technical colleges across the state, with a focus on Cyber500 institutions. The director established relationships with other center directors and developed a workplan for fiscal year 2024 to ensure the center’s impact and sustainability.
- Comprehensive plans were developed for outreach, communication, and equitable access to opportunities. These efforts included:
  - Organizing and providing stipends for three virtual cybersecurity training sessions for faculty: Introduction to the Cloud, Microsoft Security Operations, and IT Essentials v8. The Western Academy Support & Training Center (WASTC) facilitated the trainings.
  - Building partnerships by organizing an industry advisory board and conducting virtual board meetings.
  - Engaging in initial discussions with Eastern Washington University faculty about the possibility of establishing a K-12 teacher cyber endorsement.
  - Creating instructional workshops on program development in collaboration with the NCyTE Center and delivering them virtually to colleges. These workshops support colleges in developing or revising cybersecurity programs and expanding enrollment capacity in line with industry standards. Faculty from 27 of the 34 community and technical colleges attended.
  - Launching coecyber.io, a website promoting activities, news, events, programs of study, and available resources to streamline cybersecurity education and workforce development in Washington state.

- Establishing a LinkedIn presence for the Cybersecurity Center of Excellence, which had more than 400 followers at the time this report was published.
- Partnering with South Puget Sound Community College to host an industry event on October 18, 2023, in collaboration with the NCyTE Center.
- Helping continuing education leaders from Green River Community College and Spokane Community College develop their Cyber500 continuing education micro-credential strategies. This involved sourcing, introducing, and hosting meetings with industry contacts at organizations such as Cloud Security Alliance (CSA), ISC2, Cyber Range Poulsbo, and Cyberbit.
- Leveraging Cyber500 funds to support faculty and program development, including funding travel for teams to attend the Pacific Rim Cyber Defense Competition (PRCCDC) and enabling college faculty professional development at the National Initiative for Cybersecurity Education in Seattle.
- Hosting two town hall sessions with faculty from seven institutions to discuss priorities and needs around curriculum development. Sessions were held through Cyber Range, a secure and controlled virtual environment used for cybersecurity training and cyber technology development. As a result of the town hall meetings, the center successfully applied for state funding and took the lead on a workforce development grant to create lab-based security exercises in Cyber Range. Faculty across the state can adopt the labs into their cybersecurity curriculum. The labs are tiered to represent escalating security threats, challenging students to master higher skills at each level.

# Refugee Education

2022 supplemental budget (WEIA funds) – \$1.728 million (An additional \$1 million was appropriated in the 2023 supplemental budget, bringing the total to \$2.728 million. A \$6.456 million appropriation in the 2023-25 budget will be discussed in the 2024 edition of this report.)

## Background

The 2022 supplemental operating budget included \$1.728 million to expand existing English Language Acquisition (ELA) programs to serve refugees and immigrants who arrived in Washington state on or after July 1, 2021, primarily those from Afghanistan and Ukraine. Funding also supported services to connect students with resources to support their transition into Washington state.

SBCTC used an application process to allocate funds to colleges. With the initial \$1.728 million appropriation, 15 colleges and two community-based organizations (CBOs) applied for and received funds to serve eligible students. Within the first six months of the fiscal year, the funds were exhausted, with applications left unfunded. Programs continued to report great ongoing need, especially in higher resettlement areas like south King County and Spokane County. In response to these reports, the Legislature appropriated an additional \$1 million in the 2023 supplemental budget for the second half of fiscal year 2023.

Table 3: Distribution of Refugee Education funds in FY23

College or CBO	FY23
Bates Technical College	\$148,500
Bellevue College	\$54,350
Bellingham Technical College	\$96,000
Big Bend Community College	\$96,000
Clark College	\$288,000
Clover Park Technical College	\$114,800
Community Action of Skagit County (CBO)	\$32,000
Edmonds College	\$16,000
Everett Community College	\$196,000
Green River College	\$126,909
Highline College	\$659,000
Hopelink (CBO)	\$16,000
Renton Technical College	\$32,000
Shoreline College	\$96,000
Skagit Valley College	\$74,441
Spokane Community College	\$580,000
Tacoma Community College	\$102,000
Total	\$2,728,000

## Highlights

Approximately 3,500 refugees and immigrants received critical educational and navigational services as a result of this funding. Highlights include:

- Bellingham Technical College doubled its ELA offerings, with full classes.
- Everett Community College now offers Job Readiness courses for ELA students. A typical story coming out of their classes is as follows:
  - “Yuliia arrived in the United States in August 2022. Yuliia was an English teacher in Ukraine and arrived with intermediate English skills. She quickly signed up for classes shortly after her arrival and was placed into Level 4 (low intermediate.) Yuliia is now in Level 5 (high intermediate) and using her English skills to job search for Paraeducator and Case Manager positions.”
  - Highline College doubled its enrollment capacity, and the need remains great. At one point, even with funding, they were taking in 175 students per week but still turning away upwards of 100 students per week. English language instructors are in high demand there and statewide.
  - At Hopelink, 10 out of 12 students completed their first cohort of “English for Work” classes, and nearly half transitioned to a local community college to continue their studies.
  - Tacoma Community College is primarily serving Ukrainians with prior education who need to increase their English skills to seek employment and stability in the region.



# 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 supported 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](#).

SBCTC initially received 25 proposals from 21 colleges, totaling more than \$4 million in proposed requests. A selected committee approved \$2 million in projects based on the following criteria: high demand, enrollment expansion, equity, timeline, and budget. Table 4 shows award amounts by college for fiscal year 2022 and fiscal year 2023. At the time of this report, colleges had identified 251 new high demand enrollments resulting from the legislative investment.

Table 4: Award amounts by college for FY22 and FY23

College	Program	FY22 Allocation	FY23 Allocation	Total Allocation
Clark	Medical Assisting	\$ 42,907	\$ 128,130	\$ 171,037
Columbia Basin	Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN)	\$ 102,648	-	\$ 102,648
Green River	Licensed Practical Nurse (LPN)	\$ 34,108	\$ 136,987	\$ 171,095
Highline	Substance Use Disorder Professional	\$ 48,837	\$ 106,199	\$ 155,036
North Seattle	Pharmacy Technician	\$ 30,673	\$ 83,217	\$ 113,890
Renton	Computer Science	\$ 58,300	\$ 191,700	\$ 250,000
Shoreline	Nursing Assistant-Certified	\$ 30,782	\$ 89,762	\$ 120,544
South Puget Sound	Cybersecurity and Network Administration Associate in Applied Science (AAS)	\$ 28,829	\$ 40,292	\$ 69,121
South Seattle	Sustainable Building Science Technology Bachelor of Science (BAS)	\$ 50,721	\$ 110,408	\$ 161,129
Tacoma	Respiratory Therapy Technician	\$ 10,000	\$ 240,000	\$ 250,000
Walla Walla	Welding Technology	\$ 66,000	\$ 164,500	\$ 230,500
Wenatchee	Bachelor of Science in Nursing (BSN)	\$ 101,000	\$ 104,000	\$ 205,000
	Total	\$ 604,805	\$ 1,395,195	\$ 2,000,000

## High-demand program reporting for fiscal year 2023

Twelve colleges shared \$1.395 million in funds for fiscal year 2023, the second year of the 2021-23 biennium. Colleges used the funds to support enrollment growth and program capacity, including investing in curriculum redesign, staff and faculty training and development, partnerships expansion, hiring, community outreach, and equipment/technology enhancements. Funds were also used for student recruitment and retention, and for diversity, equity, and inclusion (DEI) initiatives.

It is important to note colleges encountered a number of procurement and hiring challenges due to supply chain issues and the competitive labor market, requiring them to be adaptive and resourceful in meeting project goals.

In fiscal year 2022, colleges focused on building infrastructure for enrollment capacity for new enrollments. In fiscal year 2023, colleges focused on program stabilization, enrollment, and student learning.

### Program infrastructure and stabilization

- Expanded employer relationships.
- Engaged WorkSource and community-based organizations.
- Connected with national associations and resources to strengthen programs.
- Purchased equipment to support expansion and state-of-the-art training facilities.
- Hired and retained adjunct faculty to expand curriculum and enrollment.
- Strengthened DEI (diversity, equity, and inclusion) outcomes through faculty hiring and professional development.
- Reviewed credit for prior learning practices to support upskilling of the workforce.
- Reviewed programs, redesigned curriculum, and expanded instructional modalities.

### Recruitment and enrollment initiatives

- Launched student-focused clubs and organizations aligned with national associations.
- Expanded instructional offerings, such as evening cohorts, new modalities, new course sections, pilot programs, and weekend options.
- Engaged current students and alumni networks.
- Focused attention on underrepresented populations in non-traditional career pathways and bootcamp programs focused on immersive career experiences.
- Launched marketing campaigns to broaden community awareness of programs.
- Reached out to rural communities, high schools with similar training programs, and incumbent workers in related fields.

## Student learning and success

- Strengthened industry engagement, alignment, and work-based learning opportunities.
- Increased student diversity and enrollment of underserved populations while addressing achievement/outcome gaps for students of color and underrepresented genders.
- Focused efforts on student navigation, career advising, tutoring, financial aid, student engagement, and access supports.
- Expanded I-BEST opportunities for students transitioning from Basic Skills.
- Integrated diversity, equity, and inclusion into curricula.

# Student Emergency Assistance Grant Program

2021-2023 biennial budget (WEIA funds) – \$8 million (\$4 million FY22 and \$4 million in FY23)

## 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 \$4 million in WEIA funds for the Student Emergency Assistance Grant for fiscal year 2023 and \$4 million for fiscal year 2024. Colleges also received Student Emergency Assistance Grant funding from non-WEIA funds.

Table 5: Student Emergency Assistance Grants—WEIA and other funds, FY23

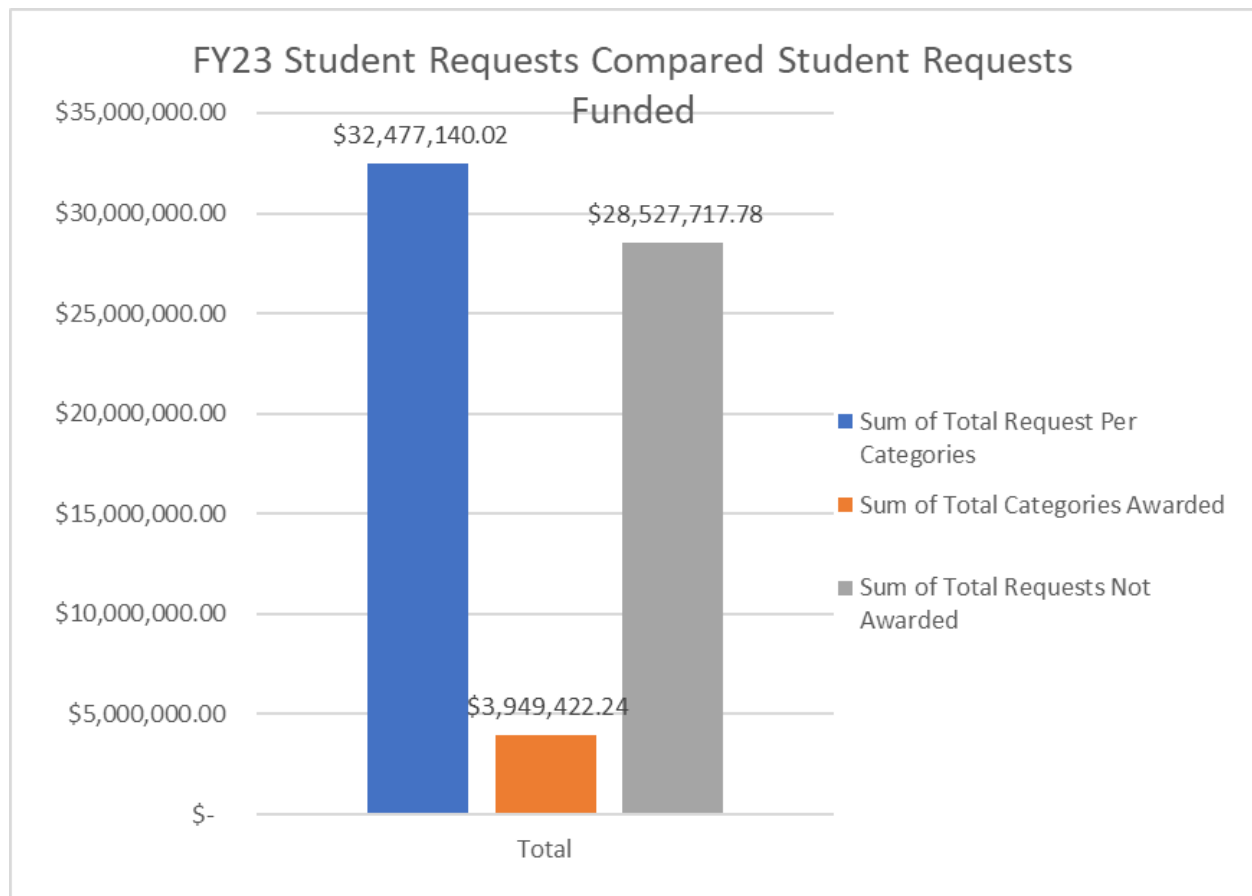
College	Funding
Bates Technical College	\$275,000
Bellevue College	\$177,452
Bellingham Technical College	\$66,500
Centralia College	\$180,000
Clark College	\$300,000
Clover Park Technical College	\$220,000
Columbia Basin College	\$230,000
Edmonds College	\$300,650
Everett Community College	\$200,000
Grays Harbor College	\$150,000
Green River College	\$207,379
Highline College	\$151,333
Lake Washington Institute of Technology	\$177,000
Lower Columbia College	\$135,000
Olympic College	\$141,100
Peninsula College	\$115,000
Pierce College District	\$300,000
Renton Technical College	\$220,000
Seattle Central College	\$200,000
North Seattle College	\$200,000
South Seattle College	\$115,000
Skagit Valley College	\$120,036
South Puget Sound Community College	\$300,000
Spokane Community College	\$200,000

Tacoma Community College	\$115,000
Walla Walla Community College	\$100,000
Total	\$4,707,450

## Number of students served

Colleges received 16,685 student requests for emergency assistance in fiscal year 2023 totaling \$32.48 million. Colleges fully or partially funded 4,654 – or about 28% – of those requests at a total of \$3.9 million.

Figure 2: Sum of FY23 student requests compared to requests funded



## Most requested needs

As was the case in fiscal year 2022, the three most requested emergency needs in fiscal year 2023 were housing, transportation, and food.

## Housing

The housing category represents student housing or shelter expenses and if the student is at risk of losing housing or shelter due to foreclosure, eviction, or loss of resources to remain housed. Housing represented the highest number of student requests and dollar amounts requested. In fiscal year 2023, there were 10,651 student emergency assistance requests for housing totaling \$13,492,627. Colleges were able to fund 2,080 student requests totaling \$1,611,935 — about 12% of the total amount requested.

## Transportation

The transportation category represents any travel expenses related to education and most often includes public transportation, gas, and auto repair costs. Transportation was the second most requested emergency need in fiscal year 2023. There were 7,921 requests for transportation assistance totaling \$4,398,787. Colleges were able to fund 2,070 student requests totaling \$710,291 — about 16% of the total amount requested.

## Food

The food category refers to any food or nutritional related expenses. Food was the third most requested category. In fiscal year 2023, there were 7,315 requests for food assistance totaling \$2,900,745. Colleges were able to fund 1,475 student food requests totaling \$319,716 — about 11% of the total amount requested.

To address funding shortfalls, most colleges turned to emergency funding sources in addition to Student Emergency Assistance Grants to fulfill student needs. Fortunately, emergency funds temporarily increased during the pandemic with the influx of federal funding from the Coronavirus Aid, Relief, and Economic Security (CARES), Coronavirus Response and Relief Supplemental Appropriations (CRRSA), and American Rescue Plan acts. Unfortunately, colleges are experiencing added strain on Student Emergency Assistance Grant funding during the 2023-24 school year with federal relief funding exhausted and as the costs of food and other necessities remain high.

# Diversity, Equity and Inclusion (SB 5194)

2021-2023 biennial budget (WEIA funds) – \$15.848 million (\$7.349 million for FY22 and \$8.499 million for FY23)

## 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.”

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 31).
- 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 in fiscal year 2023.)

## 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 in fiscal year 2023

Table 6 shows how SBCTC distributed SB 5194 funds to colleges in fiscal years 2022 and 2023.

Table 6: Distribution of SB 5194 funds to colleges

Investment	FY 22	FY 23
Strategic planning/outreach requirements	\$195,000 per college	\$70,000 per college
Mental health pilot programs	\$512,000 across four colleges (see below)	\$512,000 across four colleges (see below)
200 faculty conversions		\$5,400,000 across all colleges based on a funding formula

SBCTC also received \$207,000 in funding 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 fiscal year 2023 funding allocated to them under SB 5194. Colleges used funds to hire Diversity, Equity, and Inclusion officers, provide professional development for faculty and staff, expand programs serving historically marginalized students, establish and grow peer mentoring programs, and improve data-collection capabilities to identify and address equity gaps.

Colleges used funds in varied and innovative ways. For example, Bellingham Technical College installed accessible tables in 24 classrooms. Bellevue College focused on collecting data to build out and launch a social justice center and to launch education and skill-building programs focused on diversity, equity, and inclusion. South Puget Sound Community College expanded its IGNITE program, which serves historically marginalized students, and its Black Scholars programs. South Seattle College bolstered mentoring programs and launched a South Women of Color program to empower Black, LatinX, Native American, Indigenous, Southeast Asian, and Pacific Islander female students.

## College highlights

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

### **Center for Equity, Inclusion, and Diversity and mentorship programs – South Seattle College**

South Seattle College's Center for Equity, Inclusion, and Diversity is a student cultural center that provides students of color with space, resources, services (like printing, textbook loans) and programming to create a sense of community. The center also supports LGBTQ+ inclusion and efforts to create a safe space for queer community members to be their authentic selves. The center offers a Hot Chocolate/Coffee Bar, Snack Shack, affinity group gathering spaces, Indigenous connections programs (supporting Indigenous students and connection to local tribes), culturally relevant workshops, and numerous student events.

### **“Project Baldwin” mentoring initiative – Seattle Colleges**

Named in honor of beloved elder James Baldwin, the celebrated American author and activist, Project Baldwin is a mentorship initiative at Seattle Colleges to boost completion and transfer outcomes for Black, Latinx, Native American, and Asian Pacific Islander males. These students typically complete programs at rates significantly lower than their White and Asian peers. Evidence shows that the extra support of mentoring can make a life-changing difference for all students, but especially students of color and particularly men of color.

### **Mentoring and student success center – Green River College**

Green River College offers several peer mentoring models across various areas of the campus and recently convened its first peer mentoring summer institute. The event focused on celebrating and elevating the work of the peer mentoring work at Green River College and building a quarterly community of practice for the creation of a campus-wide peer mentoring program.

## Foundations of Equity and Inclusion course – Cascadia College

Cascadia College offers a *Foundations of Equity and Inclusion* professional development and training program for faculty and staff. The course includes foundational information about equity and inclusion and covers topics such as race, gender and sexuality, ability, microaggressions, structural and institutional oppression, and social justice and allyship.

## Mental health pilot projects

Senate Bill 5194 created a pilot program aimed at strengthening mental health counseling and services for students. The Legislation required that half of the participating pilot colleges be located outside the Puget Sound area, defined as Snohomish, King, Pierce and Thurston counties. It also required all pilot colleges implement at least one strategy recommended by the Task Force on Community and Technical College Counselors, which was created under HB 1355 in 2019:

- Improve equity, diversity, and inclusion of all races in counseling services, such as by diversifying the counselor workforce by adopting equity-centered recruiting, training, and retention practices or by providing equity training and awareness for all counselors.
- Meet mental health needs of students through an all-campus effort.
- Engage students to help increase mental health and counseling awareness and promote help-seeking behavior through student groups and other methods.
- Increase the visibility of counseling services on campus.
- Increase or expand external partnerships with community service providers.
- Adopt the use of telebehavioral health, especially in under-resourced communities.
- Develop an assessment of counseling services to inform improvements and ensure counseling services are meeting student needs.
- Implement counseling approaches grounded in theory that have evidence of being effective.

The 2021-23 operating budget included \$1 million in WEIA funds for the pilot projects – \$500,000 each for fiscal years 2022 and 2023. SBCTC selected four colleges through a competitive application process:

- Grays Harbor College (Aberdeen)
- Lake Washington Institute of Technology (Kirkland)
- North Seattle College
- Wenatchee Valley College

Table 7 Mental health pilot colleges

College	FY 22	FY 23
Grays Harbor College	\$125,000	\$125,000
Lake Washington Institute of Technology	\$124,968	\$124,968
North Seattle College	\$124,562	\$124,562
Wenatchee Valley College	\$125,000	\$125,000

The four pilot colleges found that the investment of \$125,000 annually per pilot provided a good starting point to increase capacity in providing mental health counseling and services for students. All four pilots reported a boost in their ability to promote and provide counseling services and to provide consultative support to faculty and staff related to student mental health. However, pilots reported their student-to-counselor ratios were still not adequate to fully meet all the mental health needs of their students.

The pilot colleges also reported that as students became more aware of mental health counseling and services, the demand for services increased. This correlation shed light on the significant, underlying need for mental health counseling and services. According to the pilot colleges, offering additional services led to increased student satisfaction, enhanced sense of student well-being, and appears to have also contributed to student retention and success.

During the 2023 legislative session, a bill was introduced to expand the number of pilot colleges from four to eight, and to create a new telehealth option for the remaining non-pilot colleges. Although the legislation (SB 5513) did not make it through the legislative process, SBCTC continues to collect data and best practices to build a case for additional mental health resources for students.

## Converting part-time faculty to tenure-track positions

Of the \$15.8 million in the 2021-23 operating budget for SB 5194, \$5 million was appropriated in fiscal year 2023 to increase the number of tenure-track positions at community and technical colleges. According to SB 5194, “This goal is best accomplished through converting part-time faculty positions to full-time tenure-track positions and by hiring new full-time faculty through processes identified in each college's diversity, equity, and inclusion of all races strategic plan described in section 3 of this act.”

Colleges started hiring processes in the winter and spring quarters of 2022, with the goal of having positions filled in the fall of 2022. In the fall of 2023, SBCTC staff surveyed colleges for the result of their recruiting efforts. At that point, colleges had been able to fill 173 of the 200 new positions that were allocated to the system. Of these new positions, 100 were adjunct faculty who took up newly formed positions as full-time faculty, i.e., were “converted.”

Of the remaining 27 positions that were not filled, the vast majority were due to failed searches. Failed searches occur when the hiring committees do not recommend any of the applicants move forward because of the results of their interviews and other due diligence.

In many cases, the difficulty developing appropriate applicant pools is related to lower wages in the

community and technical college system than for equivalent education and experience in the private sector.

As of December 15, 2023, community and technical colleges have had funding for these positions for less than 18 months. In addition, because of the timing of the start of the academic year in which these faculty positions were filled, the colleges have had these positions in the classroom for less than five full academic quarters. As such, meaningful data for student outcomes due to the new full-time faculty positions is not available yet.

# Career Connect Washington — Career Launch

2021-2023 biennial budget (WEIA funds) — \$6 million (\$3 million in FY22 and \$3 million in FY23)

## 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

During fiscal year 2023, 10 new programs gained Career Launch endorsement, and three of five programs were re-endorsed, bringing the statewide total to 81 currently endorsed Career Launch programs.\* An endorsed program can include multiple educational partners (K-12, community and technical colleges, and universities) and multiple industry partners.

## Newly endorsed programs in fiscal year 2023

- Wenatchee Valley College – Machining Technology
- Spokane Community College – Medical Office
- Skagit Valley College – Automotive Technology
- Skagit Valley College – Manufacturing Technology
- Quincy School District and Big Bend Community College – Data Center Technician
- Highline College and Highline School district – Bridge to Nursing
- Washington State University with Kennewick School District – Teaching Bridge Bachelor of Arts
- Wenatchee Valley College – Industrial Technology
- Clover Park Technical College – Manufacturing Engineering Technologies
- Highline College – Paralegal American Bar Association Accredited

## Re-endorsed Career Launch programs in fiscal year 2023

- Clark College – Mechatronics
- Spokane Community College – Automotive T-TEN
- Clover Park Technical College – Heating and Air Conditioning/Refrigeration Service Technician

For a complete list of Career Launch programs, please see Appendix A.

*\*The previous annual report noted a total of 95 Career Launch endorsed programs, which was a counting error. The total for fiscal year 2022 was 73 Career Launch endorsed programs.*

# Guided Pathways

2021-2023 biennial budget (WEIA funds) – \$75.8 million (\$35.4 million in FY22 and \$40.4 million in FY23)

## 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.

**2023:** Colleges received \$40.4 million to continue the planning, implementation, and scaling of Guided Pathways practices.



## 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. SBCTC has been working closely with the Washington State Institute for Public Policy to produce an initial evaluation due to the Legislature in March 2023, which will provide an overview of the early outcomes for implementation and scale to date.

## How colleges are using Workforce Education Investment Act investments

### Advising and student support

In the past year, 50% or more of the investments were used to continue redesigning student services. Colleges continue to implement and expand caseload advising, 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.

South Seattle College boasted an impressive one-year gain of 5% in completion rates, due in large part to the implementation of completion coaches who worked directly with students and offered associated student-centered programming across campus.

### Technology and data analytics

Colleges have invested approximately 10% of 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. Further, colleges have invested in student success software that provides early alerts, educational planning, and predictive analytics to help keep students on track to completion.

Clark College has embedded live program maps on its website using software that links to employment outcome data that highlights career possibilities and job openings in the various pathways and programs.

### Faculty engagement

Approximately 25% of college funding supported faculty engagement in Guided Pathways across the system. 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 learning centered on topics including universal design for learning, trauma-informed practices, Open Educational Resources, inclusive pedagogy, antiracist assessment, and faculty advising.

In addition, colleges have invested in developing and, in some cases, re-establishing teaching and learning centers across campus to support faculty development. There are now two policy associates at SBCTC who provide guidance, support, and technical assistance with this work across the system.

Faculty advanced transformative approaches to placement practices to help students access, and succeed in, required English and math courses in their first year of enrollment. Most colleges now offer various alternatives to high stakes placement testing as part of the entry process, including high school transcripts and self-directed placement. Self-directed placement provides students with the opportunity to reflect on their educational experiences and choose which English and math classes are most appropriate for them.

## Equity

Washington has invested in Guided Pathways to advance equity in the community and technical college system. While colleges are working to ensure that equity is embedded across all areas of Guided Pathways work and beyond, they also understand the need for dedicated services for historically underserved students.

Colleges continue to offer equity-focused professional development and programs that enhance the cultural and educational experiences of students of color. Colleges are also building relationships with communities and families of color as part of the process of welcoming students to their pathways. For example, colleges are organizing family events for Black and Latinx communities, engaging with current students through a Black think tank that provides input on program design and decision making, and developing first-year courses that center the needs and experiences of Black males. Further, over the last year, each college has engaged in a government-to-government summit with the leaders of Washington's 29 federally recognized tribes to build relationships that support the enrollment and success of Indigenous students.

# Nursing Faculty Salaries

2021-2023 biennial budget – \$40.8M (\$20.4 million FY22 and \$20.4 million FY23)

## 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 increased through the Workforce Education Investment Act (WEIA) have helped lessen these challenges and create additional capacity to enroll and graduate the next generation of nurses.

## How colleges are using WEIA 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 wages for nursing faculty as the result of the WEIA. Nursing faculty received an average salary increase of 24%, with increases ranging from 12% to 40%.
- 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.

The 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 reported that they saw improved retention of nursing faculty and increased job satisfaction. Faculty feel more respected in their profession; having their value recognized through salary increases has been 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.

Due to the comprehensive investment by the Legislature into nursing education, it is difficult to attribute increased capacity to one isolated source of funding. The system leverages WEIA dollars with investments in simulation equipment and FTE expansion funding that the community and technical college system received in the 2022 supplemental operating budget.

# High-Demand Program Faculty Salaries

2021-2023 biennial budget (WEIA funds) – \$40 million (\$20 million in FY22 and \$20 million in FY23)

## Background

Similar to the challenges outlined 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 helped community and technical colleges offer more competitive salaries to faculty members who teach high-demand programs and who could otherwise earn more in private industry, universities, or K-12 schools.

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.

Highlights include:

- Yakima Valley College was able to hire an IT instructor after two failed searches.
- Renton Technical College hired a full-time faculty member to expand its evening computer science program at a branch campus to serve more students.
- Lake Washington Institute of Technology hired a new full-time instructor for the dental hygiene program.
- Seattle Colleges entered a memorandum of understanding (MOU) with its faculty union regarding the use of high-demand program faculty salary investments. This resulted in wage increases for faculty who teach high demand subjects at North Seattle College, South Seattle College, and Seattle Central College. For example, North Seattle College was able to hire a highly qualified Bachelor of Science in Computer Science faculty member who likely would not have found the college's offer competitive without the "high demand" premium made possible through WEIA funds.
- Highline College, Pierce College, Bates Technical College, Spokane Community College, Olympic College, and Green River College all report that WEIA funding has enabled them to hire and retain more high-demand workforce program faculty.

# Appendix A: Career Launch Programs



## Education provider/industry partners: September 2023

### **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

### **Big Bend Community College and Quincy School District/Sabey Data Centers, Microsoft, and Quincy School District IT**

- Data Center Technician pathway
- Systems Administration, Associate in Applied Science-Transfer

### **Cascadia College/ WaTech, King County Department of IT, U.S. Department of Energy**

- Networking Infrastructure Technology, Associate in Applied Science-Transfer

### **Centralia College/Global Metal & Erector, Inc., Anderson Fabrication, Inc.**

- Welding Technology, Associate 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/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

**Clover Park Technical College/Skills, Inc.**

- Manufacturing Engineering Technologies, Associate in Applied Science-Transfer

**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

**ESD-U/Educational Services District 112**

- Teacher Certification, in Elementary Education, Special Education, English Language Learners, and Reading

**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

**Highline College and Highline School District/Providence**

- Certified Nursing Assistant/Home Health Aide
- Registered Nursing Associate of Applied Science

**Highline College/Liberty Mutual Insurance, Drake Law, PLLC., Flynn & Associates, PLLC, Bishop Legal, Campeche Andrews Horne Trial Lawyers, LLC**

- Paralegal ABA Accredited, Associate of Applied Science
- Paralegal ABA Accredited, Certificate

**Highline College/Children's Home Society, Southwest Early Learning Bilingual Preschool**

- Early Childhood Education, Associate of Applied Science

**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/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 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

**Skagit Valley College/Chinook Enterprises, Eddyline Kayaks, Goodwinds Composites, EDCO INC.**

- Manufacturing Technology, Associate of Applied Science-Transfer
- Manufacturing Technology, Associate of Applied Science

**Skagit Valley College/Kia of Everett, NAPA Auto Parts, Gateway Automotive,**

- Automotive Technology, Associate 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

**Washington State University Tri-Cities /Kennewick School District**

- Teaching Bridge, Bachelor of Arts in Education

**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

**Wenatchee Valley College/Diamond Foundry, Wenatchee School District, Crunch Pak**

- Industrial Technology Electronics, Certificate
- Industrial Technology Electronics, Associate of Technical Science

**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 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



[CC BY 4.0](https://creativecommons.org/licenses/by/4.0/), unless otherwise noted.

Washington State Board for Community and Technical Colleges