



OCR Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: Path to Trades

Description: Expansion of the Seattle Promise Program to include Path to Trades

Department: Department of Education and Early Learning (DEEL)

Contact: Amanda Stoddard, Launch Policy Advisor

Indicate whether the item is:

Policy Initiative Program Budget Issue

Step 1. Set Outcomes.

1a. What does your department define as the most important racially equitable community outcomes related to the issue?

- # participated in career exposure events
- # enrolled (in trades pathway/area of study)
- # completing first quarter (of trades pathway)
- # completing program
- % completers connected to employment or apprenticeship within 6 months of completion

1b. Which racial equity opportunity area(s) will the issue primarily impact

impacts on:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Criminal Justice |
| <input type="checkbox"/> Community Development | <input checked="" type="checkbox"/> Jobs |
| <input type="checkbox"/> Health | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Environment | |

1c. Are there impacts on:

- | | |
|--|---|
| <input type="checkbox"/> Contracting Equity | <input type="checkbox"/> Immigrant/Refugee Access to Services |
| <input checked="" type="checkbox"/> Workforce Equity | <input type="checkbox"/> Inclusive Outreach and Public Engagement |

Please describe:

- Achieving workforce equity goes beyond student enrollment
- A multitude of factors, including financial access, information access, structural access, and completion and retention support access impact an individual's ability to participate in the workforce

Step 2. Involve Stakeholders & Analyze Data.

- 2a. Are there impacts on geographic areas?** Yes No
- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> All Seattle Neighborhoods | <input type="checkbox"/> Lake Union | <input type="checkbox"/> East District |
| <input type="checkbox"/> Ballard | <input type="checkbox"/> Southwest | <input type="checkbox"/> King County (outside Seattle) |
| <input type="checkbox"/> North | <input type="checkbox"/> Southeast | <input type="checkbox"/> Outside King County |
| <input type="checkbox"/> NE | <input type="checkbox"/> Delridge | Please describe: |
| <input type="checkbox"/> Central | <input checked="" type="checkbox"/> Greater Duwamish | |

Please describe:

Seattle Promise is a universal access program. Since its inception, access has grown to all Seattle public high schools. Please see attachment 2 for Fall 2024 enrollment by high school.

2b. What are the racial demographics of those living in the area or impacted by the issue?

The Path to Trades expansion is not intended to divert students away from a 4-year pathway but to ensure all young people have equitable opportunities to enter high-demand and living wage trade careers. Across Seattle, there is a clear racial equity gap where high-demand and living wage trade career talent is not reflective of and accessible to Seattle’s diverse population of young professionals.

In 2024, young people ages 18-26 made up roughly 13% of Seattle’s total population with 58% White, 23% Asian, 8% Hispanic/Latinx, 5% Black/African American and less than 1% Native Hawaiian or Pacific Islander¹ Youth representation in Seattle-King County trade careers varies, where registered apprentices remain largely white at 64%, while Hispanic/Latinx stands at 17%, and Asian and Black representation at 3% and 6% respectively.²

2c. How have you involved community members and stakeholders?

From July 2024 to March 2026, DEEL engaged more than 1,496 individuals to share their priorities for FEPP levy spending and implementation. Engagement occurred across two phases, with the first informing the FEPP Levy renewal and the second to allocate funds and shape implementation details.

To inform the Path to Trades program design, DEEL referenced Promise application, enrollment, and completion data and spoke directly to key stakeholders such as the Seattle Colleges, City of Seattle Departments OED, FAS, SCL, SPU, SPD, SFD, OLS, and OSE as well as Masters, Mates & Pilots, MLK Labor Union, and Local 242.

As part of FEPP Levy renewal engagement conducted in 2024-2025 by DEEL in partnership with South Sound Strategies (SSS), DEEL engaged stakeholders on topics such as access and affordability, barriers to degree or certification attainment, and college and career supports. Over nine months of community

¹ “2024 ACS 1-Year Estimates,” U.S. Census Bureau, 2024, <https://www.census.gov/programs-surveys/acs/technical-documentation/table-and-geography-changes/2024/1-year.html>

² “Registered Apprenticeship Application Report, 2024 Annual Report to the Legislature ,” Washington State Department of Labor & Industries , 2024, https://www.lni.wa.gov/agency/_docs/2024RegisteredApprenticeshipApplicationReport.pdf.[2024RegisteredApprenticeshipApplicationReport.pdf](https://www.lni.wa.gov/agency/_docs/2024RegisteredApprenticeshipApplicationReport.pdf)

engagement for all parts of the 2025 FEPP levy, SSS conducted a multi-method engagement process that centered students, families, and historically underrepresented communities.³

As part of the Implementation and Evaluation Plan stakeholder engagement conducted in 2025-2026 by DEEL in partnership with DON, DEEL engaged college and career stakeholders on access and interest in high-quality career pathways that lead directly to family-wage jobs in the skilled trades and related industries.

- Trades-specific engagement
 - Students, Promise alumni and families: 5 in-person events, 3 virtual events, 1 survey
 - Providers and institutional partners: 12 interviews, 1 survey

During these engagements, college and career stakeholders emphasized:

- **Reduced Stigma:** Students report trades stigma has decreased; seeing economic opportunities makes trades appealing
- **Skills Center Barriers:** Limited slots, scheduling conflicts with AP/IB courses, transportation challenges, and parking costs
- **Maritime Opportunity:** Silver tsunami in maritime industry presents opportunity; interest in specialized maritime high school model
- **Exposure Timing:** Early exposure (8th-9th grade) recommended to earning potential, union membership, and career options
- **Job Shadow Access:** Students report difficulty finding opportunities independently; school-year options preferred over summer-only
- **Gender Dynamics:** Question raised about who is being told about trades opportunities and potential gender bias in outreach

2d. What does data and your conversations with **stakeholders** tell you about existing racial inequities that influence people's lives and should be taken into consideration?

Data analysis and stakeholder engagement elevated four factors for consideration during design of the Path to Trades expansion program: (1) Opportunity development for BIPoC youth (2) student Interest and engagement, (3) ethical working conditions and (4) long-term sustainability and retention.

Stakeholder conversations revealed inequities in the college and career sector significantly impact students ability to earn a certificate, degree, or credential.

Evidence shows that formal credentials, such as certifications and apprenticeships consistently raise⁴ earnings for those who obtain them. In Washington State, there is a 50-100% pay gap for people who earn a trade credential and those who do not hold a degree or credential⁵:

- No credential: \$30k–\$40k average annual income
- Trade credential: \$55k–\$70k average annual income

³ ⁸ FEPP 2025 Stakeholder Engagement Report, May 2026.

⁴ E. Yeyati, "The Market Value of Non-Degree Credentials: New Evidence from 37 Million US Workers," CEPR, 2026, <https://cepr.org/voxeu/columns/market-value-non-degree-credentials-new-evidence-37-million-us-workers>.

⁵ Washington State Employment Security Department, "Employment and Wages," 2026, <https://esd.wa.gov/jobs-and-training/labor-market-information/employment-and-wages>.

Current Washington workforce programs show high placement rates for people who obtain a credential in specific trades, averaging 80%⁶. Seattle Promise Cohort 2024's fall-to-fall retention rate was 67%, exceeding the previous cohort. This growth trend shows Seattle Promise and the Path to Trades expansion play an important role in access, retention, and completion, ultimately positively impacting workforce equity in Washington State.

Additionally, work with the Seattle Colleges identified that many high-demand trades training programs were greater than 90 credits in length and had substantial tools and supplies costs to start the program. Seattle Promise previously only covered the first 90 credits of a student's studies. Both program length and program tool cost were identified as barriers and creating inequitable access to trades training and career opportunities.

Preliminary analyses show high-demand trades training programs exist at all three of the Seattle Colleges with approximately 110 Promise students currently in high-demand trades training programs.

Finally, stakeholders highlighted complex barriers young people experience while exploring a trades career such as trades competency competitiveness, systemic hiring inequalities stacked against them, and financial barriers. This tells us that racial inequities to participation in trades programs are driven by cumulative disadvantages, not just related to program access.

2e. What are the root causes of factors creating these racial inequities?

Intergenerational structural inequality⁷ refers to the disparities in resources, opportunities, and life chances between different generations within a society. These inequalities are reinforced over many generations through the passage and enforcement of policies that concretize inequality:

1. Redlining → segregated neighborhoods
2. Segregation → unequal school access
3. Unequal schooling → income disparities
4. Income disparities → limited wealth building
5. Wealth gap → reinforces housing inequality
6. Housing inequity → unequal school access

Redlining in Seattle⁸ began in 1936 with Homeowners' Loan Corporation maps. These maps labeled neighborhoods by "risk," heavily based on race. Areas with Black, Asian, or immigrant residents were marked "hazardous." As a result, Seattle's Black population became geographically concentrated in the Central District and Rainier Valley.

Even after formal segregation laws weakened, lending discrimination continued. A 1975 City of Seattle⁹ study found major banks made almost no loans in the Central District and Rainier Valley. In 1977 Washington State banned redlining but the discrimination did not end. The ability to access education and wealth building opportunities continue to be disparate.

⁶ Employment and Wages, Washington State Employment Security Department.

⁷ S. S. Hamedani, A. I. Amjad, and S. A. Aslam, "Exploring Structural Injustices in School Education: A Study on Intergenerational Repair," *Frontiers*, 2024, <https://www.frontiersin.org/journals/education/articles/10.3389/educ.2024.1395069/full>.

⁸ E. Okikawa, "Walking Through Past and Present: Seattle's Redlining Heritage Trail," Washington Trails Association, 2020, <https://www.wta.org/news/magazine/features/walking-through-past-and-present>.

⁹ Employment and Wages, Washington State Employment Security Department.

In addition to historic societal structural racism, trades professions have a history of racial discrimination and exclusion through biased examinations, gatekeeping, and overt racism that discourage BIPOC workers from joining.¹⁰ Through stakeholder engagement interviews we learned that having a family member in a union or trade can help a prospective worker gain access to apprenticeships or work. The power of the familial connection can amplify racial disparities if historically BIPOC workers have not had equal access in membership or training opportunities.

Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement...

3. How will the policy, initiative, program, or budget issue increase or decrease racial equity?

What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step 1.

Benefits: The Path to Trades program is an expansion of the Seattle Promise program. In 2025, 69% of incoming students to Seattle Promise identified as BIPOC. This is significantly higher than the general Seattle Colleges population, which is 47%. The Path to Trades expansion funds access, completion, and job placement supports, prioritizing services to support high demand trade programs. Benefits include:

Access

- Early exposure and guidance
- Awareness and access to trade pathways that lead to careers and result in living wages

Completion

- Training program (certificate and degree) completion for high-demand trade pathways that lead to living wage careers

Job Placement

- Mentorship and practical tools to build a diverse local talent pipeline for high-demand trades
- Pre-apprenticeship and post-secondary connections

Potential Burdens / Unintended Consequences: The Seattle Promise is a Universal Program. While DEEL's internal evaluation has shown an increase in access to all demographics, national research has shown that "free tuition" equity enhancing programs can often disproportionately benefit white or higher-income students¹¹. Meanwhile, certain trades careers have extremely low percentages of Black/African American workers (Construction, etc), and even lower percentages of Black/African American trades professionals in leadership positions¹². An unintended consequence may be perpetuating a gap in African Americans in certain trades due to the existing opportunity gap in Promise retention/completion for African American students.

Step 4. Advance Opportunity or Minimize Harm.

¹⁰ 1. Travis Watson, "Union Construction's Racial Equity and Inclusion Charade," Stanford Social Innovation Review, 2021, [1. Travis Watson, "Union Construction's Racial Equity and Inclusion Charade," Stanford Social Innovation Review](https://ssir.org/articles/entry/union_constructions_racial_equity_and_inclusion_charade) https://ssir.org/articles/entry/union_constructions_racial_equity_and_inclusion_charade

¹¹ M. M. Chingos, "Who Would Benefit Most from Free College," Brookings, 2016, <https://www.brookings.edu/articles/who-would-benefit-most-from-free-college/>.

¹² Ciquoiah Broxton and Raina Grace, "Who Gets to Build? Examining Racial Disparities in Construction Apprenticeships," UChicago Inclusive Economy Lab, 2025, <https://medium.com/inclusive-economy-notes/who-gets-to-build-examining-racial-disparities-in-construction-apprenticeships-d7083144cd30>

4. How will you address the impacts (Including unintended consequences) on racial equity? What strategies address immediate impacts? What strategies address root causes of inequity listed in Q. 6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies: Last dollar scholarship programs, such as the Seattle Promise, have been shown to improve access to enrollment, but without complimentary policies, such as the Path to Trades expansion, they can also unintentionally increase race-based retention and completion gaps and exclusion from educational institutions.

Policy Strategies: The Path to Trades expansion includes the following policy strategies to mitigate unintended consequences:

- Pair tuition subsidies with basic needs fiscal supports (equity scholarships)
- Create a tools and supplies scholarship to fund additional required trades training costs
- Invest in capacity expansion for local trades program
- Academic and preparation outreach and advertising
- Fund and provide transportation to attend trades exploration events to ensure all high school students can attend

Partnership Strategies: In order to execute this expansion, DEEL is working with the Seattle Colleges, local labor unions, the City-Wide Workforce Development Board, City departments, the Levy Oversight Committee, and the Washington Student Achievement Council.

Step 5. Evaluate. Raise Racial Awareness. Be Accountability.

5a. How will you evaluate and be accountable? How will you evaluate, and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

The Path to Trades strategy is an expansion of the Seattle Promise program funded by the FEPP levy, providing students with another pathway to earning a certificate, degree or credential from a skilled trade program at Seattle Colleges. All FEPP Levy investments are subject to required monitoring activities and scheduled evaluations, ensuring progress is made toward racial equity and overall levy goals outlined in the Implementation & Evaluation plan. As an expanded strategy, evaluation and data reporting complement existing Seattle Promise monitoring activities, which include:

- Regular data reporting of students enrolled in a credential pathway, program retention, and completion of a credential pathway disaggregated by race/ethnicity where student counts meet FERPA compliance
- Program data review between DEEL and funded partners
- Implementation of critical policy or program changes
- Two scheduled evaluations, in Year 2 and Year 4 of the levy

5b. What is unresolved? What resources/partnerships do you still need to make change?

Building on our Fall 2025 stakeholder engagement findings, we are committed to reducing barriers to skilled training and job attainment for young skilled professionals of color by the end of the levy. While current trades program participation and job placement outcomes tend to skew toward an average age of 30 and underserve professionals of color¹³, we plan to bridge this access gap through direct partnerships with Seattle Colleges and City of Seattle Departments, and job-readiness programming. Partnerships

¹³ Department of Education & Early Learning, FEPP Trades Stakeholder Engagement (2025)

and programming aim to improve regional workforce development systems alignment and create networks of support (e.g., mentoring, guest speakers, networking events, etc.) for young professionals of color in high-demand industries in Seattle.

We recognize that quantitative data for this strategy is currently limited; we are leveraging qualitative data to shape racial equity goals. Through planned reporting and evaluation, we will stay accountable to our progress and responsive to areas needing improvement.

Attachments

1. Ready to Launch Trades Stakeholder Engagement Summary Memo
2. Seattle Promise: Fall 2024 Enrollment by High School
3. Seattle Colleges High Demand trade Program List

Attachment 1

DEEL conducted a series of 12 interviews and 2 focus groups with stakeholders to ensure that policy implementation includes a diverse representation of the opportunities and strengths for trades education in Seattle. These stakeholder partners included representatives from labor unions, Seattle City Light, Seattle Public Utilities, and other city government departments. Of these partnerships, eight described formal apprenticeship programs, while six partners acted as facilitators and connectors, with no formal apprenticeship program. Interviews and focus groups occurred November 2025 - January 2026.

Interviews focused on the work stakeholder organizations do with apprenticeships or skilled training programs, what occupations or programs youth are interested in, what barriers exist for beginning trades or apprenticeship applicants, features supporting successful job attainment, and potential opportunities to support young people pursuing a skilled trade career. On important note for reading this data: while within the memo narrative, I use quote marks to reference the language from interviews/focus groups, this reflects how data collection relied on notes from the conversations rather than recordings. Language and wording may differ from the interview, but we tried to retain the key ideas and topics discussed with stakeholders.

Key Findings

- Support gaps and unmet basic needs are primary barriers to retaining apprentices and skilled talent
- In addition to skill competencies, quality career-readiness skill development such as 21st century skills and employability were commonly cited competencies that may bolster young people's competitive advantage prior to job recruitment
- Targeted outreach and destigmatizing trades careers are key program design elements with potential to increase knowledge, social and navigational capital among youth of color interested in a trades career

Several supporting themes were identified and discussed in the following section. Key emerging quotes were compiled (see appendix A for an extended list of quotes).

High-Level Themes

Seven topics emerged through qualitative analysis: youth interest and engagement, the effectiveness of the pipeline's structural access to trades education and pathways, community outreach and awareness, youth workforce's basic needs, and professional development and skills in relationship to trades.

Professionalization and Career Skills Training Needed for Competitive Job Applications & the Professional Ecosystem

Several stakeholders noted that to make youth more competitive, we need to expand career-readiness training for applicants and youth entering apprenticeships by developing 21st century skills, employability skills, and knowledge of what will be asked of them in careers of choice. Local 242, OSE, HSD, SPU and SCL noted that their few apprenticeships receive a large number of applications. Youth face difficulties obtaining apprenticeships in a competitive field when there are so many qualified applicants with existing work experience. Local 242 discussed how the average age of applicants for their positions are 30, and so youth are competing for jobs with older, more experienced candidates. SCL estimated that for their pre-line worker apprenticeship program, they received around 1000 applications for 6 open spots. OSE noted that for 2 posted internship positions, they received 300 applications. We should be considering how to provide support and opportunities to make youth more competitive applicants.

Additionally, SPD noted that young applicants have difficulty passing the background investigation, physical fitness test, the civil service exam, and need job preparation for interviews and the oral boards. Local 242 noted the need to teach accountability, coachability and employability to find ways to stand out. SPU's Drainage Rehab participant also noted the need to help youth understand the difference between submitting their resume for private sector work vs. government jobs and helping youth assess what they want to do and how to search for jobs and starting places at the entry level.

Pipeline and Opportunity Development for BIPOC Youth Needs Attention

Pipelines leading to trade careers need to address how to support youth, particularly BIPOC youth, in being competitive as applicants, as well as develop awareness and engagement for youth and communities about trades careers.

Stakeholders discussed the need to prioritize BIPOC youth and communities. Several departments noted that traditional word of mouth and family knowledge play a key role in entry into the trades, leading to low awareness with youth and the homogeneity of these industries because it's about "who you know" (ARTS). Outcomes for programs like ANEW, which supports women in trades jobs, serves primarily white women, rather than BIPOC women.

Stakeholders described needing outreach for awareness that will engage youth and communities of Color, especially with families, students and high schools, that trades are a desirable career path and alternative to college, as well as defining what "the trades" actually means.

Robust Opportunities in Trades for Green Energy Development are Coming

Overall, opportunities in green energy and green infrastructure are a huge opportunity in the future and we need to be getting youth into these roles and training now while it is about to boom. (Paraphrase from Interview with MLK Labor Union).

Youth opportunities in trades programs and education exist, however, Seattle needs to develop both the opportunities and applicants for successful trades careers in response to shifting economic needs. The intersection of climate change, city infrastructure and energy needs create an area of opportunity linked to the rise of green energy in technologies such as HVAC, carbon-free concrete, and retrofitting childcare facilities due to the rising heat threshold. MLK Labor Union discussed their pilot at SPU and SDOT with carbon-free concrete and the cement union and noted that Seattle City Light (SCL) could play a major role in building entry-level opportunities for youth in green energy, which SCL confirmed. SCL stated the need to add programs, for example in HVAC, to address this need. SCL also noted that they are hearing a lot of energy and excitement from youth about easing energy doom.

Basic Needs & Ethical Working Conditions are a Concern

Ethically, we need more infrastructure and tailored supports developed to wrap-around youth interested in entering careers in trades. Across the board, participants noted the lack of support for youth who face a lot of systemic barriers, particularly for low-income and first-generation youth. Local 242 noted a 50-60% completion rate in their laborer's apprenticeship program because many youths may not realize what they're getting into, have life struggles, and struggles with program guidelines (submitting hours, RSI).

Skilled trades employment programs should focus on developing equitable working conditions a key factor to sustain robust and ethical pathways to trade careers. Drainage and FAS both explained that people are leaving apprenticeships due to working conditions and not being treated well. More work

around developing safe working environments must occur to combat the reasons apprentices leave programs, such as bullying in the work environment.

Reliable wrap-around services are needed to ensure long-term sustainability of trades jobs and apprentice retention

10 of the 14 stakeholders interviewed noted that successful trades development means that we need to meet the basic needs of workers. Structural barriers to meeting basic needs may be outside of the control of individual departments. Employees need to more to be able to maintain a standard of living, housing, have reliable transportation (apprentices may shift job sites frequently), consistent hours, flexible childcare, access to food and clothing, and in general, wrap-around services to support trades workers and apprentices. However, departments can evaluate the needs of their apprentices and entry-level workers to determine what basic needs they can meet. For example, the SEIUs stakeholder recognized that the machinist's institution is working to open childcare at the Boeing plant to ease the strain of childcare. Local 242 has four apprenticeship coordinators who support 700-800 apprentices and guide them through the program and support with accessing wrap around services. One stakeholder at OED noted that the Regional Pre-Apprenticeship Collaboration has been giving real-time updates allowing them to know about what contractors are experiencing and need, while Electricians are giving respectful worksite training and ironworkers are pushing to accept trans apprenticeships and standing up women in trades.

Stakeholders from SEIU noted that in addition to difficulty finding flexible childcare, the pay is horrible with no benefits, and "childcare is a leading reason why people cannot complete their apprenticeships, with lack of childcare outside of hours 9-5". Additionally, HSD noted they did not have long-term supports for those who have experienced a lot of barriers.

Cross-Sector Partnerships are Needed for Sustainable Pathways

Developing structures and relationships for long-term sustainability of trades work is paramount. Stakeholders discussed, absent of a dedicated training fund or quality training program, programs like the City of Seattle solid waste or cadet program career industries with regional demand remain underdeveloped and underutilized programs. For example, maritime careers, a high-demand industry in Seattle, tend to have significant costs creating financial barriers for trainees looking to reach journey or crew mate levels.

Public-private sector relationships are needed to increase clear and quality trades career opportunities for youth. Coordinated partnerships may increase access to high-demand, entry-level positions for young people completing skilled training and/or apprenticeships.

Using Student Interest and Engagement to Drive Development

More hands-on learning along with monetary payment would help generate interest in skilled trades (Paraphrase from Interview with OED)

There was discussion of paying youth and ensuring compensation such as SPS credits for out of school time. Several stakeholders noted that we must pay youth for their work and training when they are in pre-apprenticeship.

Additionally, 11 of 14 stakeholders discussed engaging students and driving interest through connecting with youth about what they want. Stakeholders noted that exposure to hands-on experiences, tours, and project-based learning drove student engagement with trades professions. Stakeholders see a lot of youth interest in creative, innovative careers in tech, arts, non-profit and human services, as well as in trades with hands-on experiences like automotive and construction.

Demand for Workers Needs to Meet Infrastructure for Developing Those Skilled Laborers with Pre-Apprenticeships

Stakeholders shared a sense of a lack of entry-level jobs for youth that help develop them for skilled labor in the trades. Many trades jobs demand specific skills and experience, however the pipeline to train for these trades and pathways are often inaccessible due to the timing and expense of the training programs. Maritime careers, for example, are expensive and require lots of training – however many companies start hiring at mid-level journey positioned and companies don’t fund training programs. SPD training is provided after hiring, but many youths don’t meet requirements of hiring due to lack of knowledge of what is required at application, such as a deep background check. Structural growth around development of pre-apprenticeships for trades careers can make these pathways more accessible and candidates more competitive.

Appendix A: Supplemental Mixed Methods Joint-Display

Across stakeholders interviewed and surveyed, there was both consensus and difference in responses regarding what industries in Seattle have the greatest demand and interest. Table A compares the results from one survey question (“*What industries do you believe have the greatest demand in Seattle? Please check all that apply*”) and juxtaposes this data with paraphrases from participants conversations about these industries to show points of convergence and divergence across both data collection methods. While data correlation is limited based on the fact that not all stakeholders in the survey were interviewed, and vice versa, this table works to give anecdotal examples alongside the opinions shared in the survey.

It is also important to note that while there is agreement that industries such as Utilities/Skilled Trades have high demand, further investigation is warranted into how high attrition from apprenticeships and the workforce impact that demand from the retention side, along with the need to recruit and train more skilled workers.

- There is agreement across survey and interviews/focus groups that areas of industry with greatest demand, driven both by recruitment needs and retention needs, in Seattle are Utilities/Skilled Trades, Green Jobs/Manufacturing, and Maritime.
- While stakeholders shared that they believed there is a high demand for Construction, based upon qualitative data, addressing professionalization, wrap-around services, and the cyclical nature of construction work may be more valuable than efforts such as outreach for this industry.

Table A: Cross-Method Summary of Beliefs About High-Demand Industries in Seattle

Survey: What industries do you believe have the greatest demand in Seattle?	Focus Group & Interview Paraphrases
Utilities/Skilled Trades (10 respondents)	<p>Drainage Rehab Program</p> <p>There are people leaving/tapping out of apprenticeships due to conditions of work and work environment and people not being treated well.</p> <p>In first rounds they have 100+ people go through application process, mental and physical aptitude test.</p>

	<p>“I have found that when the economy is doing great, we have a hard time getting people into the trades, but when the economy is down, we have many people interested in the trades.”</p> <p>HSD In the IDT workforce group SPU or SCL mentioned they had apprenticeships, but they said young people would not be super competitive.</p> <p>Do have contracts that offer some level of training and job connectedness.</p> <p>SCL Pre-line worker apprenticeship programs – something like 1000 applicants for 6 spots.</p> <p>Do not have formal training programs for other skilled trades.</p> <p>HVAC technician is hard to fill position and good to have a training position around that.</p> <p>UCW - utility classification worker position has informally become entry level role and can lead to apprenticeship position.</p> <p>Electrical helpers (entry-level worker position)</p> <p>Other utilities in the region for other areas that have gaps in training and there may be opportunity to expand MOU with Seattle Colleges to build more apprenticeships.</p> <p>There are a few other positions they have on the job training – ex. Hydro operators have some on the job training for about 2 years at level 1, then they can move to next level. Similar set up with power dispatcher.</p> <p>Entry level positions – admin specialist jobs, management systems analyst, Fish hatchery positions.</p> <p>They have very few entry level positions.</p> <p>SPU Where we don't have a program but is like a trade that we would struggle to get is in our solid waste program – people start as laborers then become machine operator.</p> <p>Timing [is a barrier] - limited number of spots; don't struggle with applications, but spots limited. Sourcing isn't an issue, it's just competitive.</p>
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	<p>Unsure of retention rate; anecdotally, 1 or 2 out of a group of 30 will drop out but it's usually about scheduling; have heard about instances where wraparound services were in need.</p>
Healthcare (9 respondents)	N/A
Transportation (8 respondents)	N/A
Green Jobs/Manufacturing (8 respondents)	<p>OSE Started clean energy apprenticeship program. Put out an RFP and select a set of contractors (smaller) to HVAC, solar installation, etc. RFP gives funding to make apprenticeships paid.</p> <p>In 2026...received a commerce grant. They are using it to bring on climate fellows (2-3) be within OSE office and implementing emission and performance standards.</p> <p>Duwamish valley biodigester program – paid for 1 year for them to set up this biodigester program.</p> <p>Serving a lot of young folx in clean energy apprenticeship positions.</p> <p>Lots of policy work to provide rebates to switch to clean energy – it is creating opportunity for apprentices going to smaller shops where they are doing the work to switch to clean heat.</p> <p>Always house interns and when posted 2 internship positions, they received 300 applications.</p> <p>There is some portion of FEPP about building upgrades for childcare facilities and there could be connection for funding to have OSE apprentices work on childcare infrastructure changes.</p> <p>OED w/FAS Labor Equity Team \$1.3M in RFP from 2023. OED previously committed \$300k. OSE is the major funder in this RFP and focusing on green and clean construction.</p> <p>MLK Labor Union Piloting with SPU and SDOT with carbon free concrete through Georgetown campus with cement union...they are involved with PACT program at South Seattle/Georgetown, and they have seen great results and suggest further investment in that program.</p> <p>There isn't a lot of funding, and lots of people out of work. How can we get people into roles that get them experience and pay to start.</p> <p>SCL could be major player in green energy – maybe good entry level work.</p> <p>The city is not putting enough resources into the green trades and infrastructure. Ex. - there could be initiatives to build EV charging</p>

	<p>stations around neighborhoods...these jobs could be entry level jobs that build experience and youth pipeline.</p> <p>Overall opportunities in green energy and green infrastructure is huge opportunity in the future and we need to be getting youth into these roles and training now while it is about to boom.</p>
<p>Maritime (8 respondents)</p>	<p>Masters, Mates & Pilots Trend over time: Ships got bigger, crews got smaller, less ships out there – so there was a surplus of mariners for a while, so people stopped training them and now, we’re on the other side and need to ramp up mariner training program</p> <p>Maritime trades traditionally is word of mouth. Most people don’t know there are jobs here at the port even though it is right outside our door.</p> <p>Entry-level positions identified by Coast Guard aren’t carried by companies as they aren’t required to exist within each company. Many companies start at mid-level journey level positioned.</p> <p>Companies expect people to show up trained which can lead to a steep training curve and cost. There are not pre-apprenticeship programs that are in the area.</p>
<p>Maintenance Technicians (6 respondents)</p>	<p>MLK Labor Union Originally came from IBEW 77 – youth originally became meter reader and cable splicer and waiting for their time to become apprentice. These are great opportunities to get people into the work and gain experience. We need to be looking at more roles like these around the city at the city as workforce to get youth engaged, paid and get experience.”</p>
<p>Construction (6 respondents)</p>	<p>Local 242 They have no shortage of applicants. How does a 18yr old stand out vs someone who has been working the field for several years?</p> <p>They only bring in the amount of people who can go out to work, try to manage the apprenticeship list to make sure they don’t bring in too many people, and they can go out to work.</p> <p>OED w/FAS Labor Equity Team Somewhat interest in construction, but everyone wants to be in popular trades (like electrician) with high \$ amount. Anything to do with marketing/IT blend (social media, etc.).</p> <p>Construction is boom and bust. Right now, we are in bust, reducing workforce or not hiring</p> <p>High drop rates for young people in atmosphere of bullying.</p>
<p>Information Technology (4 respondents)</p>	<p>OED w/FAS Labor Equity Team Somewhat interest in construction, but everyone wants to be in popular trades (like electrician) with high \$ amount. Anything to do with marketing/IT blend (social media, etc.).</p>

Other (please specify) (2 respondents)	<p>SEIUs They do not have training fund or training program and don't run apprenticeships for early childcare workers.</p> <p>ARTS Out of pandemic, there was a brain drain when it comes to sound engineering and folks who were in the technical side of concerts and live events so there was some money that OED provided through the Vera Project – heard that is still a need to build that workforce back up.</p> <p>SPD Could also fund some parking enforcement officers that are 18-20 years old.</p> <p>Only hire about 4-5% about applicants they get.</p> <p>They hire frequently from the military because they haven't been able to do certain things that other people have done while going to college.</p> <p>Between new contract, and last mayor and council they pushed money and marketing to get police force back to fully staffed. On par to hire 160 this year and 180 next year (both are most in 12 years).</p>
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Attachment 2

Table 3 - Seattle Promise: Fall 2024 Enrollment by High School					
High School	Council District	Students Enrolled as Promise Scholars (Fall 2021)	Students Enrolled as Promise Scholars (Fall 2022)	Students Enrolled as Promise Scholars (Fall 2023)	Students Enrolled as Promise Scholars (Fall 2024)

Chief Sealth International High School	1	99 (9%)	111 (9%)	157 (11%)	173 (11%)
Summit - Atlas	1	Expanded Access SY2022-23	<10	<10 (<1%)	16 (1%)
West Seattle High School	1	84 (8%)	82 (7%)	86 (6%)	91 (6%)
Cleveland STEM High School	2	101 (9%)	105 (8%)	89 (6%)	111 (7%)
Franklin High School*	2	137 (12%)	182 (15%)	187 (13%)	202 (13%)
Rainier Valley Leadership Academy	2	Expanded Access SY2022-23	<10	<10 (<1%)	<10
Summit - Sierra	2	Expanded Access SY2022-23	23 (2%)	10 (<1%)	<10
Interagency Academy	2	29 (3%)	45 (4%)	<10 (<1%)	24 (2%)
Rainier Beach High School	2	74 (7%)	77 (6%)	102 (7%)	141 (9%)
South Lake High School (Alan T. Sugiyama High School)	2	<10 (<1%)	<10	<10 (<1%)	<10
Garfield High School	3	73 (7%)	77 (6%)	96 (7%)	96 (6%)
Nova High School	3	16 (1%)	26 (2%)	38 (3%)	32 (2%)
Seattle World School	3	14 (1%)	15 (1%)	31 (2%)	17 (1%)
Lincoln High School	4	Expanded Access SY2022-23	24 (2%)	62 (4%)	97 (6%)
Roosevelt High School	4	88 (8%)	65 (5%)	60 (4%)	68 (4%)
Ingraham International High School	5	109 (10%)	118 (9%)	128 (9%)	156 (10%)
Middle College High School	5	<10 (1%)	<10	<10 (<1%)	<10
Nathan Hale High School	5	107 (10%)	116 (9%)	140 (10%)	147 (9%)
Ballard High School	6	135 (12%)	129 (10%)	115 (8%)	123 (8%)
The Center School	7	24 (2%)	23 (2%)	45 (3%)	34 (2%)
Cascade Parent Partnership	7	Expanded Access SY2022-23	<10	<10 (<1%)	13 (1%)
Total		1114	1250	1460	1595

Attachment 3

Program/Career	Institution	Total Credits	Materials Cost	Median Living Wage	High Demand Occupation per WA State	SBCTC Skills Gap List
Building Construction Technology/Technician	South Seattle College	22	\$0.00	Y	Y	Y

Marine Science/Merchant Marine Officer	Seattle Central College	63.5	\$4,000.00	Y	Y	N
Computer Programming/Programmer, General	North Seattle College	90	\$0.00	Y	Y	Y
Computer Systems Networking and Telecommunications	North Seattle College	90	\$0.00	Y	Y	Y
Network and System Administration/Administrator	North Seattle College	90	\$0.00	Y	Y	Y
Accounting Technology/Technician and Bookkeeping	North Seattle College	90	\$0.00	Y	N	Y
Culinary Arts/Chef Training	Seattle Central College	90	\$3,240.00	Y	Y	N
Baking and Pastry Arts/Baker/Pastry Chef	Seattle Central College	90	\$3,440.00	Y	Y	N
Fire Science/Firefighting	North Seattle College	91	\$0.00	Y	Y	N
Real Estate	North Seattle College	91	\$0.00	Y	Y	Y
Welding Technology/Welder	South Seattle College	93	\$2,000.00	Y	Y	N
Applied Horticulture/Horticulture Operations, General	South Seattle College	93	\$0.00	Y	Y	Y
Surgical Technology/Technologist	Seattle Central College	95	\$2,077.50	Y	N	Y
Biomedical Technology/Technician	North Seattle College	97	\$0.00	Y	N	Y
Culinary Arts/Chef Training	South Seattle College	101	\$500.00	Y	Y	N
Restaurant, Culinary, and Catering Management/Manager	South Seattle College	101	\$500.00	Y	Y	N
Electrical, Electronic, and Communications Engineering Technology/Technician	North Seattle College	102	\$0.00	Y	N	Y

Carpentry/Carpenter	Seattle Central College	102	\$800.00	Y	Y	Y
Wine Steward/Sommelier.	South Seattle College	107	\$0.00	Y	Y	N
Diesel Mechanics Technology/Technician	South Seattle College	118	\$2,000.00	Y	Y	N
Aircraft Powerplant Technology/Technician	South Seattle College	128	\$1,000.00	Y	Y	N
Airframe Mechanics and Aircraft Maintenance Technology/Technician	South Seattle College	128	\$1,000.00	Y	Y	N
Quality Control Technology/Technician	South Seattle College	?	\$0.00	Y	Y	N
Industrial Mechanics and Maintenance Technology/Technician	South Seattle College	10 weeks	\$0.00	Y	N	Y
Mason/Masonry	South Seattle College	2.5 - 4 Years	?	Y	Y	Y
Drywall Installation/Drywaller	South Seattle College	3 years	?	Y	Y	Y
Electrician	South Seattle College	3 Years	?	Y	Y	Y
Concrete Finishing/Concrete Finisher	South Seattle College	3.5 Years	?	Y	Y	Y
Carpet, Floor, and Tile Worker.	South Seattle College	4 years	?	Y	Y	N
Electrical and Power Transmission Installation/Installer, General	South Seattle College	4 years	?	Y	Y	Y
Glazier	South Seattle College	4 Years	?	Y	Y	Y
Lineworker	South Seattle College	4 Years	?	Y	Y	Y
Pipefitting/Pipefitter and Sprinkler Fitter	South Seattle College	5 Years	?	Y	Y	Y

Summary Att 3 - Racial Equity Toolkit - Path to Trades
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Plumbing Technology/Plumber	South Seattle College	5 Years	?	Y	Y	Y
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