Region: OLYMPIC

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Regional Overview

Introduction - The Olympic Regional Network serves the North Olympic Region, with over 404,000 residents across four economically distressed rural counties (Clallam, Jefferson, Kitsap and North Mason), eighteen tracts designated as Opportunity Zones (Opportunity Zones (wa.gov)) and eight Sovereign Tribal Nations: Hoh, Quileute, Makah, Port Gamble S'Klallam, Suquamish, Jamestown S'Klallam, Lower Elwha Klallam and Skokomish. Every county in the region is bordered on one or more sides by Puget Sound shoreline or, as in the case of Clallam and Jefferson, the Pacific Ocean. The region is also home to numerous naval installations such as PSNS, marinas and boatyards from Bremerton to Bainbridge to Port Townsend and Port Angeles–all with varying maritime/skilled trades workforce demands. The isolated geography and rural nature of our region provides many challenges. Housing, transportation, childcare, racism and connectivity are barriers that affect our most underserved populations and affect the access to and success in completing educational goals as well as stable employment. However, this same rural/remote nature of our region is also one of its greatest strengths due to the strong relationships and partnerships that form in rural communities. These strong, essential community bonds enable us to connect nimbly across organizations to create safety nets for students and residents. Across this wide geography, the Network, in partnership with the Career Connected Learning Coordinator (CCLC), will prioritize provision of increased supports for BIPOC, Indigenous and low-income students.

The four priority industry sectors listed below are a result of consensus from our K12, higher education, and workforce development partners as well as evaluation of regional workforce employment and projection data. While there are other industries for which the Network and our partners are interested in building pathways, these four rank as the highest in-demand pathways across the entire region:

Construction, Computer Science, Healthcare, Maritime

The West Sound STEM Network (WSSN), in close partnership with the CCLC, will be critical to the establishment and development of further career launch program growth and participant enrollment. The Regional Network and the CCLC are committed to working shoulder to shoulder to strategically develop and expand career launch and enrollment in support of these career pathway goals. In particular, developing strategies for effective pathways over the next three years to increase the number of Program Builders, particularly those which are women- and BIPOC-led and serving organizations, who receive technical assistance from the Regional Network and/or are engaged in regional strategies.

Current career connected learning (CCL) opportunities and pathways that exist in the region include K12 CTE programming, CTC and 4-year institution pathways, registered apprenticeships, and industry-recognized certifications as well as Network sponsored and deployed programming:

Career Explore:
STEM Like ME!^{SM} Explorer, Washington State STEM Education Foundation
Storytime STEM
The Jefferson Career Explore, Jefferson County Public Hospital District

Career Prep:
Port Townsend Maritime Academy, Northwest Maritime Center
Real World Readiness, Northwest Maritime Center
Tool and Die Maker, AJAC
Machinist, AJAC
Evergreen Goodwill Youth Programs (Healthcare), Seattle Goodwill Industries
Renewable Energy Pathways, South Kitsap School District
Youth Engaged in Sustainable Systems (YESS), Pacific Education Institute
Culinary Arts Program, Olympic Educational Service District
The Jefferson Career Prep, Jefferson County Public Hospital District

Career Launch:
Controls Programmer (RA), Washington State Controls Apprenticeship Committee
Associate Controls Specialist (RA), Washington State Controls Apprenticeship Committee
Automotive Service Advisor (RA), Independent Technicians Automotive Committee (ITAC)
General Service Technician (RA), Independent Technicians Automotive Committee (ITAC)
Master Service Technician (RA), Independent Technicians Automotive Committee (ITAC)
Medical Assistant Apprenticeship (Non-RA), Peninsula College
Makah Maritime Preparatory Program, Olympic Educational Service District
Biotechnician Assistant Credentialing Exam, Washington State University - Spokane

Additionally, there are dozens of career pathways which have been available at our higher education institutions for many years. As related to our stated regional priority industry sectors, Peninsula College (PC) offers well over thirty degrees and certificates that provide pathways to all four priority areas, Olympic College (OC) offers over forty, and Western Washington University (WWU) Poulsbo offers five. The region is also home to other significant workforce training opportunities provided by the Northwest Maritime Center and the Northwest School of Wooden Boatbuilding. Our statewide registered skilled-trades apprenticeships offer many additional pathways, providing a registered training agent (employer) has openings for apprentices.

Per the CCW RFP for Regional Network Funding 2021-08, the Olympic Region holds 4.28% of the total number of students statewide (source: https://nces.ed.gov/ccd/elsi/tableGenerator.aspx).

Using that percentage, growth projections would be:

2025	826
2026	924
2027	1,053

Taking into consideration the current opportunities available, reasonable enrollments for the region are:
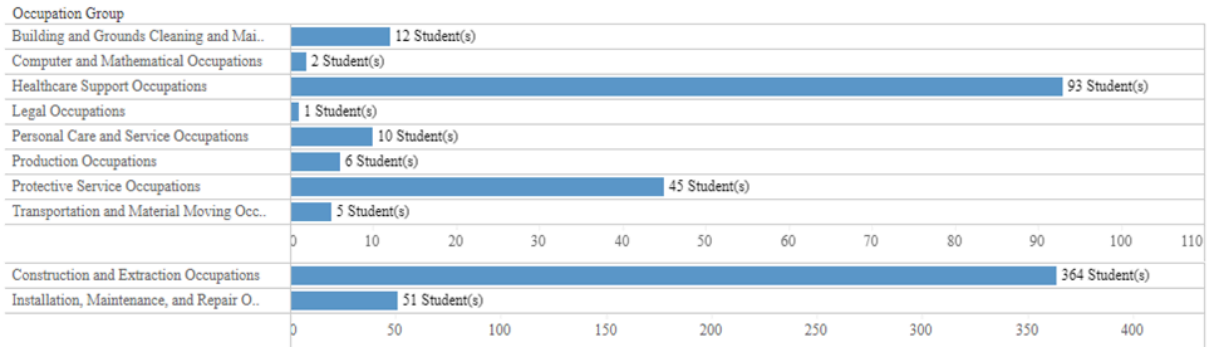
2025	10
2026	50
2027	100

What is the occupational distribution of <30 enrollment in either type of Career Launch program overall and by ESD region?

- Apprenticeship enrollment of young adults <30 y/o from July 2019-June 2023. Subject to change up to 3 years after report date.
- Career Launch program enrollment of young adults <30 y/o for the July 2022-March 2023.

Region   Olympic Educational Service District 114

■ CL RA, 2022-23

Occupation Group

Occupation Group	Students
Building and Grounds Cleaning and Mai..	12 Student(s)
Computer and Mathematical Occupations	2 Student(s)
Healthcare Support Occupations	93 Student(s)
Legal Occupations	1 Student(s)
Personal Care and Service Occupations	10 Student(s)
Production Occupations	6 Student(s)
Protective Service Occupations	45 Student(s)
Transportation and Material Moving Occ..	5 Student(s)
Construction and Extraction Occupations	364 Student(s)
Installation, Maintenance, and Repair O..	51 Student(s)

Regional Expansion Priorities

West Sound STEM Network's priorities, goals and activities are informed by our regional employment demand data, consensus of our partners, which include our district superintendents, CTE Directors, industry and community leaders, workforce specialists, and our Executive Board. Each of the four priority sectors, Construction, Computer Science, Healthcare, and Maritime, have been identified by most Network partner school districts as focus areas for their students and/or expanded or new CTE programming. Accordingly, our regional workforce and economic development councils, CTC and 4-year institution partners, based on workforce projection data, expressed employer need, employer advisory committees, and collaboration with regional partners, have also identified the same four industry sectors as high demand across the region.

Employment projection data from the WA ESD Projection Dashboard show each of our priority industries at a continual demand growth rate from 2022 to 2032, or a significant jump in demand through 2027 and holding steady at the increased employment demand. Below are the growth rates for Construction, Computer Science, and Healthcare. It is important to note that the six highest demand jobs in the Maritime sector, Marine Electrician, Propulsion Technician, Aluminum Welder/Fabricator, Sailors & Marine Oilers, Ship Engineer, and Captains/Mates/Pilots, as identified by the Sector Lead, are not job titles recognized or tracked by government data repositories. However, we know that a large percentage of the skill sets and technical competencies crossover to Construction and there is also a significant overlap with Computer Science.

Industry Cluster	Jobs Available 2023 (Q2)	Projected Jobs Available 2027	Projected Jobs Available 2032	Total Number of Jobs Added 2022-32	Demand/Growth Percentage 2022-2027
Construction - Combined	7,300	7,800	8,400	1,100	1.49%
Health Services – Combined	16,200	19,200	18,300	2,200	1.25%
Information - Combined	1,000	1,200	1,200	200	3.71%*
- Other Information	600	700	700	100	3.13%**
- Software Publishers	200	300	300	100	8.45%

*Growth rate from 2023Q2-2025Q2 projected at 4.88%, then steady at 3.71% to 2032
**Growth rate from 2023Q2-2025Q2 projected at 8.01%, then steady at 3.13% to 2032

In response to this regional demand and in collaboration with our partners, programming priorities for the region include:
- Direct industry connections such as guest speakers, info sessions/career panels, worksite tours, job shadows, internships, and career pathway events that feature hands-on demonstrations and activities and direct contact with working professionals
- Development of apprenticeship-ready frameworks and/or registered pre-apprenticeship
- Fully developed career pathway eco-systems that impact students starting with early learners–i.e. career exploration to career preparation to career launch programming in high demand industries

Each of these CCL options/opportunities are frequently requested by our K12 partners. Our partners directly involved in the creation of workforce pipelines to industry–employers, K12, higher education, and workforce development organizations–agree that the increased progression of career exploration, to career preparation and then to career launch, are equally important in the creation of an articulated system where students are well-informed, able to enter into clearly defined pathways, and can see themselves in any number of high-demand career pathways. Additional focus will be applied to cross-sector programming through acknowledgement that: the Construction and Maritime sectors share high demand skill sets and technical competencies, Computer Science is in high demand in the remaining three, and the Healthcare sector has need for skill sets and technical competencies found in each of the other three. The Network will assess, leverage, and support existing programming at Olympic College, Peninsula College, WWU Poulsbo, and CTE programs and classes to strengthen alignments which would result in career launch with industry recognized certifications and credentials, apprenticeship enrollment, degrees, and

certificates. These existing pathways hold the most promise for career launch possibilities in the next three years.

First steps for the Network to take in assessing and leveraging existing programming is to map out the information into a matrix which can be used in discussions with both higher ed and CTE partners to identify the programming that both agree are already closely aligned and, with minimal adjustment or development, could become career launch opportunities. We expect the dual-credit process (whether that means new articulations or adjustments to existing articulations) to be a big component of this. However, further/next steps would need to be co-created with the partners, e.g. to be determined as soon as possible (with an aim for the Network and CCLC to shoulder as much of the heavy-lifting as we have capacity for). We also expect to be able to accomplish some of the work through the new Council or sub-groups of the Council as appropriate.

Working alongside our CCLC and ESD 114, WSSN plans to explore and/or support the following opportunities to increase Career Launch:

Construction: 1
- Investigate feasibility of creation of pre-apprenticeship and/or "apprenticeship-ready" frameworks for high school students with multiple direct pathways to entry.

Computer Science: 2
- Cybersecurity Support Technician – a two-part strategy, in partnership with our IT & Cybersecurity Sector Lead, to align existing CTE programming with WWU/Cyber Range, Olympic College, Peninsula College degrees, certificates, and industry recognized certifications; and partner with the Renton School District to scale or replicate their Career Launch program.

Healthcare: 3
- Medical Assistant apprenticeship and/or Career Launch – Career Launch expansion by reaching out to the Washington Association for Community Health registered apprenticeships for Dental Assistant and Medical Assistant to research and ascertain their interest in recruiting new training agents in the WSSN region.
- Investigate Virginia Mason Franciscan Health, Northwest Family Medicine Residency (NWFMR) clinic career launch program with accelerated pathway to Olympic College Medical Assistant program for MA-C credential or MA-R endorsement by NWFMR.

Maritime: 2
- Makah Tribal Fisheries: WSSN will continue conversations with Joe Hinton, Hatchery Division Manager to pursue career explore, career prep and career launch programming. With an increase in awareness for students, a clearly defined pathway, and worksite learning built into the process, there is great potential for career launch in this partnership.
- Northwest Maritime Center (NWMC): We will continue to support and partner with the NWMC by providing technical assistance as requested by NWMC. We will also seek opportunities to expand enrollments in their career launch programming.

The Network is implementing a Career Connect Washington Council (CCWC) to focus on development of CCW Career Explore, Career Prep and Career Launch programming and provide opportunities to communicate across systems, network, share best practices, and develop Career Explore, Prep, and Launch programs. The CCLC is committed to being an active and engaged member of this council. The CCWC has been socialized to relevant stakeholders and response is highly positive—this is needed. Workforce leaders, career counselors, CTE Directors, postsecondary leaders, and others will be part of the CCWC. Also essential to the process is the continuation of current contracting with Community Equity Initiative (CEI), Potential Unleashed, and Diversity Window to guide our regional planning and provide expertise and insight into increasing service to underrepresented populations and students furthest from opportunity. CEI is embedded in a rural community. Last, applicable to all sectors above is the pursuit of dual-credit opportunities with both Olympic College and Peninsula College for existing as well as new programming.

Approach to Expanding Regional Career Connected Learning

Construction: Nearly every school within our region has one or more building trades-related CTE classes. The CCW Sector Lead for Construction has cited the expansion, or modeling, of the Sawhorse Revolution project as a possible way to create career launch experiences for students. The Network will connect with the Sector Leader to seek an introduction to Sawhorse Revolution and their assessment of the viability of a pilot program in the Olympic Region.

The Network will investigate feasibility of creating a pre-apprenticeship for high school students with a direct pathway to entry or increased enrollment of apprentices in the region. South Kitsap High School (SKHS) currently offers an apprenticeship pathway-focused class. The instructor would like to seek agreements with local employers for interviewing priorities similar to direct entry agreements with registered apprenticeships. The Network will facilitate a connection between South Kitsap and Network members in design and construction trades to determine if the first phase goal of preferred interview status is feasible.

Bainbridge Island School District CTE staff are interested in developing a similar class, with the intention of progressing toward a registered pre-apprenticeship. Those who attended the Apprenticeship 101 Roadshow, hosted by WSSN and Washington Labor & Industries, requested assistance to deepen their understanding of apprenticeship, specifically focusing on local opportunities in multiple trade pathways. WSSN is in the process of developing an Apprenticeship 102 STEM Café for CTE teachers, career counselors and CTE administrators, for delivery in 2024-25 to provide educators with structured step-by-step resources to connect students with local apprenticeship representatives and training agents. The Network, in partnership with the CCLC, will assist with the steps needed to develop or duplicate class frameworks and a long-term plan for development phases of a registered pre-apprenticeship.

Computer Science: According to WWU Poulsbo's Cyber Range, data shows that the need for cyber specialists of all kinds is so great that the employment rate is 100%. Each of our higher ed partners offer similar one-year Cybersecurity Support Technician certificates which have strong career launch potential. Multiple districts (Sequim, Bainbridge Island, Central Kitsap) have computer science programs that feature cybersecurity-specific class offerings . The Network plans to connect with those districts to determine capacity and interest in more closely aligned, formally articulated pathways featuring dual credit for a direct pathway into WWU/Cyber Range Adult Education, Olympic College, and Peninsula College programs.

Sector Leads for IT & Cybersecurity have reported that employers have been very specific that students coming out of educational programs with no work experience are their least desirable candidates for employment. Should any of the districts decide to pursue dual credit articulations, the Network would connect with the Sector lead to identify potential employers for the OJT experiences required. In addition, the Network will pursue the scaling of a regional pilot, also focused on Cybersecurity Support, that would potentially be modeled/modified from the Renton School District Career Launch proposal. WSSN will reach out for possible collaboration and sharing of best practices with Renton School District.

Healthcare: The Network plans to expand on the existing registered Medical Assistant apprenticeship. We plan to partner with the CCW Sector Lead for Healthcare to help connect us with both Washington Association for Community Health's registered apprenticeships for Dental Assistant and Medical Assistant to research and ascertain their interest in recruiting new training agents in the WSSN region.

The Network will continue conversations with partner Virginia Mason Franciscan Health (VMFH), Northwest Family Medicine Residency (NWFMR) clinic to pursue a career launch program with accelerated pathway to the Olympic College Medical Assistant program for MA-C credential or MA-R

endorsement by NWFMR. This program would offer opportunities for both high school students and adults. NWFMR collaborated with WSSN to apply as a CCW Intermediary/Program Builder and expressed interest in continuing pursuit of the program if an opportunity arises. WSSN will follow up with NWFMR to develop a "phased" plan to offer on-the-job experience in the near-term and plan for an established endorsed pathway in the long-term. All districts in the greater Kitsap region are interested in as many hands-on experiences as they can arrange for their students. We plan to assist NWFMR in navigating the legal requirements for youth (16 and older) to be able to participate, and to connect NWFMR with OC's Dual-Credit coordinator to develop dual-credit opportunities.

WSSN facilitated a job shadow event hosted by VMFH at St. Michael Medical Center in May and June of 2024 for over 40 students. Extensive paperwork, including a contract each district was required to sign, was the main barrier to student access at VMFH healthcare facilities. Through a collaborative, research and de-briefing process with participating school districts and the outreach coordinator at VMFH, it was decided the next phase should include exploration of the existing work-based learning contracts and paperwork OSPI offers. This process offers state legally-vetted, pre-approved contracts districts could sign without reservation, allowing districts to classify the experiences as field trips (greatly simplifying arrangements for schools) and the WBL program has approved dual-credit opportunities already in place. WSSN has already connected VMFH with OSPI's WBL staff and will continue to support the process, significantly increasing student access in the next three years.

Maritime: WSSN is in conversation with Joe Hinton, Makah Tribal Fisheries' Hatchery Division Manager, to pursue career explore, prep and launch programming. The Sector Lead for Maritime has identified an overarching strategy to increase awareness and access to maritime careers by "developing contextualized career explore programs with leadership from BIPOC and rural communities." The Network plans to lean-in to existing relationships with our Tribal Advisory Council to duplicate the model of co-creating/revising programs with teachers from the Cape Flattery School District to ensure culturally appropriate engaging programming for early elementary learners in maritime careers. Sector Lead input and support in this endeavor will be essential to the success of the programming.
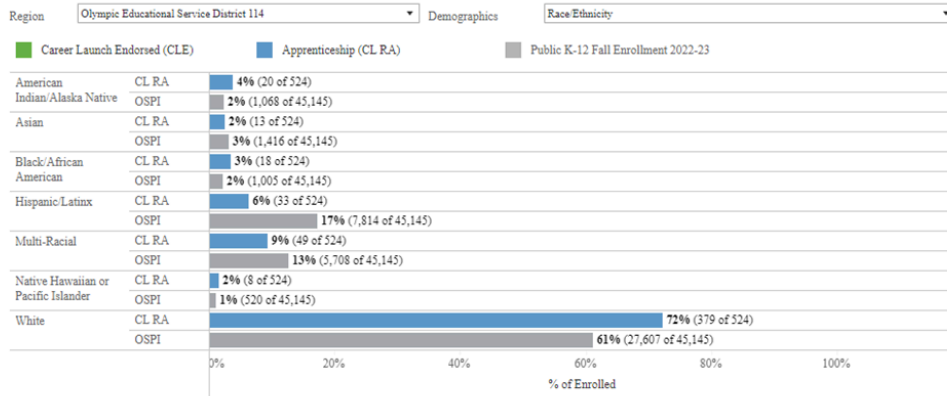
The Network will also continue conversations with the Sector Lead to explore the feasibility of creating a pilot program modeled on the Washington Maritime Blue (WMB), Youth Maritime Collaborative (YMC), on the Olympic Peninsula (which could be scaled to the rest of our region). YMC's mission is "Guiding youth toward adventurous careers in the maritime industry through paid internships, experiential learning events, and thoughtful career exploration with a specific focus on equity and inclusivity". Through conversation with our Sector Lead, the Network understands that WMB's capacity for extensive involvement may be limited and has agreed to initiate introductions to determine how WMB might be able to help guide the replication of their program. The Northwest Maritime Center continues to be an integral part of the Network and we will continue to support and partner with the Center by providing technical assistance as requested.

The Network has multiple established practices to ensure, with continually increasing impact, expanded opportunities are inclusive and reduce equity gaps. We know that our student populations are not equitably represented across CL programs. ESD data (below) shows the equity gap is still significant for our BIPOC students (and other underrepresented populations). We will utilize braided funding to support service to our most rural and remote communities by meeting our partners where they are. Examples include partnering with CBOs to better understand barriers to family friendly workplaces in rural communities, increasing geographic equity by embedding staff in multiple regions and co-creating programming and opportunities with Native and BIPOC leaders such as the WSSN Storytime STEM training Cape Flattery School District teachers revised to be more culturally appropriate to Native students. The CCW Council, along with partners Community Equity Initiative, Potential Unleashed, and Diversity Window, will play an essential role in ensuring BIPOC, Tribal, low income, rural, justice-involved, and unhoused population's voices are included in the co-creation of programming.

Are students equitably represented across Career Launch programs?

How to read this data: The gray bars show demographics of the public K-12 student population. Career Launch Registered Apprenticeship (CL RA) and Career Launch Endorsed (CLE) enrolled student demographics are blue and green, respectively.

- Apprenticeship enrollment of young adults <30 y/o from July 2022-June 2023. Enrollment and completion status may change up to 3 years after apprentice status change.
- Apprenticeship numbers reflect total growth, influenced by a variety of factors, including a significant economic expansion statewide.
- Career Launch program enrollment of young adults <30 y/o for the July 2022-March 2023
- K-12 based Career Launch program enrollment is currently only available for race/ethnicity.
- OSPI 2022-23 fall enrollment in all grades of public K-12 schools.
- OSPI rurality is determined by school district locale designation. Rural is defined by the following locales: rural, town remote, and town distant.
- Foster care students were suppressed due to a small sample size within Career Launch enrollment.

| Region | Olympic Educational Service District 114 | ▼ | Demographics | Race/Ethnicity | ▼ |

| ■ Career Launch Endorsed (CLE) | ■ Apprenticeship (CL RA) | ■ Public K-12 Fall Enrollment 2022-23 |

American Indian/Alaska Native	CL RA	4% (20 of 524)
	OSPI	2% (1,068 of 45,145)
Asian	CL RA	2% (13 of 524)
	OSPI	3% (1,416 of 45,145)
Black/African American	CL RA	3% (18 of 524)
	OSPI	2% (1,005 of 45,145)
Hispanic/Latinx	CL RA	6% (33 of 524)
	OSPI	17% (7,814 of 45,145)
Multi-Racial	CL RA	9% (49 of 524)
	OSPI	13% (5,708 of 45,145)
Native Hawaiian or Pacific Islander	CL RA	2% (8 of 524)
	OSPI	1% (520 of 45,145)
White	CL RA	72% (379 of 524)
	OSPI	61% (27,607 of 45,145)

% of Enrolled

Key Milestones

Milestones Year 1:
- Identification of new partnerships in the focus sectors listed above, seeking to develop Career Launch proposals.
- Determine support needed for deployment of first steps in NWFMR's plan for CCL for Medical Assistant.
- Establish connections with WA Association for Community Health and SEIU Training Fund to establish interest in pursuit of new training agents/industry partners.
- Finalized formation of the Career Connect Council in partnership with the CCLC.
- Increased maritime outreach and awareness in the region, in partnership with the Sector Lead, through the development and deployment of a STEM Cafe or early learning activity to share with teachers.
- Establish relationship with Youth Maritime Collaborative to determine feasibility of expansion.
- Develop and deploy an Apprenticeship 102 STEM Cafe for educators.
- Assist BISD CTE staff (and other interested districts) in obtaining/developing frameworks for an "apprenticeship-ready/focused" class.
- Identify districts who offer an apprenticeship-related class and wish to progress to a RA or non-RA pre-apprenticeship.
- Co-create a plan for Career Explore programming with Makah Tribal Fisheries and identify partners committed to co-creating culturally appropriate content. (i.e. tribal educators and leadership)
- Establish relationship with Sawhorse Revolution to determine feasibility of expansion.
- Identify local CBOs or agencies working to improve connectivity in rural communities and determine where support can be offered.
- Connect with Renton School District and Sector Lead to determine feasibility of expanding the Cybersecurity Support Technician career launch program.

Milestones Years 2-3:
- Completing planning stages of Career Launch proposals with industry partners/program builders.
- Increased membership and participation in the Career Connect Council.
- Assisting NWFMR in scheduling hands on CCL opportunities for Medical Assistant experience.
- Assisting healthcare employers in completion of registered training agent applications.
- Expanded deployment of hands on maritime-related CCL in the region (guest speakers, site tours, hands-on class materials and activities, lesson plans)
- Assist districts wishing to establish a pre-apprenticeship in planning and outreach to existing pre-apprenticeship leadership, labor representatives, Labor and Industries consultants.
- Identify districts interested in implementing the Cybersecurity Support Technician and assist with first steps to implementation.
- Nearing deployment of Cybersecurity Support Technician program in one district.
- Increased number of enrollments in existing or new Career Launch or postsecondary programs.
- Increased dual credits awarded to students or new CTE dual credit articulations created/approved in regional districts.
- Increased Information Sessions for students in all four priority industry sectors.
- Identified partners and assisting with establishment of procedures and protocols for Sawhorse Revolution (or similar) projects and student enrollment.