The Snohomish Region is home to historically robust STEM industries, spanning from advanced manufacturing to information technology, served by the Snohomish STEM Network and its cross-sector partners. By 2030, 79% of high-demand, family-sustaining wage jobs available in our region will require a postsecondary degree or credential; 50% of those jobs will be STEM or STEM literacy-based occupations. However, students in the Snohomish Region are not equitably or adequately prepared to take advantage of these opportunities, with only 42% of the high school cohort of 2019 projected to be on track to attain postsecondary credentials. We aim to close those gaps and increase the number of our local students who gain access to jobs that pay a family wage and have shown strong resilience during times of economic uncertainty. To learn more about the Snohomish STEM Network, visit http://www.snohomishstem.org.

**197 MORE CREDENTIALS PER YEAR = REGION ON TRACK**

<table>
<thead>
<tr>
<th>Class</th>
<th>Baseline Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2022</th>
<th>Class of 2025</th>
<th>Class of 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentials Attained without Intervention</td>
<td>41% 35,280</td>
<td>41% 35,280</td>
<td>43% 36,301</td>
<td>43% 36,117</td>
<td>47% 40,063</td>
</tr>
<tr>
<td>Credentials Attained with Intervention</td>
<td>42% 3,809</td>
<td>42% 3,809</td>
<td>44% 3,901</td>
<td>46% 3,925</td>
<td>49% 4,218</td>
</tr>
</tbody>
</table>

**Washington State**
- Credentials Attained without Intervention
- Credentials Attained with Intervention

**Snohomish Region**
- Credentials Attained without Intervention
- Credentials Attained with Intervention

Measured six to eight years after high school graduation
THE OPPORTUNITY: A STRONG DEMAND FOR STEM TALENT

19,640 JOBS PAY A FAMILY WAGE* IN THE SNOHOMISH REGION

79% (15,442) of family-wage* jobs in this region require a credential.**

50% (9,807) of family-wage* jobs in this region require a credential** and STEM literacy.

25% Current trends show local K-12 students will only fill 25% (3,817) of the family-wage jobs per year in the region that require a credential.**

CAREER CONNECTED LEARNING WITH SNOHOMISH PUD

Students and educators alike discover the science behind energy generation, storage, and consumption while learning about the impacts of energy demand, sustainability, and conservation. These hands-on learning experiences spark interest in students to better understand the need for energy, and the balance of environmental impacts. Through professional development sessions, educators acquire strategies, supplies, and in classroom support to implement these concepts and activities in and out of the classroom. Snohomish PUD’s tangible, meaningful experiences for students from elementary to high school and beyond, results in more than 35,000 student instruction hours annually.

**“Family wage” and “family-wage jobs” are determined based on the assumption that two working adults are contributing to a household with two children (one infant and one child aged 5 to 12 years), using the statewide family-wage average from the University of Washington Self-Sufficiency Standard, 2020. For households with one adult and two children, the wage threshold is doubled.

** “Credential” refers to all forms of postsecondary education and training, including registered apprenticeships, 1-year certificates, 2-year degrees, and 4-year degrees.

Explore more Washington career and credential data at www.washingtonstem.org/labor-market.
As Washington students move through our education systems, they interact with and are influenced by a wide range of factors that impact their likelihood of success in K-12, postsecondary, and beyond. The following graphic helps illustrate how our educational infrastructure is, or isn’t, supporting Washington students.

**Early Learning**

- 20% of children under 6 years old with all parents working are able to access quality-rated early learning
- 67% of children demonstrate the math skills expected for their age

Not enough families are able to access quality-rated early learning due to the lack of systemic supports and capacity. Quality-rated early learning can lead to sustained positive outcomes for students, especially those from low-income households.

**K-12 STEM Learning**

- 55% of fifth graders demonstrate the science skills and knowledge expected for their grade level
- 59% of third graders demonstrate the math skills expected for their grade level
- 49% shortfall in postsecondary program availability

Students of all races have better educational outcomes if they are taught by racially diverse teachers; students of color see positive benefits if they are taught by teachers who look like them and have similar cultural backgrounds.

**College & Career Pathways**

- 73% of schools offer dual credit courses in at least two STEM subjects (2018)
- 62% of high schoolers completed at least one dual credit course during high school

College credit completion that is accessible through high school is a strong indicator of success after high school. Students who can access STEM dual credit courses are more likely to go on to pursue a high-demand/STEM credential.

**Credentials & Employment**

- 55% of the 2018 high school cohort have enrolled in a postsecondary credential
- 40% of the 2018 high school cohort is on track to earn a postsecondary credential by age 26

Over 70% of family-wage jobs in our state require a postsecondary credential (certificate, degree, or apprenticeship) but our postsecondary system lacks the capacity and support to meet credential demand. Explore more WA occupation data at www.washingtonstem.org/cori.
COVID-19 impacts continue to have an outsized and ongoing impact on every community in our state and our region is no exception. However, those impacts have been felt disproportionately. When we look at the data, it’s clear that communities of color have continued to see significant unemployment due to COVID-19, as compared to their white counterparts. Additionally, community members without any kind of post-high school credential have also seen dramatic unemployment impacts, further highlighting the need for continued education and credential attainment beyond high school.

**Unemployment claims by: **

**Non-STEM jobs vs STEM**

**Race/Ethnicity**

- American Indian / Alaskan Native
- Asian
- Black / African American
- Latinx
- Native Hawaiian / Other Pacific Islander
- Two or more races
- White

**Education attainment**

- 4 yrs or more
- 2 yr or less
- High School/ GED/Some College
- Less than High School

The disparities represented here among demographic groups are not representative of talent, intellect, or inherent ability. These unemployment claim disparities are indicative of how economic and educational systems have historically, and habitually, underserved and oppressed these communities.

Unemployment claims data from the week of May 23, 2020. Weeks prior to this date were potentially overstated due to fraudulent unemployment claims.
FINANCIAL AID

Financial aid, like the Free Application for Federal Student Aid (FAFSA) and the Washington Application for State Financial Aid (WASFA), is a critical component for success for any Washington student who chooses to pursue education after high school. Despite the critical importance of financial aid, and the generous packages available for students in our state, Washington is woefully behind in financial aid completion as compared to the rest of the U.S. Our regional networks and partners are working to increase financial aid application completion, which will help close pervasive gaps in higher education attainment.

**DID YOU KNOW?**

- Students experience a 25% increase in higher education enrollment and completion when they are made aware of financial aid by the time they’re in high school and are awarded an aid package that meets their needs.
- Every $1,000 a student from a low-income or working class background has to pay out of pocket reduces the probability of that student re-enrolling in college or university the following year by 16%.
- Students who are undocumented in Washington can access up to $11,040 in state aid through the Washington Application for State Financial Aid (WASFA).
- Washington has several unique financial aid programs available to students: the Washington College Grant, the College Bound Scholarship, the Washington State Opportunity Scholarship, the WASFA, and more.
- Aid from the Washington College Grant can be used to support costs of apprenticeships, certificates, and two-year and four-year degree programs.

**Snohomish Region FAFSA Completion Rate by High School Cohort**

FAFSA completion was one percentage point higher in March of 2020 than 2019. By September 2020 FAFSA completion was two percentage points lower than September 2019.

FAFSA completion data provided by Washington Student Achievement Council.
KINDERGARTEN MATH READY (2019)

67% of 8,292 Snohomish Region children entering kindergarten are math ready compared to 68% of 80,323 children statewide.

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Washington State</th>
<th>Snohomish Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Low-Income</td>
<td>50%</td>
<td>66%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Asian</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Latinx</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Native Hawaiian / Other Pacific Islander</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>66%</td>
</tr>
</tbody>
</table>

3RD GRADE MATH (2019)

59% of 8,045 Snohomish Region third graders meet grade level math standards compared to 58% of 81,899 third graders statewide.

<table>
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<tr>
<th>Demographic</th>
<th>Washington State</th>
<th>Snohomish Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Low-Income</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Asian</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Latinx</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Native Hawaiian / Other Pacific Islander</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>White</td>
<td>64%</td>
<td>64%</td>
</tr>
</tbody>
</table>
**DUAL CREDIT (2020 9-12TH GRADERS)**

62% of 35,156 Snohomish Region high schoolers complete at least one dual credit course compared to 59% of 346,144 youth statewide.

**CREDENTIAL ENROLLMENT/ATTAINMENT (CLASS OF 2018)**

55% of 8,007 originating ninth graders in the Snohomish Region enroll in a postsecondary program and 40% of those originating ninth graders earn a credential by age 26.
By 2030, Washington STEM and our statewide partners aim to **triple the number of students** of color, students from low-income and rural families, and young women who are on track to earn high-demand credentials and enter family-sustaining careers in the state.