

MEETING AGENDA

WDC Youth & Young Adult Services Committee
April 25, 2017 10:00 a.m. – 11:30 a.m.

Eric Hahn, Chair

, 1st Vice-chair

Ron Thalheimer, 2nd Vice-chair

Steve Gear

April Gibson

Darci Gibson

Mike Johnson

Bruce Kendall

Dale King

Dave Lawson

Mark Martinez

Mary Matusiak

Wayne Nakamura

Sharon Ness

Tim Owens

Dona Ponepinto

Christina Roberts

Patty Rose

Dereck Spivey

James Walker

Blaine Wolfe

Committee Focus:

System of navigation and advising (including navigators and advisors)

- Career interest, pursuit – video format and use of technology
- Motivate and show realistic progression and what it takes to succeed
- Navigate family – not just students

Engage family along with young adults

- Help us help parents message the importance of post-secondary training and other options
- Use family centered multi-generational service delivery model (Kellogg studies)

Topic	Leader	Inform/ Discuss/ Act	Time
Welcome	April Gibson		5 min
Review Prior Meeting Notes	April Gibson	Inform	5 min
Sector Reports	Ellie Chambers-Grady, WFC	Inform/ Discuss	20 min
Committee Focus: Help us help parents message the importance of post-secondary training and other options. Leveraging PSESD's work with FAFSA.	April Gibson/Jessie Simanton	Inform/ Discuss	20 min
Work Plan for 2017	April Gibson	Discuss	15 min
Committee funding priorities to support Committee Focus	April Gibson	Discuss	15 min
Meeting Rhythm	April Gibson	Discuss	5 min
Build next meeting's agenda	April Gibson	Discuss	5 min

For Further Discussion

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Next Steps

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Next Meeting Dates

May 23, 2017 10:00 - 11:30 am
June 27, 2017 10:00 - 11:30 am

WorkForce Central Staff
Linda Nguyen, CEO
lnguyen@workforce-central.org

Deborah, Howell, COO
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WDC Youth & Young Adult Services Committee Meeting

NOTES

February 28, 2017

10:00 – 11:30 a.m.

WorkForce Central

3640 South Cedar, Suite E, Tacoma, WA

Attendees: Dale King, LaKesha Egardo-Jones, Kelly Goodsell, Kathy Hall, Nick Bayard, Felicia Dennis, Debra Shanafelt, Heather Weeks, Audra Laymon
WFC Staff: MaryEllen Laird
Presenters: Julia Brooks (ResCare), Kyla Lackie and Jessie Simanton (Puget Sound Educational Service District)

AGENDA	NOTES	ACTION ITEMS
Welcome/Introductions	Roundtable introductions were made.	
Review Prior Meeting Notes	Prior meeting notes were accepted as prepared.	
Summer Jobs 253 Update	- Nick shared that they are projecting they will be identifying 278 placements; right now they are at 105 placements. Recently hired a new program coordinator and she has already has gotten six employers to the table that have not been there before. - Would like to identify 50 placements a month until summer. - Any support, whether it is a connection with HR Director or CEO would be helpful. - Kelly stated that PSESD would think about whether there is anything they could do to help.	
Sector Report Presentation	Tabled until future meeting	
Presentations	<u>Career Link</u> - Julia shared a PowerPoint presentation of Career Link (business side). - Her department works on engaging employers and getting them into Career Link where they can post and coordinate professional connection activities. Students are then linked with employers for job shadowing, company tours, internships. - Career Link is a win for both the business and student. It allows students to see pathways and brings awareness to the business.	

	• LaKesha shared that there is a hope that this could extend into other school districts in Pierce County so that the employer component/mentor component can be layered in as an opportunity to get some direct insight from the people that are actually executing the work. There is a cost of \$25,000 to expand to other districts and would like to ask the committee to consider that as an opportunity to use funds towards building a crucial component of mentorship into high school schools. • MaryEllen shared that she and Dale met with Linda Nguyen, Jessie and Kyla recently. Career Link is something that Linda is willing to pursue. She likes this particular product because most of the school districts in Pierce County have Career Cruising, the platform that this layers on top of. • One advantage of Career Link to the educators is access to the database that ResCare has created of employers that are youth friendly. • MaryEllen showed the committee how as a student Career Cruising would work and how it would work if the Career Link component was added. - o 54 coaches - o 191 companies from PC registered in Career Link - o 158 connections - o Assessment tab (skills and learning style) - o List of occupations that might appeal to them, employment outlook, wage information. - o Financial aid question component – Student and/or parents answer questions and then it will tell them potential scholarship opportunities. - o Component that explains FAFSA (videos). Also a link to official site to apply - o Summer Jobs 253 information PSED – FAFSA • Kayla shared updates around expansion opportunities around some of the different work that is happening and potential to use some of the available funds. • When the smaller group met with Linda, talked through some of the different options, and really came down to three main buckets of work that we wanted to bring to the committee. Those were around: - o <u>Extending who is on the team</u>: This is work with folks in districts and schools and looking at who is responsible for financial aid completion and whether it is one person in a school or is it really getting a sense that it is all of our work to support financial aid completion. They have done a couple of trainings in South King County for bilingual liaisons and staff who work directly with ELL students and families. That is one option that we can bring that to training here as well as additional 101 training. Also the potential to develop some sort of webinar training.	
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	- o <u>Financial Aid Tools in Development</u>: Team is working on compiling some of the best strategies that folks are using in schools and community; this includes holding an event and then beyond an event – what else are people doing to get through financial aid. Trying to give people that expanded vision of what is possible and how that process has worked in other districts in our region. In the kit will be family focused messages around financial aid. Also in the works is a plan to prepare lesson plans around financial aid completion. - o <u>Communication</u>: Have been working with folks at the state level as well as others in the region to develop a communication suite – should be coming out in May and will be translated into seven different languages. <u>Discussion:</u> • Dale stated that the issue before the committee is that there is money for the use of youth related activities and we are hearing what tools are out there; also hearing how we can help improve the FAFSA percentage participation and what to help fund. • Dale stated that we need to now take a look the various options and offerings that we can do as a group, price them and see what we would like to fund. Funds do not need to be obligated fully today. • Kelly stated that close to a year ago, the committee was asked to review strategies. We did that and we prioritized certain strategies. Both of these fit into them but feel like we have new committee members and before we make a decision like this we need to ground ourselves with where this process started. FAFSA/WAFSA for students was one of the top priorities to play a role in that as well as a number of other strategies – Career Link definitely aligns but from a committee place, feels like Career Link just popped up. It does not feel like something we have talked about for the past year. • MaryEllen stated that one of our focuses was to increase FAFSA rates, which is trying to get kids into the educational stream but thinks we morphed over towards Career Link because we learned from our sector study that employers want to connect with youth as early as possible. Career Link is one way for them to connect with employers without having a post-secondary educational plan. • Audra stated that as a new committee member it is helpful to understand the strategies but feels confused at the idea that we are looking at things to fund when the last committee meeting she was able to attend, the committee talked about putting a RFP out. • MaryEllen shared that at a prior meeting, the decision to stop that process took place. The competitive process was to hire a communications firm and Linda Nguyen did not feel that was a good way to spend youth resources.	
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	• Some of that came from information that Kayla shared – that some of that is already in the works. • Dale: We do not want to duplicate the efforts that are already out there. • Nick thought the committee identified the FAFSA rate was our objective and thinks if we are widening our objectives now we need to be in agreement on what we are trying to achieve. • Dale shared that we may have approximately \$100,000 to use toward youth initiatives. The direction taken from the meeting with Linda was that we might not want to throw all of the funds at FAFSA and that there are other options that can get us to overriding goal of the WDC. • LaKeshia: 100% of the \$25,000 would fund the software access for the other districts in Pierce County that do not currently have access. The skin in the game from the school districts would be that their staff would have to be using it as the go between the employer and student. Thinks that is the flaw with the statistics of usage. If you have, something and you are not using it than your stats are going to be down. • Kelly would like to see what the data is telling us and is it doing what we want it to do. • Dale with a \$100,000 in mind, asked Kyla to get MaryEllen the three options priced out the way you think and then MaryEllen will work on getting the requested Career Link data so we can look at this at the next meeting. We need to make sure Linda can attend the next meeting.	MaryEllen to gather Career Link data Kyla to send MaryEllen the three options priced out
Build Next Meeting's Agenda	March 28, 2017: • Presentation of options priced out to determine funding.	
Thank You / Adjourn	11:30 am	



Skills Gap Analysis & Sector Strategies *at a Glance*

September 2016

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Full reports

To learn more about each industry click on these links:

[Health Care Industry Skills Gap Analysis & Sector Strategies Report](#)

[Construction Industry Skills Gap Analysis & Sector Strategies Report](#)

[Advanced Manufacturing Industry Skills Gap Analysis & Sector Strategies Report](#)

[Transportation Industry Skills Gap Analysis & Sector Strategies Report](#)

[ICT & Cybersecurity Industry Skills Gap Analysis & Sector Strategies Report](#)

[Military & Defense Industry Skills Gap Analysis & Sector Strategies Report](#)



Introduction

In mid-2016, WorkForce Central on behalf of the Workforce Development Council commissioned studies of the top six employment sectors within Pierce County. The studies examined workforce supply and demand through 2023 alongside targeted stakeholder feedback to build a comprehensive picture of the Pierce County workforce. Pierce County's top six industries are:

- Health Care
- Construction
- Military and Defense
- Transportation, Warehousing and Logistics
- Information and Communications Technology (ICT) and Cybersecurity
- Advanced Manufacturing

The reports outline data and trends that can be used to inform decisions about programming, policy development and investment within and beyond the workforce development network. Key findings revealed in the reports are as follows:

Pierce County has more workers than jobs, but employers aren't enjoying the benefits of the surplus. Nearly half of its population commutes out of the county for work. Pierce County competes for qualified workers with Seattle and King County, where wages tend to be higher and "brand name" companies like Amazon, Microsoft and Boeing attract candidates due to perceptions around prestige and opportunities for advancement.

Stakeholders in every sector are experiencing a deficit in soft skills among applicants. This deficit poses a major barrier to finding and retaining qualified candidates. These essential skills impact how employees interact with their workplace and include punctuality, interview and application filing skills, dress and presentation etiquette, writing skills and interpersonal communications. Employers report frustration in trying to find employees willing to work odd hours, able to pass drug tests and inclined to exert extra effort on the job.

OTHER KEY FINDINGS:

- **Every sector** is expected to experience growth through 2023, though at different rates.
- **Registered nurses pose the greatest shortage** in available talent through 2023.
- Several key occupations lack a local pipeline of talent because there are no training programs specific to the occupation located here.
- **Career mapping** could be a helpful way to illustrate opportunities for jobseekers in cybersecurity, transportation and military contracting.

This summary outlines information from the reports specific to each of the six major industry sectors as well as to the county as a whole. Recommendations for how to improve the workforce development network are outlined on page 12. To view the reports in their entirety, visit www.workforce-central.org/regional-strategies/data-2016.

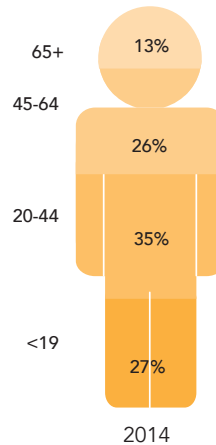
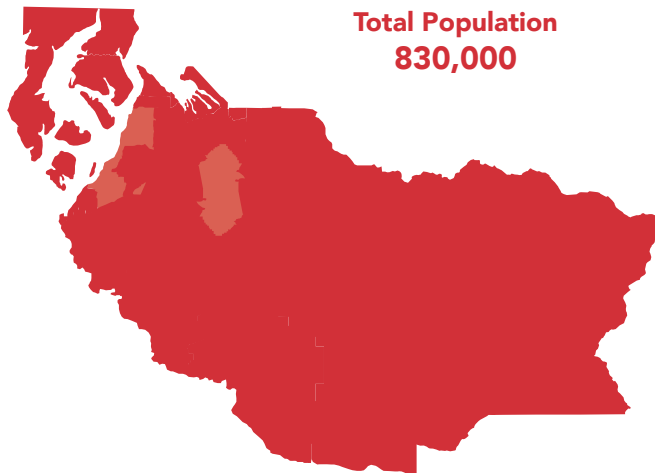


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Population & Demographics



Population¹



Age²

A larger proportion of residents in Pierce County are under 25 years of age compared to Washington and other Central Puget Sound counties.

Pierce County is expected to grow by **1.1 percent** between 2015 and 2040 to **over 1 million people**

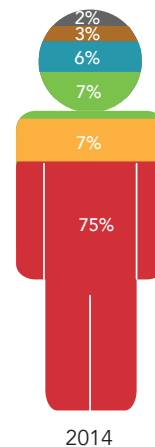
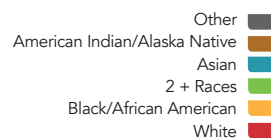
Pierce County is the second most populous county in Washington

Race and Ethnicity²

10 percent of Pierce County's population self-identifies as Hispanic or Latino.

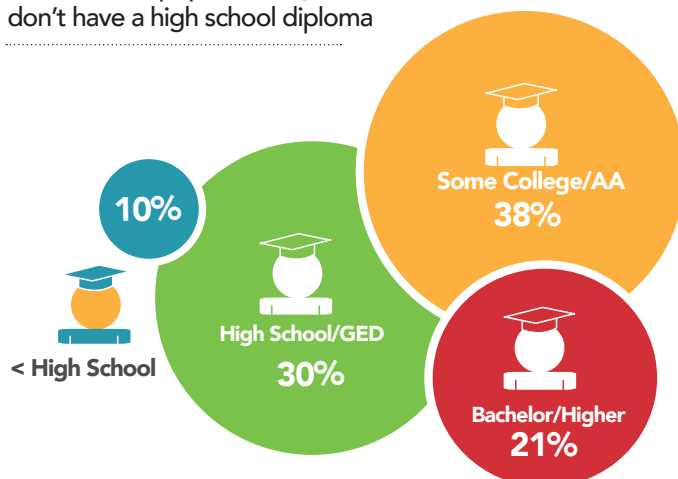
Pierce County is more racially diverse than any other county in Washington.

15 percent of residents speak a language other than English including Spanish, Russian, Korean, German, Vietnamese, etc.



Education Attainment²

8.4% of the population ages 18+ don't have a high school diploma



32 percent of Pierce County residents have a postsecondary degree compared to:



58% King County



37% Kitsap County



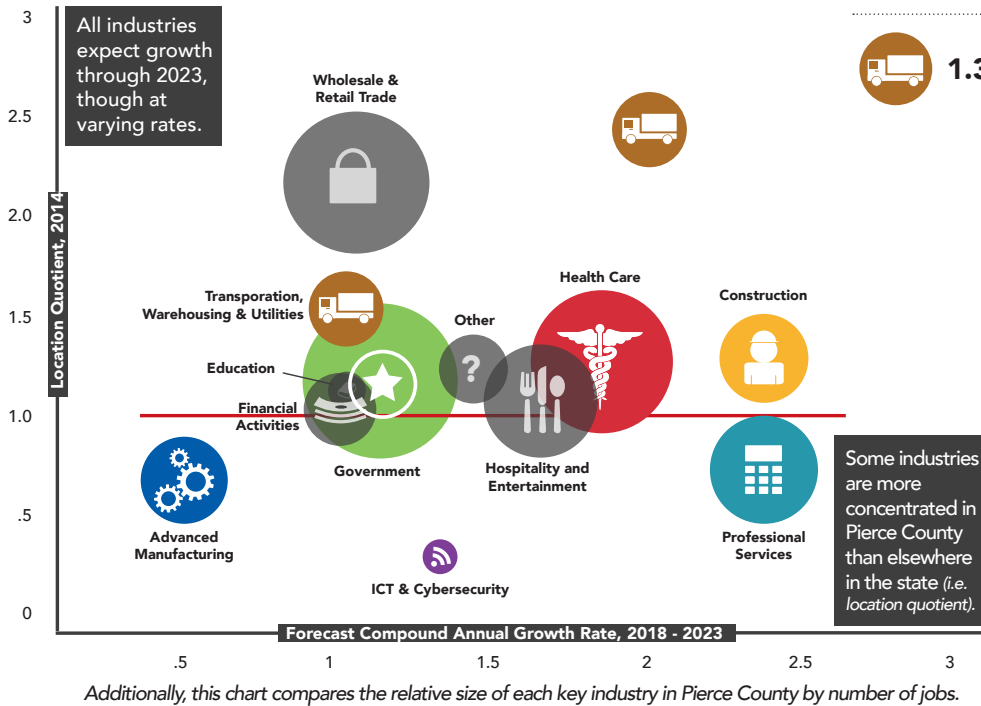
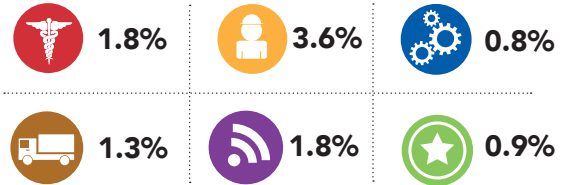
37% Snohomish

Employment



Pierce County Location Quotients and Industry Forecasted Compound Annual Growth Rates, 2014 and 2018-2023³

Projected Employment Growth 2018-2023



Employment by industry in the county is expected to remain stable between 2013-2023.

9.4 percent (289,000) of nonfarm workers Washington are from Pierce County.

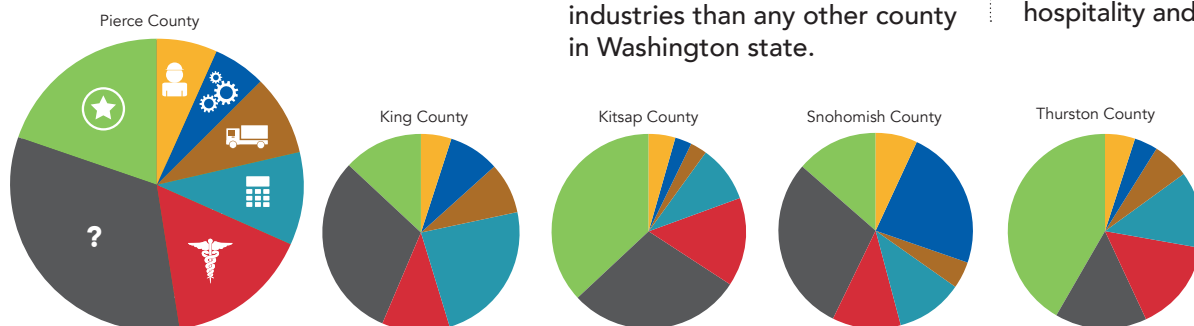
2.4 percent decrease is projected in the government sector by 2023.



Employment by Industry Statewide⁴

Pierce County is home to a larger share of the Construction, Trade, Transportation and Logistics industries than any other county in Washington state.

Other sectors include financial activities, information, education leisure and hospitality and other services.

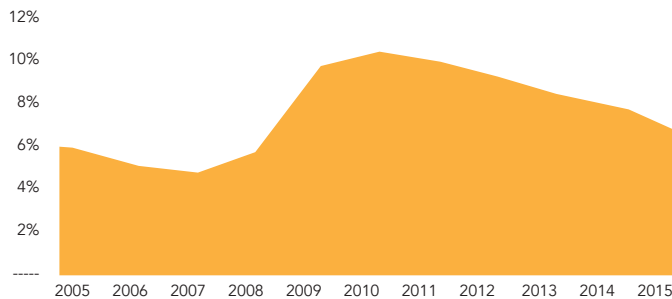


This data includes all actual filled jobs, including both full and part time jobs.

Unemployment



Unemployment Rates in Pierce County⁵



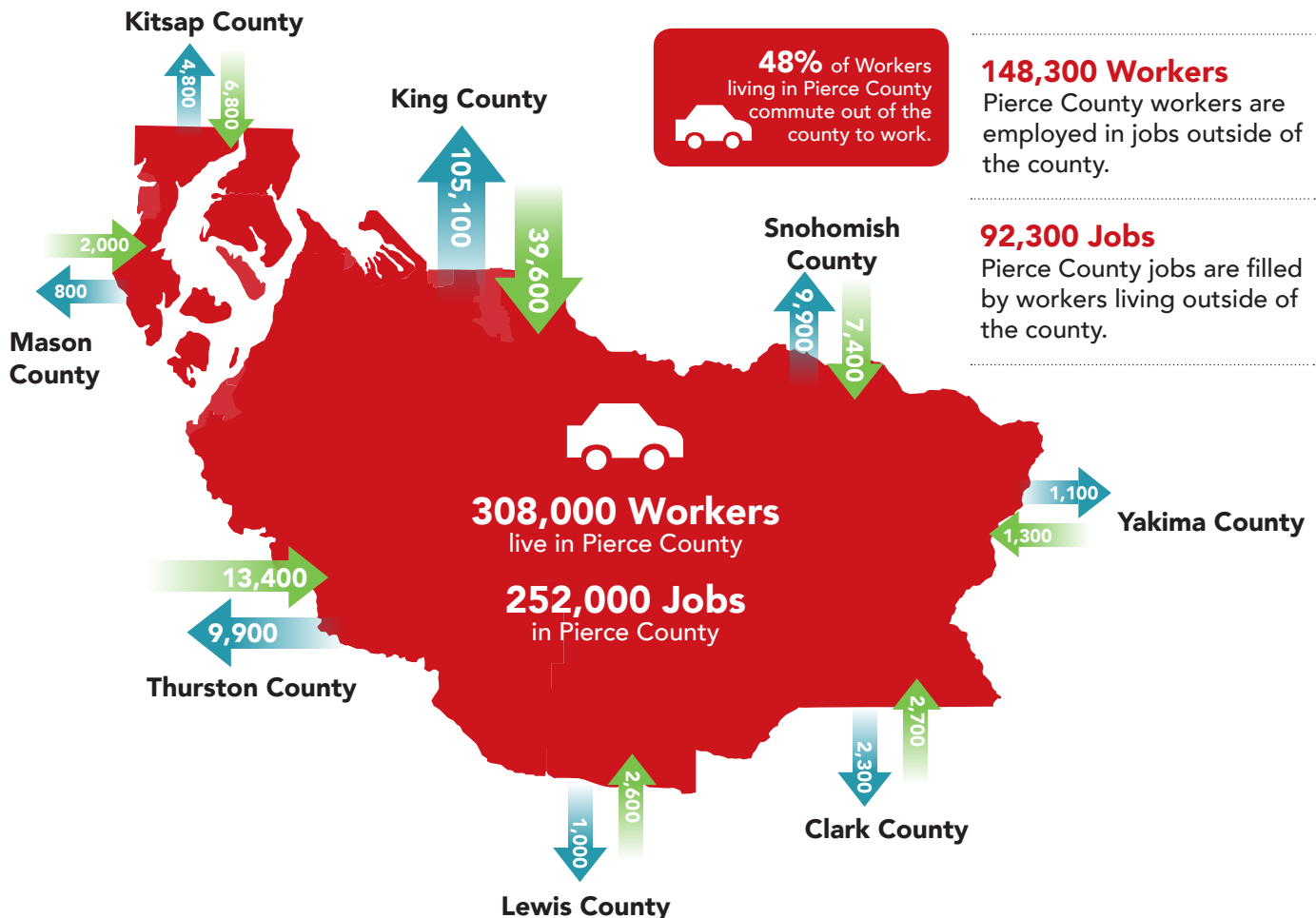
Pierce County unemployment rates follow the regional and state trends closely. However, unemployment rates in the county tend to be higher than the statewide rate and those of the Central Puget Sound counties. The county has experienced a slower recovery than King and Snohomish counties and the state as a whole.

In 2014, there were approximately **252,000 jobs** in Pierce County.

WorkForce Commuters

Pierce County Commute Trends⁶

At **19 percent**, Seattle draws the largest share of workers who travel outside of Pierce County to work.

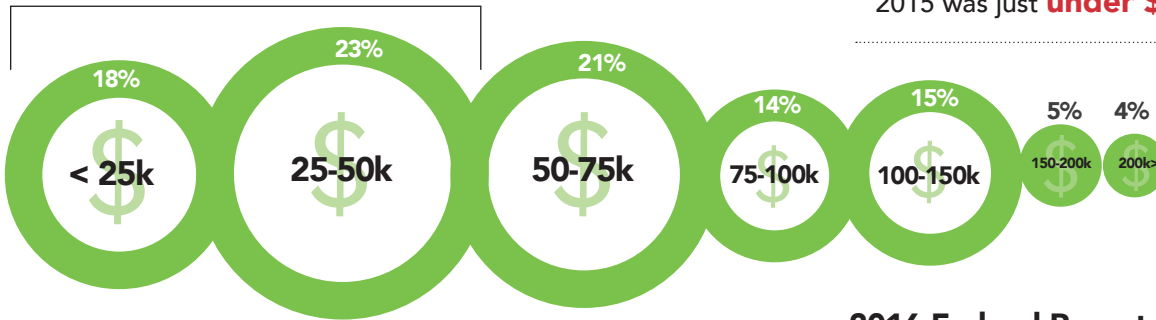


Income & Wages



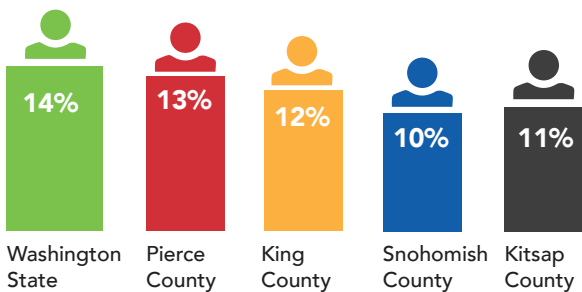
Household Income⁷

41 percent of residents earn less than 50k annually



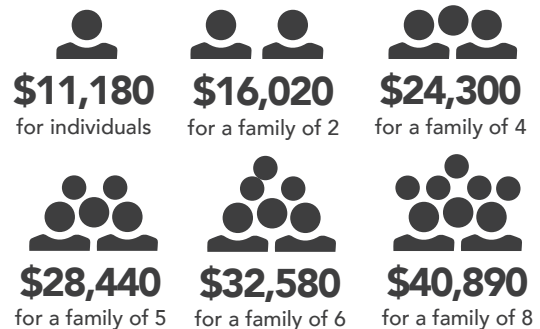
The median Pierce County wage in March 2015 was just **under \$40,000 a year.**

Population Below Poverty Line, Statewide⁸



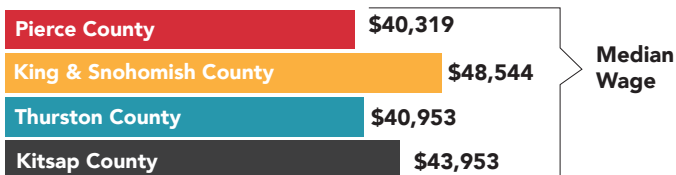
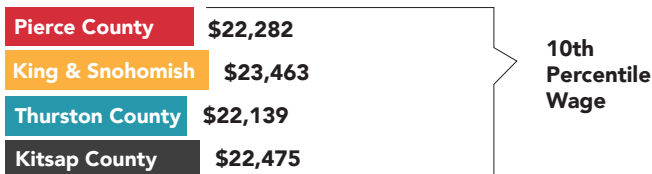
Poverty levels are defined based on household size. The poverty rate is determined by the population living below the poverty level in the past 12 months.

2016 Federal Poverty Level⁹



13 percent of Pierce County's population lives below the Federal Poverty Level. This is just one percent less than the state average, and higher than all three of the other Central Puget Sound counties.

Wages in Pierce County¹⁰



The Experienced Pierce County Worker's wage is about **\$60,700**. That's **\$16,000** lower than in King or Snohomish Counties.



Entry¹¹
Level Jobs

\$24,000
Pierce County



\$26,400
King County and
Snohomish County



Health Care

2018 - 2023

This industry in Pierce County is projected to grow

1.8% annually

OVERVIEW

Health care is Pierce County's largest private industry, comprising more than 15 percent of the county's total employment. When combined with government employment, more than 43,700 people work in health care here. "Direct care" is the fastest-growing segment in the industry with a projected growth rate of 2 percent annually through 2023. Direct care occupations include certified nursing assistants, medical assistants, and home health and personal care aides.

Demand for registered nurses exceeds supply, creating an ongoing shortage over the next several years. This shortage is not only the largest in the health care industry but also the largest across all major industries in the county. Simultaneously, licensed practical nurse positions are increasingly difficult to fill as they are sometimes substituted for RNs.

The supply of medical assistants, by contrast, outweighs demand. This is due in part to the abundance of graduates produced by private, for-profit colleges. While many local employers consider the graduates from public institutions to be better prepared than graduates from these trade schools, continuing education opportunities could redirect them into other positions.



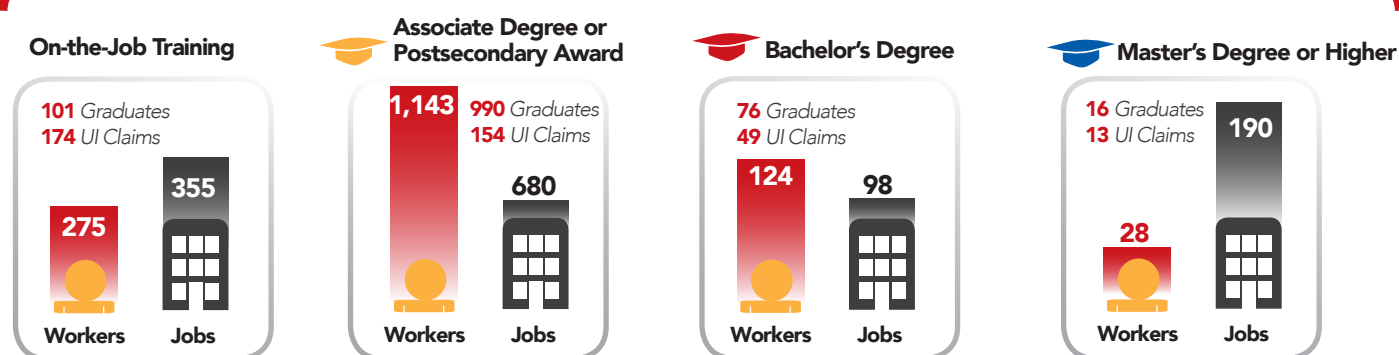
Median Annual Wage
\$21,750 - \$179,280



2018 - 2023

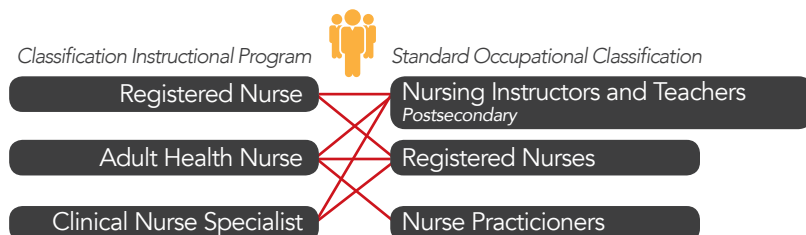
Projected Talent Supply
Unemployed: 389
Newly-Trained: 1,182

2018 - 2023 PROJECTIONS FOR THE PIERCE COUNTY HEALTHCARE TALENT PIPELINE¹²



This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS REGISTERED NURSES¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.

Employers can't find enough registered nurses and will continue to have difficulty filling RN positions for the foreseeable future. A lack of clinical space for students in Pierce County may contribute to the shortage.





Health Care Talent Pipeline

Pierce County



On-the-Job Training

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 170 annual openings in sector	Gap	
	Demand: 355 Supply: 275 101 Graduates 174 UI Claims	1 Social and Human Service Assistants	1,505	1,887	2.3%	Demand: 80 Supply: 13	(67)	
		2 Home Health Aides	1,160	1,673	3.7%	Demand: 76 Supply: 14	(62)	
		3 Personal Care Aides	2,924	3,701	2.4%	Demand: 73 Supply: 87	15	
		4 Medical Secretaries	1,173	1,477	2.3%	Demand: 46 Supply: 142	96	
		5 Food Servers, Nonrestaurant	484	616	2.4%	Demand: 27 Supply: 4	(23)	
		6 Health Technologists and Technicians, All Other	606	690	1.3%	Demand: 17 Supply: 10	(7)	

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 485 annual openings in sector	Gap	
	Demand: 680 Supply: 1,143 990 Graduates 154 UI Claims	1 Registered Nurses	6,621	7,642	1.4%	Demand: 249 Supply: 139	(109)	
		2 Nursing Assistants	2,500	2,950	1.7%	Demand: 87 Supply: 101	14	
		3 Licensed Practical and Licensed Vocational Nurses	1,565	1,770	1.2%	Demand: 60 Supply: 155	95	
		4 Medical Assistants	1,118	1,395	2.2%	Demand: 56 Supply: 405	349	
		5 Massage Therapists	1,272	1,798	3.5%	Demand: 47 Supply: 12	(35)	
		6 Dental Assistants	937	1,095	1.6%	Demand: 38 Supply: 56	18	
		7 Dental Hygienists	518	633	2.0%	Demand: 28 Supply: 11	(17)	
		8 Medical Records and Health Information Technicians	518	590	1.3%	Demand: 23 Supply: 65	42	
		9 Medical and Clinical Laboratory Technicians	246	285	1.5%	Demand: 12 Supply: 15	3	
		10 Phlebotomists	259	312	1.9%	Demand: 12 Supply: 176	164	

Bachelor's Degree

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 83 annual openings in sector	Gap	
	Demand: 98 Supply: 124 76 Graduates 49 UI Claims	1 Medical and Health Services Managers	783	903	1.4%	Demand: 34 Supply: 44	10	
		2 Social and Community Service Managers	412	516	2.3%	Demand: 19 Supply: 69	50	
		3 Medical and Clinical Laboratory Technologists	373	429	1.4%	Demand: 18 Supply: 0	(18)	
		4 Mental Health and Substance Abuse Social Workers	280	309	1.0%	Demand: 9 Supply: 11	2	

Master's Degree or Higher

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 38 annual openings in sector	Gap	
	Demand: 190 Supply: 28 16 Graduates 13 UI Claims	1 Physicians and Surgeons, All Other	751	842	1.2%	Demand: 32 Supply: 0	(32)	
		2 Physical Therapists	539	646	1.8%	Demand: 25 Supply: 1	(24)	
		3 Dentists, General	354	433	2.0%	Demand: 17 Supply: 0	(17)	
		4 Mental Health Counselors	518	571	1.0%	Demand: 16 Supply: 9	(8)	
		5 Physician Assistants	327	389	1.8%	Demand: 14 Supply: 0	(14)	
		6 Family and General Practitioners	196	245	2.3%	Demand: 11 Supply: 0	(11)	
		7 Occupational Therapists	341	407	1.8%	Demand: 11 Supply: 1	(10)	
		8 Healthcare Social Workers	221	266	1.9%	Demand: 10 Supply: 8	(2)	



Construction

2018 - 2023
This industry in Pierce County is projected to grow **3.6% annually**

OVERVIEW

Employing more than 24,460 people in Pierce County, construction is the second-largest industry in Pierce County. Data indicate surpluses in the majority of construction occupations, but employers report difficulty recruiting enough workers to fill open positions. Demand for workers is not expected to ease: construction is one of the fastest-growing industries in the county, and employers anticipate retirements to further increase demand for workers as the workforce ages.

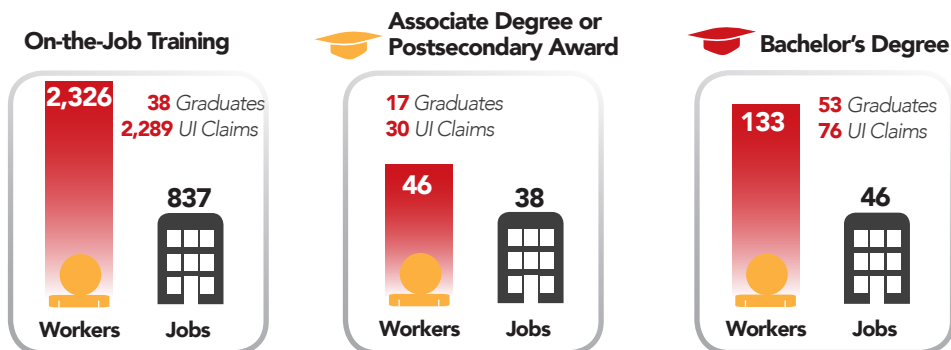
With an average annual wage of \$60,899—nearly \$3,000 more than the regional average wage—construction provides a viable career option regardless of education level. However, the construction industry lacks connections to high school students that otherwise would help them fill local vacancies. Students may go through high school without being exposed to opportunities in construction, finding it only after many years working low-paid retail or service jobs. Employers want to find new and increased ways to reach potential candidates sooner in their careers.



\$ Median Annual Wage
\$28,280 - \$119,070

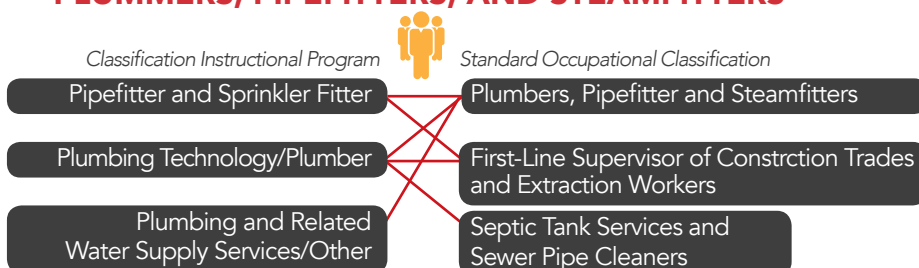
2018 - 2023
Projected Talent Supply
Unemployed: 2,394
Newly-Trained: 108

2018 - 2023 PROJECTIONS FOR THE PIERCE COUNTY CONSTRUCTION TALENT PIPELINE¹²



This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS PLUMBERS, PIPEFITTERS, AND STEAMFITTERS¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.

Pierce County employs more than **24,460 construction workers**. As one of the fastest growing industries, the construction industry is a key area of focus within the county.





Construction Talent Pipeline

Pierce County



On-the-Job Training

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 497 annual openings in sector			
						Demand	Supply	Gap	
	2,326 38 Graduates 2,289 UI Claims	1	Carpenters	4,286	5,798	3.1%	157	414	256
		2	Construction Laborers	2,963	4,105	3.3%	132	404	272
		3	Electricians	1,772	2,425	3.2%	77	229	152
		4	Painters, Construction and Maintenance	1,799	2,404	2.9%	70	118	49
		5	First-Line Supervisors of Construction Trades and Extraction Workers	2,172	2,995	3.3%	69	86	16
		6	Roofers	1,010	1,543	4.3%	62	137	75
		7	Operating Engineers and Other Construction Equipment Operators	878	1,147	2.7%	34	232	198
		8	Plumbers, Pipefitters, and Steamfitters	822	1,090	2.9%	28	103	74
		9	Cement Masons and Concrete Finishers	511	770	4.2%	24	122	97
		10	Electrical Power-Line Installers and Repairers	471	580	2.1%	23	14	(9)
		11	Drywall and Ceiling Tile Installers	541	706	2.7%	17	64	47
		12	Structural Iron and Steel Workers	223	333	4.1%	17	91	74
		13	Telecommunications Line Installers and Repairers	331	447	3.0%	16	11	(6)
		14	Security and Fire Alarm Systems Installers	246	342	3.3%	13	1	(13)
		15	Fence Erectors	204	308	4.2%	13	7	(6)
		16	Tapers	345	450	2.7%	11	12	1
		17	Mobile Heavy Equipment Mechanics, Except Engines	548	618	1.2%	6	12	6
		18	First-Line Supervisors of Mechanics, Installers, and Repairers	951	1,072	1.2%	6	3	(4)
		19	Carpet Installers	219	277	2.4%	5	5	0
		20	Insulation Workers, Floor, Ceiling, and Wall	128	170	2.9%	5	10	5

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 50 annual openings in sector			
						Demand	Supply	Gap	
	46 17 Graduates 30 UI Claims	1	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	770	1,039	3.0%	31	42	11
		2	Electrical and Electronics Drafters	82	114	3.3%	3	1	(2)
		3	Architectural and Civil Drafters	186	219	1.6%	2	1	(2)
		4	Audio and Video Equipment Technicians	61	81	2.9%	2	3	1
		5	Mechanical Drafters	117	139	1.7%	1	0	(1)

Bachelor's Degree

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 102 annual openings in sector			
						Demand	Supply	Gap	
	129 53 Graduates 76 UI Claims	1	Construction Managers	1,976	2,722	3.3%	85	84	(1)
		2	Cost Estimators	664	967	3.8%	37	37	(0)
		3	Computer Programmers	334	444	2.9%	7	2	(4)
		4	Architects, Except Landscape and Naval	354	417	1.7%	3	1	(2)
		5	Health and Safety Engineers, Except Mining Safety Engineers and	37	48	2.6%	2	5	3



Military & Defense

2018 - 2023
This industry
in Pierce County is
projected to grow **0.9%**
annually

OVERVIEW

Military and defense represents a key industry in the Pierce County economy. Not including the 33,000 active duty military personnel stationed at Joint Base Lewis-McChord, the industry employs about 12,460 workers, including more than 9,000 civilians employed on-base. Notably, Pierce County's defense industry received more than \$490 million in Department of Defense contracts in 2015 alone.

Within the industry, JBLM provides a strong supply of talented workers, and programs that match transitioning military personnel with jobs seem to be effective. Commercial certification can pose a challenge to hiring, however, as highly skilled retired military personnel may not have adequate access to the necessary credentials.

While the majority of military and defense occupations show a good balance between supply and demand for workers, employers with defense contracts face difficulty finding candidates who can pass the rigorous background checks required for security clearances. Candidates must pass both criminal and financial background checks in order to be hired, and employers report losing about half of applicants through the process.

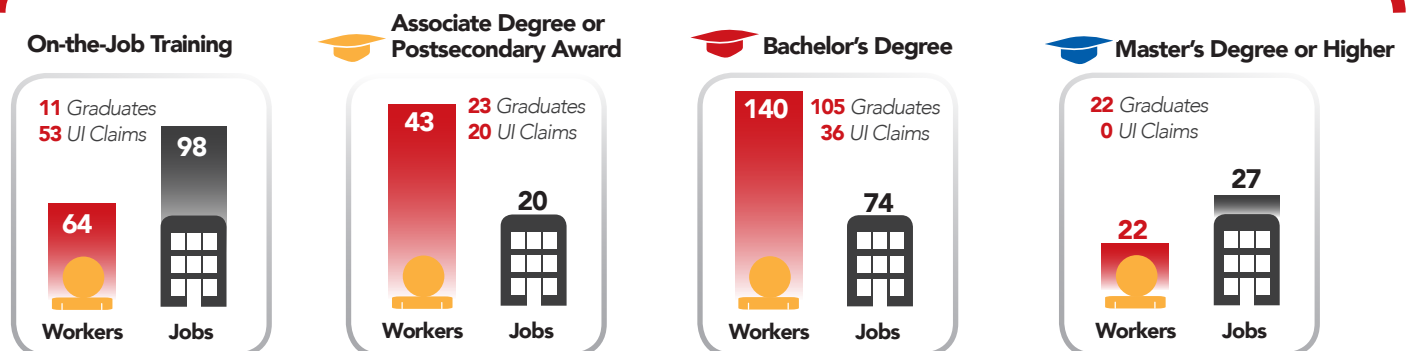


\$ Median Annual Wage
\$57,997 - \$106,461



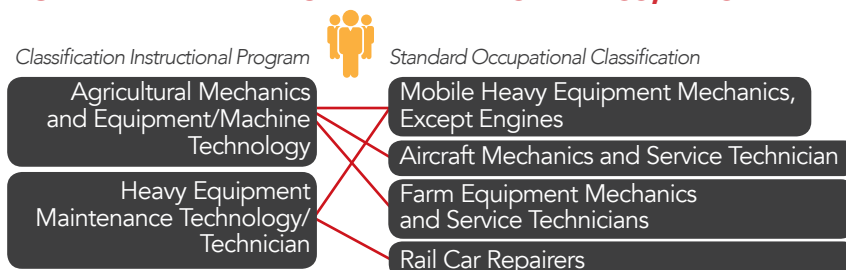
2018 - 2023
Projected Talent Supply
Unemployed: 109
Newly-Trained: 161

2018 - 2023 PROJECTIONS FOR THE PIERCE COUNTY MILITARY & DEFENSE TALENT PIPELINE¹²



This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS MOBILE HEAVY EQUIPMENT MECHANICS, EXCEPT ENGINES¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.

JBLM provides a strong supply of qualified workers, but they many need help getting the right commercial certifications.





On-the-Job Training

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 37 annual openings in sector	Gap	
	Demand: 98 Supply: 64 11 Graduates 53 UI Claims	1 Business Operations Specialists, All Other	2,335	2,567	1.0%	Demand: 26 Supply: 5	(22)	
		2 Information and Record Clerks, All Other	791	816	0.3%	Demand: 17 Supply: 0	(17)	
		3 Mobile Heavy Equipment Mechanics, Except Engines	548	618	1.2%	Demand: 16 Supply: 31	15	
		4 Healthcare Support Workers, All Other	678	750	1.0%	Demand: 9 Supply: 5	(5)	
		5 Procurement Clerks	191	192	0.1%	Demand: 9 Supply: 4	(4)	
		6 Purchasing Agents, Except Wholesale, Retail, and Farm Products	485	544	1.2%	Demand: 7 Supply: 4	(2)	
		7 Human Resources Assistants, Except Payroll and Timekeeping	350	370	0.6%	Demand: 5 Supply: 0	(5)	
		8 Motor Vehicle Operators, All Other	160	184	1.4%	Demand: 2 Supply: 2	0	
		9 Plant and System Operators, All Other	58	59	0.2%	Demand: 1 Supply: 5	4	

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 19 annual openings in sector	Gap	
	Demand: 20 Supply: 43 23 Graduates 20 UI Claims	1 Aircraft Mechanics and Service Technicians	303	307	0.1%	Demand: 9 Supply: 16	7	
		2 Electrical and Electronics Repairers, Commercial and Industrial Equipment	171	194	1.3%	Demand: 4 Supply: 3	(1)	
		3 Life, Physical, and Social Science Technicians, All Other	76	8	0.8%	Demand: 3 Supply: 0	(3)	
		4 Air Traffic Controllers	45	44	-0.2%	Demand: 2 Supply: 0	(2)	

Bachelor's Degree

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 26 annual openings in sector	Gap	
	Demand: 74 Supply: 140 105 Graduates 36 UI Claims	1 Management Analysts	1,180	1,507	2.5%	Demand: 22 Supply: 17	(5)	
		2 Computer Occupations, All Other	414	406	-0.2%	Demand: 7 Supply: 14	7	
		3 Tax Examiners and Collectors, and Revenue Agents	297	324	0.9%	Demand: 7 Supply: 3	(4)	
		4 Logisticians	476	476	0.0%	Demand: 6 Supply: 12	5	
		5 Social Workers, All Other	291	319	0.9%	Demand: 5 Supply: 9	3	
		6 Budget Analysts	147	144	-0.2%	Demand: 5 Supply: 7	2	
		7 Teachers and Instructors, All Other	349	380	0.9%	Demand: 4 Supply: 6	2	
		8 Occupational Health and Safety Specialists	240	263	0.9%	Demand: 3 Supply: 3	(0)	
		9 Engineers, All Other	164	172	0.5%	Demand: 3 Supply: 6	3	
		10 Social Scientists and Related Workers, All Other	130	125	-0.4%	Demand: 3 Supply: 5	2	

Master's Degree or Higher

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023		
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 26 annual openings in sector	Gap	
	Demand: 27 Supply: 22 22 Graduates 0 UI Claims	1 Physicians and Surgeons, All Other	751	842	1.2%	Demand: 13 Supply: 0	(13)	
		2 Psychologists, All Other	226	220	-0.3%	Demand: 6 Supply: 22	16	
		3 Dentists, All Other Specialists	84	90	0.7%	Demand: 3 Supply: 0	(3)	
		4 Health Diagnosing and Treating Practitioners, All Other	205	223	0.8%	Demand: 3 Supply: 0	(3)	



Transportation Warehousing & Logistics

2018 - 2023
This industry
in Pierce County is
projected to grow **1.3% annually**

OVERVIEW

The transportation, warehousing and logistics industry is highly concentrated in Pierce County, employing 12,000 workers and 14 percent of the statewide workforce for the industry. Though the data indicate a surplus of workers in most occupations within the industry, stakeholders report difficulty hiring and retaining qualified employees due to a lack of basic math and soft skills.

Pierce County employers in this industry compete for employees with companies in Seattle or King County that pay slightly higher wages. They also compete with other industries, such as construction and advanced manufacturing, for similarly qualified candidates.

Occupations within each specific segment of the transportation, warehousing and logistics industry require unique skills that are highly diverse across the industry. As an example, occupations in this industry include locomotive engineers, commercial airline pilots and warehouse managers. While most occupations within this industry require no post-secondary degree, employers report difficulty connecting with high school students and promoting the industry as a viable career path.

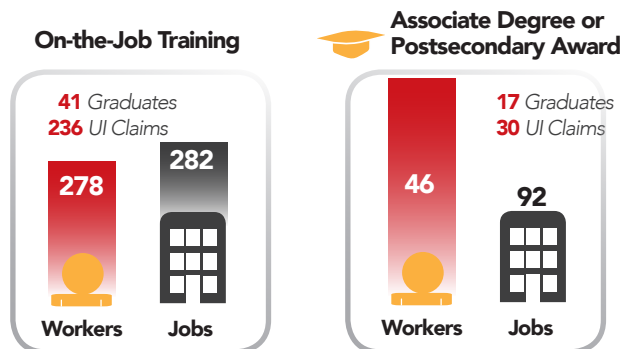


\$ Median Annual Wage
\$23,510 - \$98,560



2018 - 2023
Projected Talent Supply
Unemployed: 438
Newly-Trained: 49

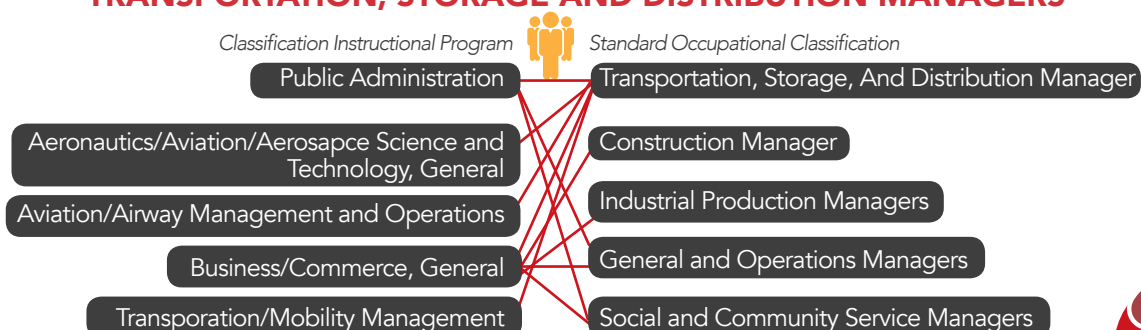
2018 - 2023 PROJECTIONS FOR THE PIERCE COUNTY TRANSPORTATION, WAREHOUSING & LOGISTICS TALENT PIPELINE¹²



The majority of technical skills required for jobs in this industry can be acquired through on-the-job training.

This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS TRANSPORTATION, STORAGE AND DISTRIBUTION MANAGERS¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.



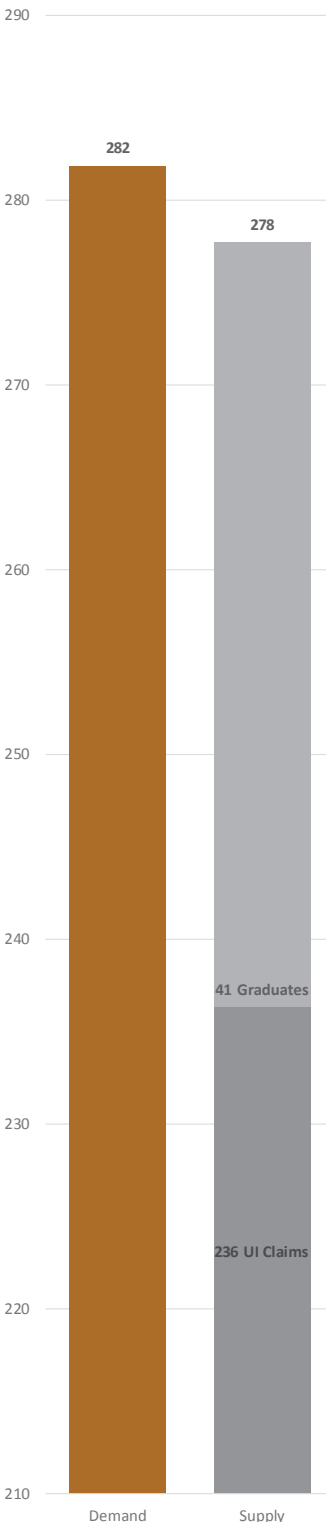


Transportation, Warehousing & Logistics

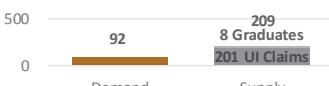
Talent Pipeline Pierce County



On-the-Job Training

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 83 annual openings in sector			
						Demand	Supply	Gap	
290 280 270 260 250 240 230 220 210		1 Laborers and Freight, Stock, and Material Movers, Hand	6,016	7,019	1.6%	Demand	69	(29)	
		2 Industrial Truck and Tractor Operators	2,102	2,387	1.3%	Demand	34	3	
						Supply	37		
		3 Packers and Packagers, Hand	1,821	2,199	1.9%	Demand	28	(14)	
						Supply	14		
		4 First-Line Supervisors of Transportation and Material-Moving	747	872	1.6%	Demand	15	(9)	
						Supply	6		
		5 Dispatchers, Except Police, Fire, and Ambulance	532	642	1.9%	Demand	15	(7)	
						Supply	9		
		6 First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	563	653	1.5%	Demand	13	(6)	
						Supply	8		
		7 Industrial Machinery Mechanics	798	983	2.1%	Demand	12	(9)	
						Supply	3		
		8 Crane and Tower Operators	245	304	2.2%	Demand	11	1	
						Supply	12		
		9 Cargo and Freight Agents	227	279	2.1%	Demand	10	1	
						Supply	12		
		10 Light Truck or Delivery Services Drivers	1,842	2,108	1.4%	Demand	9	5	
						Supply	14		
		11 Material Moving Workers, All Other	209	251	1.8%	Demand	6	1	
						Supply	8		
		12 Transportation, Storage, and Distribution Managers	295	348	1.7%	Demand	6	29	
						Supply	36		
		13 Bus and Truck Mechanics and Diesel Engine Specialists	699	804	1.4%	Demand	6	16	
						Supply	22		
		14 Shipping, Receiving, and Traffic Clerks	1,419	1,631	1.4%	Demand	6	(1)	
						Supply	5		
		15 Production Workers, All Other	313	350	1.1%	Demand	6	21	
						Supply	27		
		16 Driver/Sales Workers	994	1,192	1.8%	Demand	6	(2)	
						Supply	3		
		17 Railroad Conductors and Yardmasters	109	110	0.1%	Demand	4	(4)	
						Supply	0		
		18 Motor Vehicle Operators, All Other	160	184	1.4%	Demand	4	1	
						Supply	4		
		19 Locomotive Engineers	128	130	0.2%	Demand	3	(3)	
						Supply	0		
		20 Weighers, Measurers, Checkers, and Samplers, Recordkeeping	179	213	1.8%	Demand	3	(2)	
						Supply	2		
		21 Team Assemblers	705	805	1.3%	Demand	2	(2)	
						Supply	0		
		22 Rail Car Repairers	52	53	0.2%	Demand	2	(2)	
						Supply	0		
		23 Tank Car, Truck, and Ship Loaders	55	68	2.1%	Demand	2	(2)	
						Supply	0		
		24 Assemblers and Fabricators, All Other	317	396	2.3%	Demand	2	4	
						Supply	6		
		25 Machine Feeders and Offbearers	189	200	0.6%	Demand	1	(1)	
						Supply	0		
		26 Separating, Filtering, Clarifying, Precipitating, and Still Machine	59	75	2.4%	Demand	1	(1)	
						Supply	0		
		27 Commercial Pilots	36	39	0.8%	Demand	1	5	
						Supply	6		
		28 Millwrights	131	168	2.5%	Demand	1	2	
						Supply	3		
		29 Railroad Brake, Signal, and Switch Operators	30	30	0.0%	Demand	1	(1)	
						Supply	0		
		30 Signal and Track Switch Repairers	17	18	0.6%	Demand	1	(0)	
						Supply	1		

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023				
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 244 annual openings in sector				
						Demand				Gap
500		1 Heavy and Tractor-Trailer Truck Drivers	4,843	5,609	1.5%	Demand	89			115
		2 Aircraft Mechanics and Service Technicians	303	307	0.1%	Demand	3		204	
0						Supply	6			



ICT & Cybersecurity

2018 - 2023

This industry in Pierce County is projected to grow

1.8% annually

OVERVIEW

Though small compared to King County, the ICT and cybersecurity industry has a growing presence in Pierce County. Employers find it easy to fill entry-level positions but difficult to fill mid- to senior-level positions. Additionally, employers note that educational programs with similar names are not always consistent in learning outcomes or rigor, confusing students, jobseekers and hiring managers.

Cybersecurity occupations, and information security analysts in particular, are projected to see the strongest growth through 2023. As more businesses put their information online, demand is increasing for workers with the skills to protect their information. It can be difficult to find qualified applicants, however, because cybersecurity jobs require a high capacity for critical thinking to counter ever-evolving security threats.

Wages in ICT and cybersecurity tend to be higher than the regional average. Local employers compete with King County employers who offer higher pay and "brand name" opportunities for advancement. Additionally, employers face increasing competition from virtually all other industries as information technology grows more integral to the modern economy.



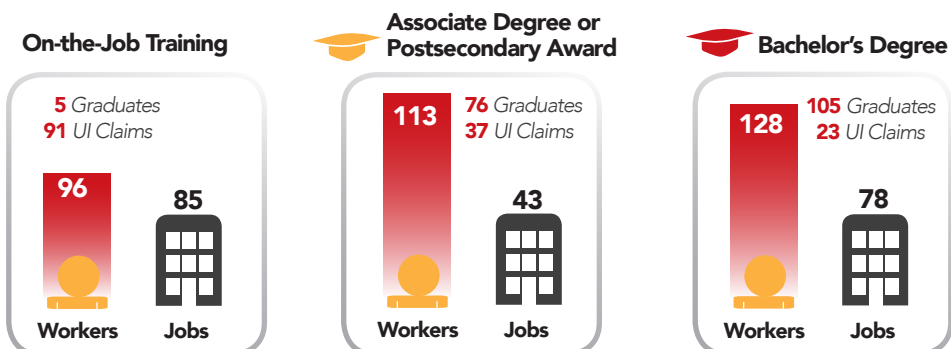
Median Annual Wage
\$26,870 - \$143,000



2018 - 2023

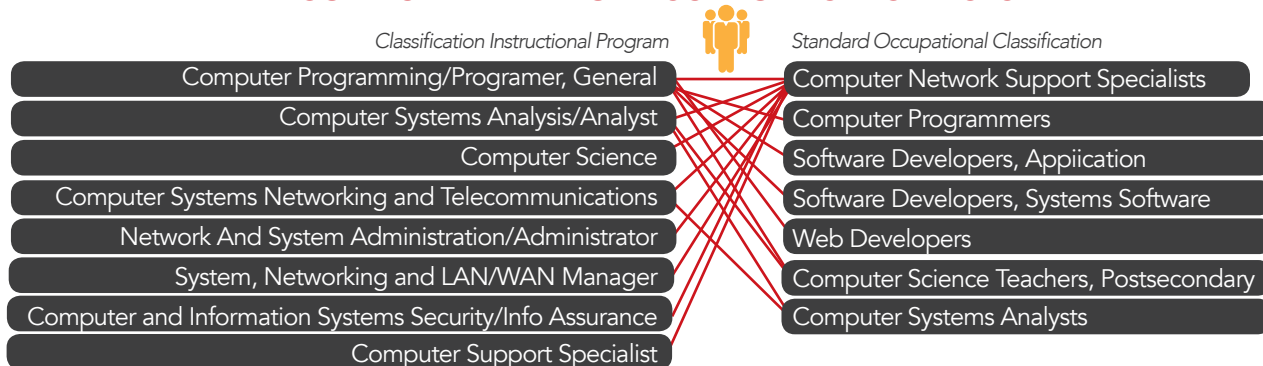
Projected Talent Supply
Unemployed: 151
Newly-Trained: 186

PIERCE COUNTY ICT & CYBERSECURITY TALENT PIPELINE¹²



This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS COMPUTER NETWORK SUPPORT SPECIALISTS¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.





On-the-Job Training

Annual Average Demand and Supply All Occupations by Education	Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
	Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 60 annual openings in sector	Gap		
	1 Customer Service Representatives	3,904	4,903	2.3%	Demand 43 Supply 50	7		
	2 Sales Representatives, Services, All Other	1,302	1,628	2.3%	Demand 10 Supply 22	12		
	3 Computer User Support Specialists	774	992	2.5%	Demand 8 Supply 1	(7)		
	4 Bill and Account Collectors	257	322	2.3%	Demand 5 Supply 12	7		
	5 Telemarketers	154	283	6.3%	Demand 5 Supply 3	(2)		
	6 Computer, Automated Teller, and Office Machine Repairers	171	209	2.0%	Demand 4 Supply 2	(2)		
	7 Order Clerks	524	654	2.2%	Demand 4 Supply 1	(3)		
	8 Telephone Operators	37	51	3.3%	Demand 3 Supply 0	(3)		
	9 First-Line Supervisors of Non-Retail Sales Workers	582	687	1.7%	Demand 2 Supply 1	(1)		

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education	Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
	Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 70 annual openings in sector	Gap		
	1 Medical Transcriptionists	357	448	2.3%	Demand 11 Supply 4	(7)		
	2 Telecommunications Equipment Installers and Repairers, Except Line	380	439	1.5%	Demand 9 Supply 29	20		
	3 Web Developers	308	409	2.9%	Demand 8 Supply 9	1		
	4 Computer Network Support Specialists	242	288	1.8%	Demand 7 Supply 59	51		
	5 Medical Equipment Repairers	242	292	1.9%	Demand 5 Supply 2	(3)		

Bachelor's Degree

Annual Average Demand and Supply All Occupations by Education	Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023			
	Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 44 annual openings in sector	Gap		
	1 Software Developers, Applications	721	1,004	3.4%	Demand 29 Supply 2	(26)		
	2 Network and Computer Systems Administrators	428	557	2.7%	Demand 6 Supply 10	4		
	3 Computer Hardware Engineers	161	153	-0.5%	Demand 6 Supply 4	(2)		
	4 Computer and Information Systems Managers	294	356	1.9%	Demand 5 Supply 36	31		
	5 Statistical Assistants	132	163	2.1%	Demand 4 Supply 20	15		
	6 Computer Programmers	334	444	2.9%	Demand 4 Supply 2	(3)		
	7 Information Security Analysts	181	257	3.6%	Demand 4 Supply 12	8		
	8 Computer Systems Analysts	432	533	2.1%	Demand 4 Supply 7	3		
	9 Mechanical Engineers	227	251	1.0%	Demand 4 Supply 3	(0)		
	10 Software Developers, Systems Software	204	219	0.7%	Demand 3 Supply 2	(1)		
	11 Architectural and Engineering Managers	215	253	1.6%	Demand 2 Supply 1	(2)		
	12 Electronics Engineers, Except Computer	72	77	0.7%	Demand 2 Supply 0	(1)		
	13 Computer Network Architects	89	108	2.0%	Demand 1 Supply 27	25		
	14 Sales Engineers	62	72	1.5%	Demand 1 Supply 0	(1)		
	15 Electrical Engineers	165	187	1.3%	Demand 1 Supply 1	(0)		
	16 Industrial Engineers	232	241	0.4%	Demand 1 Supply 0	(1)		



Advanced Manufacturing

2018 - 2023

This industry in Pierce County is projected to grow **0.8% annually**

OVERVIEW

Pierce County is part of a four-county region with a thriving advanced manufacturing industry, including aerospace, computer equipment and ship building. Although employers report having plenty of applicants for open positions, there is a high dropout rate among these applicants. Basic math and soft skills seem to be the biggest obstacle to finding qualified candidates.

As a whole, the industry would benefit from assistance in establishing stronger relationships with educational institutions that can supply qualified graduates. While many employers willingly train employees internally, they risk losing their investment when the trained worker leaves for other jobs either within the industry or in competing industries like construction.

Employers find online job boards difficult to work with and inefficient in producing qualified applicants for their open positions. They prefer working directly with workforce programs that recruit candidates and provide training in soft skills, language skills and GED attainment. Pierce County employers also benefit by having access to qualified transitioning military and military families from JBLM.



Median Annual Wage
\$23,510 - \$143,070

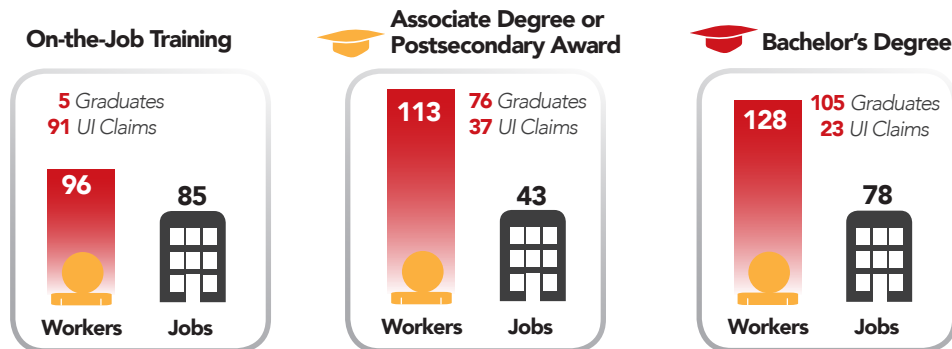


2018 - 2023

Projected Talent Supply
Unemployed: 241
Newly-Trained: 74

2018 - 2023 PROJECTIONS FOR THE

PIERCE COUNTY ADVANCED MANUFACTURING TALENT PIPELINE¹²



This chart outlines the annual estimate of workers and job openings by education level in Pierce County.

MATCHES FOR GRADUATES QUALIFIED TO WORK AS INDUSTRIAL PRODUCTION MANAGERS¹³



Qualifications and experience in one occupation may translate into opportunities in another. This is one way employers and employees manage talent surpluses and shortages.





Advanced Manufacturing Talent Pipeline



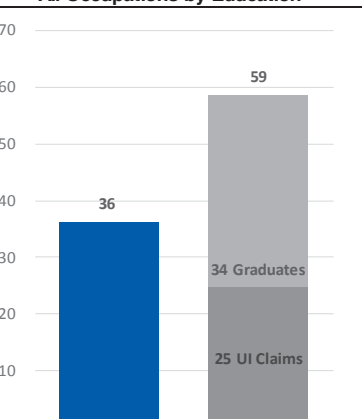
On-the-Job Training

Annual Average Demand and Supply All Occupations by Education		Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023				
		Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 39 annual openings in sector				Gap
79 224 35 Graduates 189 UI Claims	1	Machinists	649	677	0.4%	Demand	11			16
	2	Inspectors, Testers, Sorters, Samplers, and Weighers	783	849	0.8%	Demand	9			3
	3	Industrial Machinery Mechanics	798	983	2.1%	Demand	7			(5)
	4	Ophthalmic Laboratory Technicians	112	124	1.0%	Demand	6			(6)
	5	Petroleum Pump System Operators, Refinery Operators, and Gaugers	89	99	1.1%	Demand	5			(5)
	6	Structural Metal Fabricators and Fitters	170	209	2.1%	Demand	4			(2)
	7	Team Assemblers	705	805	1.3%	Demand	4			(4)
	8	Computer-Controlled Machine Tool Operators, Metal and Plastic	300	261	-1.4%	Demand	4			16
	9	Welders, Cutters, Solderers, and Brazers	391	456	1.5%	Demand	4			24
	10	Grinding and Polishing Workers, Hand	159	149	-0.6%	Demand	3			2
	11	Dental Laboratory Technicians	64	69	0.8%	Demand	3			2
	12	Production, Planning, and Expediting Clerks	491	596	2.0%	Demand	3			1
	13	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	443	395	-1.1%	Demand	2			4
	14	Helpers--Production Workers	510	572	1.2%	Demand	2			31
	15	Assemblers and Fabricators, All Other	317	396	2.3%	Demand	2			5
	16	Purchasing Agents, Except Wholesale, Retail, and Farm Products	485	544	1.2%	Demand	2			(1)
	17	Production Workers, All Other	313	350	1.1%	Demand	2			6

Associate Degree or Postsecondary Award

Annual Average Demand and Supply All Occupations by Education	Occupation Ranked by Annual Openings (2018-2023)	Employment		CAGR	Annual Demand and Supply, 2018-2023			
		2013	2023	2013-2023	Scale: 0 - 17 annual openings in sector			Gap
Demand: 9 Supply: 33 (5 Graduates, 27 UI Claims)	1 First-Line Supervisors of Production and Operating Workers	982	1,080	1.0%	Demand 5	Supply 14	9	
	2 Electrical and Electronics Engineering Technicians	202	209	0.3%	Demand 2	Supply 8	6	
	3 Mechanical Drafters	117	139	1.7%	Demand 1	Supply 0	(1)	
	4 Electric Motor, Power Tool, and Related Repairers	84	82	-0.2%	Demand 0	Supply 2	2	

Bachelor's Degree

Annual Average Demand and Supply All Occupations by Education 	Occupation	Employment		CAGR	Annual Demand and Supply, 2018-2023						
	Ranked by Annual Openings (2018-2023)	2013	2023	2013-2023	Scale: 0 - 16 annual openings in sector					Gap	
	1 Computer Hardware Engineers	161	153	-0.5%	Demand	6					(2)
					Supply	4					
	2 Industrial Engineers	232	241	0.4%	Demand	6					(6)
					Supply	0					
	3 Mechanical Engineers	227	251	1.0%	Demand	6					(0)
					Supply	5					
	4 Software Developers, Systems Software	204	219	0.7%	Demand	3					(1)
					Supply	2					
5 Architectural and Engineering Managers	215	253	1.6%	Demand	3					(2)	
				Supply	1						
6 Computer and Information Systems Managers	294	356	1.9%	Demand	2						12
				Supply		13					
7 Electronics Engineers, Except Computer	72	77	0.7%	Demand	2						(1)
				Supply	0						
8 Logisticians	476	476	0.0%	Demand	2						1
				Supply	3						
9 Industrial Production Managers	210	227	0.8%	Demand	2						10
				Supply		11					

Summary

In addition to providing data and analyses on each of the six major industries in Pierce County, the reports outline recommendations on how to improve the overall workforce development network. WorkForce Central and its partners throughout the county can use the recommendations to strengthen the skills of the local workforce, support employers and grow the economy countywide.

The reports draw from data about unemployment insurance (UI) claimants in demonstrating the availability of workers in each sector, though stakeholder interviews indicate UI claimants are often unqualified for the positions available. Developing systems to assess the skillsets of UI claimants and rehabilitate them to quickly return to the workforce would benefit workers and employers alike. Because soft skills are cited as the primary skills deficit among applicants across every sector, the workforce development system may consider building strategies to educate the public about the importance of strengthening soft skills.

Three of the six sectors—construction, advanced manufacturing, and transportation, warehousing and logistics—suffer from insufficient connections to high school talent. Accordingly, the reports recommend increasing the visibility of career paths in these sectors throughout the K-12 system, as well as establishing and/or continuing career fairs targeted to high school students. Career fairs not only introduce youth to career paths in these sectors, but also have the potential to reach their parents and a broader population who may qualify for available jobs.

More broadly, marketing the benefits of “working where you live” may increase Pierce County employers’ ability to fill their open positions in light of the surplus talent here. A public awareness campaign could highlight the cost of commuting in terms of lost time, money and quality of life. Coupled with efforts to market the attractions of Pierce County more generally, employers may find it easier to fill their openings here. Several organizations within Pierce County serve to market the area, and the workforce system may find synergies by increasing those partnerships.

Finally, the reports stress the inefficiency of online recruitment tools. Employers cite them as frustrating and often unproductive in finding the right candidates to fill a vacancy. More often, employers are able to find the talent they need by working directly with the workforce development system: through programs at educational institutions, through agencies like WorkForce Central, or by working directly with other worker training programs. Fostering connections between employers and workforce organizations, and making sure applicants can easily access these organizations, increases the efficiency of the entire workforce system.

The recommendations summarized here represent just a few overarching themes from the sector reports. Each industry-specific report also lays out recommendations targeted to the sector. In the coming months, WorkForce Central and its partners across the workforce development network can review the recommendations and build upon them in formulating strategies to address the needs of Pierce County’s economy.

To learn more visit [**www.workforce-central.org/regional-strategies/data-2016**](http://www.workforce-central.org/regional-strategies/data-2016).

Sources & Resources

- ¹ Washington State Office of Financial Management, 2016; Community Attributes Inc., 2016.
- ² American Community Survey 2014 5-Year Estimates, 2016; Community Attributes Inc., 2016.
- ³ U.S. Bureau of Labor Statistics, 2014; Washington State Employment Security Department, 2014; Community Attributes Inc., 2016.
- ⁴ Washington State Employment Security Department, 2016; Community Attributes Inc., 2016.
- ⁵ Washington State Unemployment Security Department, 2015. Community Attributes Inc., 2016.
- ⁶ U.S. Census Longitudinal Employer-Household Dynamics, 2014. Community Attributes Inc., 2016.
- ⁷ American Community Survey 2014 5-Year Estimates, 2016; Community Attributes Inc., 2016.
- ⁸ American Community Survey 2014 5-Year Estimates, 2016; Community Attributes Inc., 2016.
- ⁹ <https://www.healthcare.gov/glossary/federal-poverty-level-FPL/>
- ¹⁰ Employment Security Department's Quarterly Census of Employment and Wages, 2015.
- ¹¹ Washington State Employment Security Department, 2016; Community Attributes Inc., 2016.
- ¹² Washington State Employment Security Department, 2016; Community Attributes Inc., 2016.
- ¹³ National Center for Education Statistics' Integrated Postsecondary Education System, 2014; Community Attributes Inc., 2016.

Full Reports

To learn more about each industry click on these links:

Health Care Industry Skills Gap Analysis & Sector Strategies Report

Construction Industry Skills Gap Analysis & Sector Strategies Report

Advanced Manufacturing Industry Skills Gap Analysis & Sector Strategies Report

Transportation Industry Skills Gap Analysis & Sector Strategies Report

ICT & Cybersecurity Industry Skills Gap Analysis & Sector Strategies Report

Military & Defense Industry Skills Gap Analysis & Sector Strategies Report

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workforce-central.org



To learn more visit www.workforce-central.org/data2016

WorkForce Central Financial Aid Completion Proposal

Overall Strategy:

Create a leadership cohort focused on financial aid completion and support the implementation of new resources and completion strategies throughout Pierce County.

Through convenings, grants, and resource rollouts, practitioners will have the opportunity to showcase their best practices, support their peers and community in improving upon the completion work regionally, and implement new resources and tools.

More specifically, PSCCN will engage school and district staff and community organizations, including current college & career access, faith-communities, and other youth organizations, in a series of cohort meetings to build resources and best practices around financial aid completion in Pierce County. As part of joining the cohort, groups will be expected to have one team-member present at four meetings throughout the year and will receive a grant to implement a financial aid completion strategy. Cohort convenings will utilize key regional tools, including a forthcoming financial aid toolkit, advisory lesson plans, and communication suite ("College Knowledge") to improve understanding of and ability to implement these tools.

The overall goal of this strategy is to increase financial aid completion in Pierce County, particularly for youth who traditionally make up the opportunity gap, and develop the overall college and career readiness culture. These goals align with district commitments through the Pierce County Strong coalition. They also build upon work that is already in motion in the region and has buy-in from a variety of regional stakeholders.

The strategy would be broken down into three primary activities:

1. Financial aid leadership cohort- trainings/convenings
2. Grants to participants to implement strategies
3. Communications & resource creation and distribution

Proposal Breakdown and Budget

Activity	Resources Currently Invested	WorkForce Central Investment
<u>Financial Aid Leadership Cohort</u> 25 participants from districts, schools, and community organizations engage in four cohort meetings focused on financial aid training, communications resources, and strategies for implementing best practices. Participants could include: advisory teachers, family liaisons, bilingual staff, college and career staff and access organizations, faith-based organizations, and organizations who work with out-of-school & at-risk youth, ELL students, special education students, and similar.	Initial training developed for South King County; \$7,000 invested in training development in King County.	\$10,000 Funds to support significant outreach to potential participants, cohort administration, facilitation, meeting materials, content development and evaluation.
<u>Financial Aid Completion Strategy Pilots</u> Distribute grants to organizations and districts/schools within the cohort to implement a financial aid completion strategy (e.g. events, 1-on-1 family meetings, phone-a-thons, etc.) during 2017-18 financial aid application period. Grants awards will range from \$500-\$4000 per organization or school/district, depending on scope of strategy and students served.	Grants of up to \$5000 were provided to districts in King County this year to implement financial aid strategies. This was part of broader training and professional learning engagement with staff and organizations in those districts.	\$40,000 Funds to support strategy implementation and ongoing coaching: grants, administration and coaching/technical support for implementers.
<u>Student/Family College & Career Engagement Materials</u> Share key messages around technical, 2-year and 4-year colleges and financial aid access through cohort trainings. Distribute “College Knowledge” communications suite messages, advisory resources, financial aid toolkit, and other student informed or generated content.	Resources are all being developed with existing funds: • \$80,000 invested in the communication suite (for design, pilot projects, family engagement, translation & evaluation). • \$25,000 for toolkit and advisory materials production. • \$2,000 for social media/text campaign content development	\$15,000 Funds to support material printing, distribution and rollout support to cohort with possible expansion beyond cohort schools and organizations.
TOTAL		\$65,000

WANT TO GO TO COLLEGE?

There are many college options to help you prepare for your future career: technical colleges, 2-year colleges and 4-year colleges, both public and private.

Need help with our terms? See our **glossary** in the back of this booklet.

HERE'S WHAT YOU NEED TO KNOW.

IN THIS EDITION:

ALL ABOUT:

THE COLLEGE BOUND SCHOLARSHIP.....1

THE PLEDGE:

FOR THE COLLEGE BOUND SCHOLARSHIP.....3

HIGH SCHOOL CHOICES:

PICKING THE RIGHT CLASSES FOR COLLEGE.....5

PAYING FOR COLLEGE:

TYPES OF FINANCIAL AID, QUALIFYING & PAYING.....7

GLOSSARY.....9

ALL ABOUT: THE COLLEGE BOUND SCHOLARSHIP

WHAT IS COLLEGE BOUND?

The College Bound Scholarship is a commitment of **state financial aid** to **eligible** students and is a four-year scholarship (12 quarters/8 semesters). Students would have applied in middle school before the end of their 8th grade year and commit to meeting the College Bound Pledge in high school. The scholarship may be listed on your **award letter** as a combination of several state grant programs, such as State Need Grant.

Find other eligibility requirements at collegebound.wa.gov

The College Bound Scholarship

DOES COVER:

- Average cost of **tuition** (at comparable public college rates)
- Some **college fees**
- Small book allowance

The College Bound Scholarship

DOES NOT COVER:

- Housing
- Meal plan
- Transportation
- Health care / insurance
- Non-mandatory fees

Other financial aid may assist with these expenses. This list may vary by college.

WHERE CAN I USE IT?

The College Bound Scholarship can be used at **66** 2- and 4-year public and private colleges, universities and technical programs in Washington State.

In the 2016-2017 school year, the College Bound Scholarship award amounts looked like this:

School Types & Potential College Bound Scholarship Dollars

Public 4-Year Research Colleges

(for example: University of Washington)
Up to \$10,499 per year

Public 4-Year Comprehensive Colleges

(for example: Central Washington University)
Up to \$7,031 per year

Community and Technical Colleges

(for example: Spokane Community College)
Up to \$4,300 per year

Private 4-Year Colleges

(for example: Pacific Lutheran University)
Up to \$11,904 per year

GOOD TO KNOW:

You must use the College Bound Scholarship **within 1 year** of high school graduation.



Private 2-year Colleges

(for example: Art Institute of Seattle)
Up to \$4,467 per year

WHAT TO DO NOW?

DO THE ACTIVITY!

1. Visit readysetgrad.org/eligible-institutions to see a list of all the schools where College Bound may be used.
2. List 2 colleges and their website for each school type that you want to learn more about.
3. Share your list with a teacher, school counselor, or other school staff member and let them know your post-high school plans.

Public 4-Year Research Colleges	Public 4-Year Comprehensive Colleges	Community and Technical Colleges	Private 4-Year Colleges	Private 2-year Colleges
	Example: Western Washington University - www.edu			

HAVE QUESTIONS?

If you have questions about the College Bound Scholarship, please contact the Washington Student Achievement Council at collegebound@wsac.wa.gov, 888-535-0747 option 1 or visit collegebound.wa.gov.

GET UPDATES:

Sign up to get updates on the College Bound Scholarship and other ways to get college ready by visiting <http://bit.ly/2gIM56L>



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THE PLEDGE: THE COLLEGE BOUND SCHOLARSHIP

REMEMBER THAT TIME IN 7TH or 8TH GRADE...

when you signed a pledge to go to college? We haven't forgotten you. Here is what you need to know about the pledge for the College Bound Scholarship.

WHAT IS COLLEGE BOUND AGAIN?

end of their 8th grade year and commit to meeting the College Bound Pledge in high school. The scholarship may be listed on your **award letter** as a combination of several state grant programs, such as State Need Grant.

The College Bound Scholarship is a commitment of **state financial aid** to **eligible** students and is a four-year scholarship (12 quarters/8 semesters). Students apply in middle school before the

HOW DO I GET IT?

After completing the application in middle school, eligible students must fulfill **The College Bound Pledge**:

- ☐ Graduate from a Washington state high school or homeschool program with at least a 2.0 GPA.
- ☐ Have no **felony convictions**.
- ☐ Be income eligible, as determined by your college with the information from your **FAFSA** or **WASFA**. You can view income requirements by visiting readysetgrad.org/cbs-mfi.
- ☐ Get accepted to and go to one of the 66 colleges or universities or programs within one year of graduating high school. Visit readysetgrad.org/eligible-institutions for a complete list of eligible schools.

GOOD TO KNOW:

You must use the College Bound Scholarship **within 1 year** of high school graduation.

HAVE QUESTIONS?

If you have questions about the College Bound Scholarship, please contact the Washington Student Achievement Council at collegebound@wsac.wa.gov, **888-535-0747 option 1** or visit collegebound.wa.gov.

WHAT TO DO NOW?

CLASSES TO TAKE:

Taking the following classes would prepare you for all options to get into at least one of the **66** 2- and 4-year public and private colleges, universities and technical programs in Washington State.

Admission Requirements for Washington State 4-year Colleges

A: 4 credits of English

B: 3 credits of math (including Algebra II or Integrated Math III)

C: 2 credits of science (1 lab science)

D: 1 credit of art

E: 3 credits of social science

F: 2 credits of world languages (must be in same language)

this document has ALL the admission requirements for Washington state
wsac.wa.gov/sites/default/files/2015.Minimum.College.Admission.Standards.Policy.pdf

DO THE MATCH UP!

1. Choose two colleges listed on the "All About College Bound" page and write their names where it says "college name".
2. Visit the college websites and determine what minimum admission requirements are needed to get into both colleges.
3. From the list of admission requirements listed above, select all corresponding letters that are required to get into the school and write them down in the second column next to the college.
4. Mark an "x" in each of the other columns that are also required to get into the two colleges.

College Name	Minimum Academic Requirements	Personal Statement or Essay	Activities List or Resume	Letter of Recommendation	Transcript	Tests (SAT/ACT/Placement)	Other
Western Washington University	A, B, C, D, E, F	X	X		X	X	

GET UPDATES:

Sign up to get updates on the College Bound Scholarship and other ways to get college ready by visiting <http://bit.ly/2gIM56L>



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HIGH SCHOOL CHOICES: PICKING THE RIGHT CLASSES

WHAT CLASSES SHOULD I TAKE?

The classes you take in high school prepare you for your post high school plans. Whether you choose to pursue an **apprenticeship or a technical, 2-year, or 4-year college**, you will want to learn their admission requirements.

THINGS TO KNOW:

- Your high school graduation requirements **may not** be the same as college admission requirements.
- 4-year colleges have the most selective requirements.
- Technical and 2-year colleges have less selective requirements.

MATH IS IMPORTANT:

- Most college programs require you to take some math. Taking more math in high school may mean taking less math in college.
- Over 50% of high school graduates are not ready for college-level classes.
- Taking four years of high school math will help you get ready for college and can help you save on tuition costs!

REMINDER:

To receive the College Bound Scholarship you must meet the pledge requirements. See pages 3 and 4 of this booklet.

WHAT ARE COLLEGES LOOKING FOR?

- A challenging class schedule – take Honors, **Advanced Placement (AP)** and/or **International Baccalaureate (IB)** classes if they're available at your high school or learn about additional dual credit options such as **Running Start** or **Tech Prep**.
- Electives that match your career and college interests. Examples might include a career and technical education program of study that leads to a career credential or certificate.
- Some colleges may have **additional requirements** such as taking the SAT or ACT.

view chart on other side

WHAT TO DO NOW?

CLASSES TO TAKE:

In the following chart, fill out the blank spaces with your high school's graduation requirements. If you don't know your high school graduation requirements, talk to your counselor, a teacher or other high school staff member who can help.

Subject	Your High School Graduation and Technical and 2-Year Requirements	Minimum 4-Year College Admission Requirements	Typical Highly Selective 4-Year College Requirements
English		4 credits	4 credits
Math		3 credits (including Algebra II or Integrated Math III)	4 credits
social science		3 credits	3 credits
Science		2 credits (one lab science)	4 credits
World language		2 credits	4 credits
Art		1 credit	1 credit
Additional requirements		n/a	1 credit

COLLEGE TYPES:

There are many college options to help you prepare for your future career: technical colleges, 2-year colleges and 4-year colleges.

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COLLEGE: PAYING FOR

HOW MUCH DOES IT COST?



College costs are different at different schools. Each college estimates the **Cost of Attendance (COA)** by adding together some or all of the below expenses:

**Tuition
Fees**

Room and board
Transportation

Books and supplies
Other living expenses

HOW DO I PAY FOR IT?

The cost of college can be overwhelming, but there are many different resources to help you pay for college. People often use various sources of financial aid to pay for college in addition to what they may have saved or earn from their job. Financial Aid resources include any **grant or scholarship, loan, or work study** offered to help you meet your college expenses.

HOW DO I QUALIFY?

FINANCIAL AID

- In order to be considered for financial aid, you need to complete the **FAFSA** or the **WASFA** your senior year and every year you go to college.
- Each college determines financial aid eligibility for federal, state and institutional types of aid based on awarding policies at that campus.

SCHOLARSHIPS

- There are thousands of scholarships that can help you pay for college. Check out washboard.org.
- Different scholarships have different application requirements. Most scholarships require that you complete the **FAFSA** or the **WASFA**.

TYPES OF FINANCIAL AID:

SCHOLARSHIPS – Money awarded to students based on academic or other achievements to help pay for education expenses. Scholarships generally do not have to be repaid.

GRANTS – A form of gift aid, usually based on financial need. A grant does not need to be repaid, unless, for example, you withdraw from a school and owe a refund.

INSTITUTIONAL AID – Usually scholarships awarded from the school you are going to on the basis of financial need and or academic merit.

WORK STUDY – A financial aid program (federal or state) that allows a student to work on-campus or with approved off-campus employers to earn money to pay for college expenses.

LOANS – Money you can borrow and repay over time, with interest added in most cases.

WHAT TO DO NOW?

FIND YOUR COLLEGE'S COST OF ATTENDANCE (COA)

1. Choose one school you listed on the "All About College Bound" page and write it's name down where it says "college name."
2. Visit that college's website. Look for information about what the college costs. This could be on a page like Apply, Tuition and Fees, Financial Aid or Admissions.
3. Fill in the costs of attendance.

College Name	Cost of Attendance	
	Tuition Fees Room and board Transportation Books and supplies Other living expenses	\$

KEEP IN MIND:

Knowing the different types of financial aid is only the first step. You may not need to take out financial aid to cover the full cost of attendance.

FOR MORE INFORMATION

Visit readyssetgrad.org.

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GLOSSARY:

All About the College Bound Scholarship:

Award Letter: An offer from a college or career school that states the type and amount of financial aid the school is willing to provide if you accept admission and register to take classes at that school.

College: A technical, 2-year, or 4-year private or public college or university.

College Fees: Money you pay to access school activities, fitness centers, libraries, and student centers. Every college has different fees.

Community and Technical Colleges: These schools offer associate's degrees, certificates, or prepare students for specific trades.

Eligible: College Bound eligibility is a two step process. Students must meet income requirements, receive TANF or other public assistance in either 7th or 8th grade and will verify this when they sign the application with a parent. Students in foster care are automatically enrolled in the program. The second step is when students go to college and their income will be verified when they complete the FAFSA or WASFA.

Private 2-year Colleges: These schools tend to be focused on specific trades or vocations and are not publicly funded.

Private 4-Year Colleges: These schools offer bachelor's and may also offer master's degrees but are independent and are not publicly funded. These colleges or universities often have smaller class sizes.

Public 4-Year Comprehensive Colleges: These schools tend to be smaller and are more regionally based and offer bachelor's and master's degrees.

Public 4-Year Research Colleges: These schools engage in extensive research activities and offer bachelor's, master's, or doctorate degrees.

State Financial Aid: Financial assistance/aid programs funded and administered by the state to help pay college costs.

Scholarship: Money awarded to students based on academic or other achievements to help pay for education expenses. Scholarships generally do not have to be repaid.

Tuition: The price colleges or universities charge for credits/classes, this pays for things like the instructor and classroom space. Every college has different tuition costs.

The Pledge

Admission Requirements: A list of requirements that need to be satisfied in order to be admitted to a college.

Award Letter: An offer from a college or career school that states the type and amount of financial aid the school is willing to provide if you accept admission and register to take classes at that school.

College: A technical, 2-year, or 4-year private or public college or university.

College Fees: Money that is used to have access to school activities, fitness centers, libraries, and student centers. Every college has different fees.

Eligible: College Bound eligibility is a two step process. Students must meet income requirements, receive TANF or other public assistance in either 7th or 8th grade and will verify this when they sign the application with a parent. Students in foster care are automatically enrolled in the program. The second step is when students go to college and their income will be verified when they complete the FAFSA or WASFA.

FAFSA: Federal Application for Federal Student Aid, the standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid. Learn more at fafsa.ed.gov.

Felony Convictions: (more serious crimes) conviction records are checked, just like all pledge requirements, prior to College Bound Scholarship funds being awarded to students.

State Financial Aid: Financial assistance/aid programs funded and administered by the state to help pay college costs.

Scholarship: Money awarded to students based on academic or other achievements to help pay for education expenses. Scholarships generally do not have to be repaid.

Tuition: The price colleges or universities charge for credits/classes, this pays for things like the instructor and classroom space. Every college has different tuition costs.

WASFA: Washington Application for State Financial Aid, the application available to eligible noncitizens for the State Need Grant and the College Bound Scholarship. Learn more at readysetgrad.org/WASFA.

High School Choices: Picking the Right Classes:

Admission Requirements: A list of requirements that need to be satisfied in order to be admitted to a college.

Advanced Placement (AP): A program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

Apprenticeship: Apprenticeship is a combination of on-the-job training (OJT) and related classes under the supervision of a journey level craft person or trade professional in which workers learn aspects of a highly skilled occupation.

Community and Technical Colleges: These schools offer associate's degrees, certificates, or prepare students for specific trades.

International Baccalaureate: A program that offers challenging, rigorous courses of study. Students who take IB exams have the chance to earn college credit or advanced placement, or both, within upper-level college courses. Many colleges and universities recognize IB courses as they make admissions decisions.

Private 2-year Colleges: These schools tend to be focused on specific trades or vocations and are not publicly funded.

Private 4-Year Colleges: These schools offer bachelor's and may also offer master's degrees but are independent and are not publicly funded. These colleges or universities often have smaller class sizes.

Public 4-Year Comprehensive Colleges: These schools tend to be smaller, are more regionally based and offer bachelor's and master's degrees.

Public 4-Year Research Colleges: These schools engage in extensive research activities and offer bachelor's, master's and doctorate degrees.

Running Start: A program that provides students the option of attending certain institutions of higher education while simultaneously earning high school and college/university credit. Students in grades 11 and 12 are allowed to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Northwest Indian College and Washington State University. Running Start is one way to earn college credit while in high school. To learn more about this program and other options that may be available at your school, please visit readysetgrad.org/dual-credit.

Tech Prep: Dual Credit is a cooperative effort between K-12 schools and colleges that allows students to earn college credits in approved high school courses.

Paying for College:

Cost of Attendance (COA): The total amount it will cost you to go to college each year and can include tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); books, supplies and transportation.

FAFSA: Federal Application for Federal Student Aid, the standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid. Learn more at fafsa.ed.gov.

Federal Student Loans: A loan is money you borrow and must pay back with interest. Loans made by the federal government, called federal student loans, usually offer borrowers lower interest rates and have more flexible repayment options than loans from banks or other private sources. For more information on the federal loan program: studentaid.ed.gov/sa/types/loans.

Federal Work Study: A program that provides part-time jobs for undergraduates with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. For more information on federal work study program: studentaid.ed.gov/sa/types/work-study.

Fees: Money that is used to have access to school activities, fitness centers, libraries, and student centers.

Financial Aid: Any grant or scholarship, loan, or paid employment offered to help you meet your college expenses.

Room and Board: The costs associated with living on or off campus, including meal plans.

State Work Study (SWS): A program that provides low- and middle-income undergraduate students to earn money to pay part of their college costs while gaining valuable work experience. This allows students to develop career skills and job connections while avoiding added loan debt. For more information on the state work study program visit readysetgrad.org/college/state-work-study.

Tuition: The price colleges or universities charge for credits/classes, this pays for things like the instructor and classroom space. Every college has different tuition costs.

WASFA: Washington Application for State Financial Aid, the application available to eligible noncitizens for the State Need Grant and the College Bound Scholarship. Learn more at readysetgrad.org/WASFA.

Questions on the College Bound Scholarship?

Please contact the Washington Student Achievement Council at collegebound@wsac.wa.gov, 888-535-0747 option 1 or visit collegebound.wa.gov.

Questions on this workbook or how to get more information?

Please contact Washington College Access Network at info@wcan.org, toll-free at 877-655-4097 or visit wcan.org.

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VISIT WCAN.ORG FOR MORE INFORMATION AND
FUTURE EDITIONS OF COLLEGE KNOWLEDGE MATERIALS.

MATERIALS CREATED
IN **PARTNERSHIP** WITH:

