



# Community Benefits: SCWA, WMBE, and Student Engagement

## 2024 Report to Seattle Public Schools

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This report highlights areas of success and opportunities for improvement on SCWA projects between Sept. 1, 2023 – Aug. 31, 2024. The analysis encompasses reviewing performance on all designated projects (including completed and active projects), offering insights into contractor participation and an outlook towards the future. It is compiled by the City of Seattle Department of Finance and Administrative Services in fulfillment of the MOA established between the City of Seattle and SPS.

# Community Benefits: SCWA, WMBE, and Student Engagement

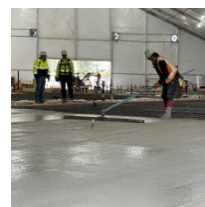
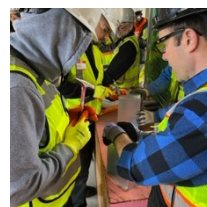
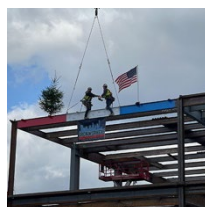
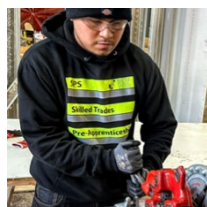
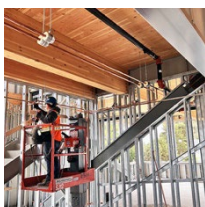
**2024 Report to Seattle Public Schools**

Presented by City of Seattle

Data collected Fiscal Year 2023-2024 (Sept. 1, 2023, through Aug. 31, 2024)

## 2024 At a Glance

|                              |                                                    |                                                 |                                                                   |                                                      |
|------------------------------|----------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|
| <b>16</b>                    | <b>\$191.6 M</b>                                   | <b>\$5.13 M</b>                                 | <b>\$3.51 M</b>                                                   | <b>\$54.30</b>                                       |
| <b>SCWA Capital Projects</b> | <b>Amount paid to contractors on SCWA projects</b> | <b>Amount paid to 339 priority hire workers</b> | <b>Amount paid to priority hire workers in targeted zip codes</b> | <b>Average hourly wage for priority hire workers</b> |



## Introduction

Seattle Public Schools (SPS) and the City of Seattle are pleased to present this annual report on the ongoing implementation of the Student and Community Workforce Agreement (SCWA) and Women and Minority Business Enterprise (WMBE) initiatives. Building on the foundations set in previous years, these efforts continue to expand inclusive career pathways for SPS students, families, and underrepresented communities. SPS is creating meaningful, high-wage opportunities for women and People of Color (BIPOC).

Over the past year, SPS has strengthened partnerships with the Seattle/King County Building and Construction Trades Council (SBCTC) and industry stakeholders to deepen the impact of the SCWA. This agreement not only sets expectations for community and diversity hiring goals, along with apprenticeship utilization; it also fosters a pipeline that supports students' transition into well-paying careers. Through these strategies, the SCWA generates community wealth and supports SPS families and former students to continue to live in an increasingly expensive city.

Notably, the SPS Construction Career & Technical Education (CTE) program, a formally recognized pre-apprenticeship by the Washington State Apprenticeship and Training Council, reached its one-year milestone in November 2024. As the SCWA evolves, SPS remains focused on equipping students with the resources and opportunities they need to build successful futures while shaping a more representative and equitable workforce.

## Purpose of Report

This annual report has been compiled by the City of Seattle Department of Finance and Administrative Services (FAS) in fulfillment of the Memorandum of Agreement (MOA) established between the City of Seattle and Seattle Public Schools.

Acting as the designated third-party administrator, the City, through FAS, administers and oversees the SCWA and many social equity provisions. These provisions encompass Women and Minority Business Enterprise (WMBE), Acceptable Worksite, prevailing wages, apprentice utilization, and the achievement of workforce goals for construction projects funded by SPS.

This report highlights areas of success and opportunities for improvement on SCWA projects between Sept. 1, 2023 – Aug. 31, 2024. The analysis encompasses reviewing performance on all designated projects (including completed and active projects), offering insights into contractor participation and an outlook towards the future.

**Projects and general contractors listed in order of construction start date:**

| Project Name                                                                       | Prime Contractor                   |
|------------------------------------------------------------------------------------|------------------------------------|
| Northgate Elementary Replacement Project                                           | Lydig Construction, Inc.           |
| Lincoln High School Phase 2 Project                                                | Lydig Construction, Inc.           |
| James Madison Middle School Classroom Addition Project                             | FORMA Construction, Inc.           |
| West Seattle Elementary School Renovation & Addition Project                       | Jody Miller Construction, Inc.     |
| Kimball Elementary School Replacement Project Phase II                             | Cornerstone General Contractors    |
| Viewlands Elementary School Replacement Project                                    | Absher Construction Company        |
| North Queen Anne Modernization Project                                             | Optimus Construction & Development |
| Rainier Beach High School Replacement Project                                      | Lydig Construction, Inc.           |
| Van Asselt School – Interim Site - Classroom and Gymnasium Addition Project        | Cornerstone General Contractors    |
| Asa Mercer International Middle School Replacement Project                         | Cornerstone General Contractors    |
| Montlake Elementary School Addition and Modernization Project                      | Skanska Building USA               |
| Alki Elementary School Addition and Modernization Project                          | Cornerstone General Contractors    |
| John Rogers Elementary School Replacement Project                                  | Lydig Construction, Inc.           |
| John Stanford Center Central Kitchen Phase 2                                       | FORMA Construction, Inc.           |
| Nathan Eckstein Middle School Window Replacement Project                           | Lydig Construction, Inc.           |
| John Muir Elementary School Early Learning Addition and Misc. Improvements Project | Absher Construction Company        |

As of August 2024, seven projects (Northgate, Kimball, Viewlands, and West Seattle Elementary Schools, Lincoln High School Phase 2, North Queen Anne, and Van Asselt School – Interim Site) were in the completion phase. Meanwhile, construction on six other projects — Alki, John Rogers, John Muir, and Montlake Elementary Schools; Asa Mercer International and Nathan Eckstein Middle Schools; and John Stanford Center — began during this period. Construction activities also continued at the district’s largest project, Rainier Beach High School, throughout this reporting period.

# Student and Community Workforce Agreement

## Background

The Student and Community Workforce Agreement (SCWA) is required for all Seattle Public Schools (SPS) construction projects exceeding \$5 million. It includes provisions such as non-disruption agreements, union dispatch processes, and Priority Hire workers.

Since the first project began construction in early 2021, the SCWA has continued to make significant strides in diversifying construction employment, building a pipeline of new workers, growing women and minority-owned businesses, and preparing students for high-wage construction careers through construction training opportunities within schools. As we examine the workforce dynamics outlined in this section, we dive into the collective achievements and challenges in fulfilling the Priority Hire and Diversity Hire workforce objectives set by SPS.

Priority Hire is broken up into three distinct categories, each intended to benefit community members:

- 1) **SPS Students:** Students, former students, graduates and those who have an SPS high school of origin regardless of graduation status; and/or
- 2) **SPS Wage Earners:** Workers who have a currently enrolled SPS student in their household; and/or
- 3) **SPS ZIP Codes:** A resident of an Economically Distressed ZIP Code within SPS boundaries.

The SCWA creates awareness for SPS students around construction being a career pathway that supports their families through well-paying construction careers, plus health and retirement benefits. In addition, the SCWA aligns with and supports State of Washington apprenticeship requirements to diversify SPS construction sites, particularly by enhancing opportunities for women and BIPOC workers.

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**This program has specifically sought to ensure a welcome path for Black males, whether current or former students, or wage earners for a student family. SPS is committed to unapologetically support and serve students and families furthest from educational justice.**

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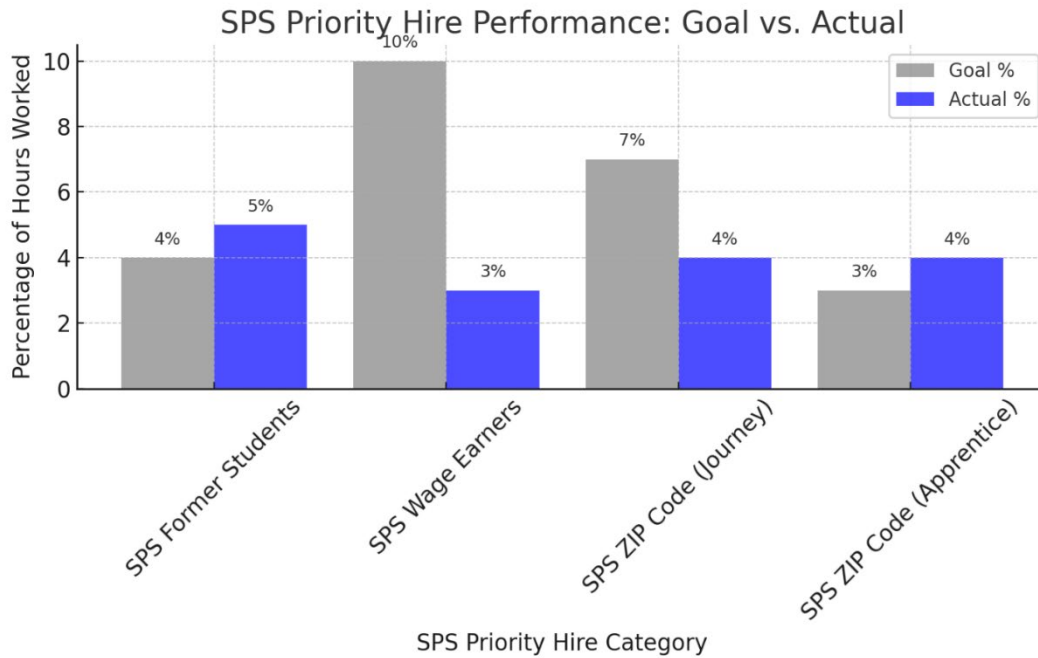
## Priority Hire

**The SCWA fights displacement and creates opportunities for community and generational wealth.**

The SCWA is generating community wealth. In the past fiscal year, SPS spent \$197 million on SCWA projects, with \$5.13 million paid to 339 priority workers at an average hourly wage of \$54.30. And workers living in local economically distressed communities earned \$3.51 million of those wages.

Much of the success of the SCWA is a result of engagement and communication to contractors on SCWA projects. As a result, beyond the mandated 15% apprenticeship and 20% preferred entry requirements, our SPS students, SPS wage earners, and SPS ZIP codes goals have been advanced through voluntary contributions from our partners.

**Chart 1a: Priority Hire Total Performance**



The SCWA provides economic opportunities for workers connected to SPS. Former SPS student and ZIP code apprentice performance exceeded expectations, which shows that students are taking advantage of construction career opportunities after graduation.

SPS wage earners remain an area for improvement. The 3% performance in this category suggests challenges in identifying and hiring them. Moving forward, refining verification methods and strengthening outreach to current SPS families may increase participation rates in this category. This includes closer collaboration with SPS parent networks and job fairs aimed at connecting families to construction employment opportunities.

**Former SPS student workers qualifying for multiple categories (such as also live in economically distressed ZIP codes) may be more valued since they contribute the most to workforce goals. This increases their retention and wages earned on SCWA projects.**

During this fiscal period, Skanska, the general contractor on the Montlake Elementary School project, led the way by employing 33 former SPS student workers, followed by Cornerstone's 25 on the Asa Mercer International Middle School project.

Their success stemmed from an internal approach. They first identified former SPS students already within the company and ensured they were assigned to Montlake, suggesting that contractors with a larger employee pool have an advantage in successfully placing former SPS students

SCWA projects include a diverse range of former SPS students and are comprised of:

- Individuals who may have attended SPS briefly without graduating,
- Graduates who now support current SPS students,
- Former students residing in Seattle, and
- Individuals who attended SPS, currently have a student in their household, and still live in a local zip code.

Their project experiences vary widely as well and can vary from being dispatched as new workers for a few days by our union partners to being directly placed on projects from a contractor's existing staff due to their priority hire status.

**Table 1b: Workers from Distressed Zip Codes**

| Workers                 | Hours         | % of Hours | Wages              |
|-------------------------|---------------|------------|--------------------|
| Zip Code-Journey Worker | 36,123        | 4%         | \$1,480,738        |
| Zip Code-Apprentice     | 32,806        | 4%         | \$2,177,034        |
| <b>Totals</b>           | <b>68,928</b> | <b>8%</b>  | <b>\$3,657,772</b> |

**Apprentices and Journey workers living in Seattle's economically distressed communities benefit from the SCWA, and there's opportunity for improvement.**

Apprentices living in economically distressed ZIP codes exceeded the 3% goal. Contractors were able to do this by hiring from pre-apprenticeship and apprenticeship programs.

While journey workers made up most of the workforce coming from the ZIP codes, contractors found it difficult to meet the 7% goal. A small pool of WMBE subcontractors helped support this goal by employing journey-level workers from economically distressed areas across multiple projects.

Lydig led in this area at the Rainier Beach High School project, employing 57 workers from economically distressed communities. Lydig's targeted local hiring efforts at Rainier Beach have made a measurable impact in addressing the persistent wealth gap in our region.

Most local public agencies also include around 20 additional King County zip codes as part of their priority hire programs. Of all the regional programs, only SPS uses Seattle-area ZIP codes, making it a unique program that sends the message that SPS's local community is a priority.

Numerous SPS projects are located within economically distressed communities. It is crucial that workers from these neighborhoods are employed on SPS projects, as their visible participation reinforces local investment and pride.

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## Pre-apprenticeship Program Success

Special attention should be paid to recent graduates from SPS's Career and Technical Education (CTE) pre-apprenticeship program. While we are still in the early stages, the full potential in the priority hire trajectory can be seen in the career path of former SPS student Johan Gaspar-Jimenez.

Johan graduated from SPS in 2024. The 19-year-old is currently a second-bracket carpenter apprentice. After initially joining the CTE pre-apprenticeship program to fulfill math credit requirements for high school graduation, he discovered that the construction trades offer a promising career path with an attractive wage potential. With no prior construction experience, he benefited immensely from the collaborative learning environment where peers supported one another, and the guidance provided from SPS skills training coordinator Jay Conolly.



Initially, Johan's mother was hesitant about his decision to pursue a career in construction, as she had envisioned a different path for him. Like many, his parents were under the impression that construction jobs didn't pay well. However, after Johan joined the Carpenters' pre-apprenticeship program and learned about the wages and opportunities available, his mother realized he had made a good decision.

After graduation, Johan's journey accelerated through strong industry partnerships. With support from SPS and connections established during student engagement sessions, he promptly began a pre-apprenticeship with the Northwest Carpenters Institute and secured a position with Cornerstone General Contractors, the general contractor on the Asa Mercer International MS and Alki ES projects. At the Alki ES project, he gained valuable mentorship provided from an experienced carpenter guiding him through the early stages of his career.

Now earning \$40 per hour, plus benefits, Johan is building independence through his career and aspires to become a superintendent one day. His success has already sparked interest among his peers, and some enrolled in the CTE program to follow a similar path.

Johan's story shows the effectiveness of the SCWA and that it can have a lasting impact on our community. In the upcoming year, the SCWA team will focus on strengthening this

direct pipeline to ensure these newly graduated SPS CTE former students have an increased opportunity to qualify for construction apprenticeships by being hired by our project contractors.

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## Apprentice Utilization

Apprentice utilization on SCWA exceeded requirements, creating more opportunities for workers just beginning their construction careers.

**Table 2: Apprenticeship requirements**

| Workers               | Hours          | Pay                 |
|-----------------------|----------------|---------------------|
| Apprentice            | 161,947        | \$7,076,384         |
| Journey Worker        | 636,071        | \$38,744,288        |
| <b>Totals</b>         | <b>798,474</b> | <b>\$45,820,672</b> |
| Apprentice Percentage | <b>20%</b>     | NA                  |
| Hourly average        | <b>\$43.70</b> | NA                  |

SCWA contractors are committed to apprenticeship participation. The average apprentice utilization remained the same as last year's report of 20% during the 2023-2024 fiscal year, surpassing the State's requirement of 15% (RCW 39.04.320). We could not achieve this type of apprentice utilization without our apprenticeship and union partners, as they train and supply workers on SPS projects.

Apprenticeship creates opportunities to engage a workforce that is reflective of the region, such as underrepresented groups including African Americans, all people of color, women, and residents of economically distressed communities.

The SCWA has an additional pre-apprenticeship requirement that creates pathways for underrepresented communities to enter apprenticeship. Pre-apprenticeship is an entry-level program designed to introduce individuals to the fundamentals of the construction trades before they enter a formal apprenticeship, and it often recruits women and people of color to improve their access to these careers.

The SCWA requires the general contractor to ensure that 5 of every 20 apprentices who work at least 700 hours on a project come from a pre-apprentice training program. During this fiscal period, all our general contractors averaged at least two of these pre-apprentices on their projects.

## Diversity Hire

## The SCWA is exceeding goals for BIPOC workers.

BIPOC workers are those who self-identify as African American/Black, Hispanic/Latinx, Asian, Pacific Islander, Native American or Other (e.g. biracial). BIPOC excludes unspecified and white.

**Table 3a: Journey and Apprentice BIPOC Representation (2023-2024 Fiscal Year)**

| Journey                                                                                                                                                                                                                                                                                                                                                                  | Apprentice                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Total Hours: 636,543<br>BIPOC Journey Hours: 245,102<br> SPS Goal: 20%<br> Achieved: 39% BIPOC Journey participation |  Total Hours: 161,947<br>BIPOC Apprentice Hours: 67,286<br> SPS Goal: 30%<br> Achieved: 42% BIPOC Apprentice participation |

Source: Seattle Public Schools, 2024

SPS remains committed to increasing diversity in the construction workforce so that it reflects the larger community, and the latest data reflects continued progress. In the 2023-2024 fiscal year, BIPOC workers played a significant role in SPS projects, with journey-level workers contributing 39% of total journey hours — well above the district’s 20% goal. Similarly, BIPOC apprentices performed 42% of all apprentice hours, maintaining strong representation and staying close to last year’s performance of 43%.

There’s still work to do to engage BIPOC community members. Table 3a shows workforce diversity efforts and highlights disparities that may persist in access to construction jobs. Through its pre-apprenticeship program, SPS aims to raise awareness among students about careers in construction—helping to cultivate a diverse workforce that reflects the community of Seattle.

**Table 3b: SPS Construction Workers by Race/Ethnicity (2023-2024 Fiscal Year)**

| Race/Ethnicity              | Percentage of Hours<br>(798,490 total hours) | Percentage of Apprentice Hours<br>(161,947 total hours) | General Population in City of Seattle |
|-----------------------------|----------------------------------------------|---------------------------------------------------------|---------------------------------------|
| African American/Black      | 4%                                           | 11%                                                     | 6.6%                                  |
| Asian                       | 3%                                           | 5%                                                      | 17.2%                                 |
| Hispanic/Latinx             | 28%                                          | 22%                                                     | 8.2%                                  |
| Native American             | 1%                                           | 0.1%                                                    | 0.3%                                  |
| Other                       | 3%                                           | 4%                                                      | 10.8%                                 |
| White                       | 44%                                          | 41%                                                     | 59.9%                                 |
| Unspecified / Not Specified | 16%                                          | 17%                                                     | N/A **                                |

Source: Percentage of Workforce, Percentage of Hours, and Percentage of Apprentice Hours are from Seattle Public Schools, 2024 Data for City of Seattle Population are from U.S. Census Bureau, July 2022

[<https://www.census.gov/quickfacts/fact/table/seattlecitywashington/RHI825221%23RHI825221>]

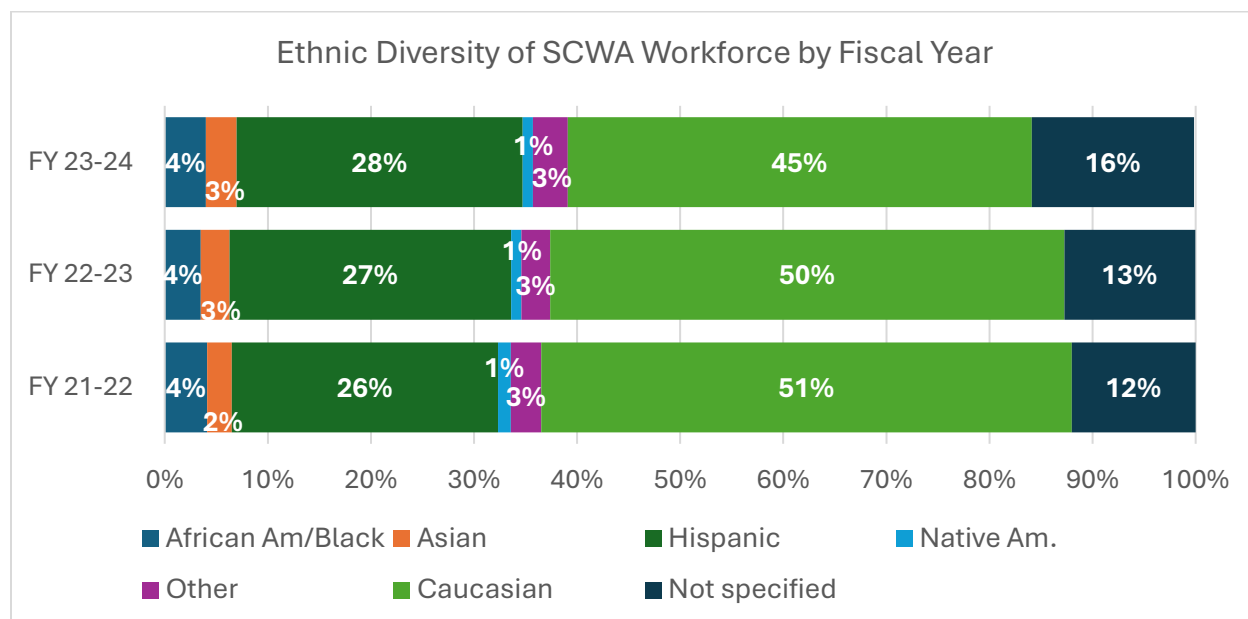
\* This percentage combines both “Native Hawaiian and Other Pacific Islander”, and “Two or More Races” as listed in U.S. Census Bureau site.

\*\* Not Specified is not listed as a category in the U.S. Census Bureau site.

Over the past three fiscal years, Seattle Public Schools (SPS) has continued to boost BIPOC representation on SCWA construction sites. As shown in Table 3b and Table 3c, journey-level BIPOC workers increased from below 35% to 39. African American/Black workers, however, remain underrepresented compared to their share of the Seattle population. This trend is also seen in apprenticeship for the 2023-2024 fiscal year, where Hispanic/Latinx apprentices accounted for 22% of hours, and African American/Black apprentices accounted for 11%.

While SCWA construction projects continue to provide meaningful pathways into the trades, the district recognizes the need to create more opportunities for underrepresented groups. Through its pre-apprenticeship program, SPS aims to raise awareness among students about careers in construction - helping to cultivate a diverse workforce that reflects the community of Seattle.

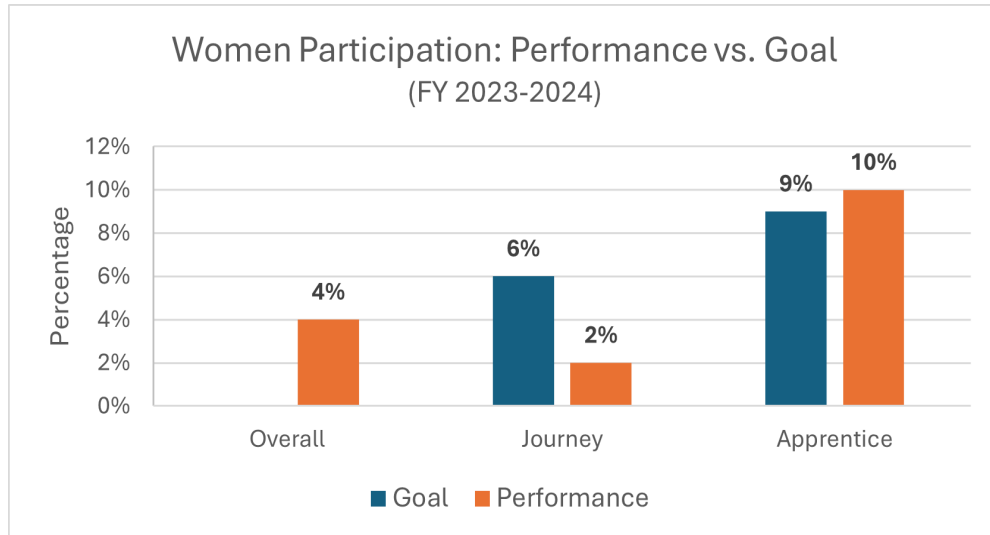
**Table 3c: Ethnic Diversity of SCWA Workforce by Fiscal Year**



## Women Participation

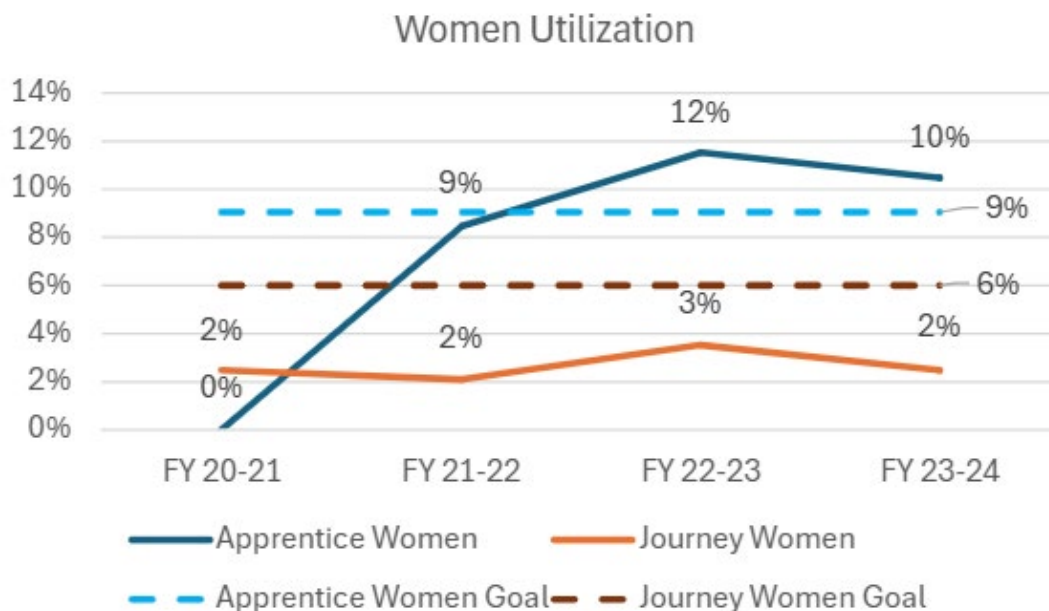
Over the past year, we have seen achievements and challenges in meeting women participation goals, highlighting the ongoing need for strategic efforts to support and advance women in the field.

Table 4a: Women Participation



Women's participation in construction during Fiscal Year 2023-2024 reveals a mixed performance compared to established goals. Women apprenticeship participation remained above target at 10% (exceeding the 9% goal). This is a positive sign that recruitment efforts successfully bring more women into the industry. By contrast, journey-level participation remains below the 6% goal, with only 2% recorded.

Table 4b: Women Participation – Fiscal Year Comparison



SPS sets goals by skill level (journey and apprentice) in lieu of an overall women goal. This helps support women throughout their construction career.

Table 4b compares the 2023-2024 and 2022-2023 fiscal year performance for women. The data shows the need for increased retention support and targeted career development programs for women.

- Overall Participation: Women's overall participation declined from 5% in 2022-2023 to 4% in 2023-2024. While this represents a slight decrease, it stresses the need for stronger outreach and retention efforts.
- Journey-Level Participation: Representation at the journey level dropped from 3% to 2%, continuing to fall short of the 6% goal. This suggests a need for targeted career development programs that support women's advancement beyond the apprentice level.
- Apprentice Participation: Women's participation among apprentices remained strong at 10%, slightly above the 9% goal, though lower than the 12% achieved in 2022-2023.
- Total Hours: Construction activity increased significantly, with total hours rising from 767,897 in 2022-2023 to 798,490 in 2023-2024. However, the proportion of hours worked by women did not scale accordingly.

While there has been a decline in women's overall participation in SCWA projects, there are positive indicators at the apprentice level, where participation remains above target. Contractors continue engaging with pre-apprenticeship programs, who supply a significant number of new women apprentices each year, by attending mock interviews and graduations and mentoring apprentices on their job sites. Additionally, the data doesn't capture women who shift from the field to non-manual roles such as project managers or project engineers. Although this trend is not reflected in the data, it highlights the importance of mentorship and career advancement opportunities.

## **Women and Minority Business Enterprises (WMBE)**

### **WMBE Goals**

SPS is committed to ensuring that its construction investments benefit the diverse communities it serves. With over \$1 billion in construction funding made possible through the voter-approved Building Excellence Capital Levy (BEX V), SPS is actively working to reinvest these dollars into WMBE businesses.

Active SCWA projects are financed through BEX V and procured through the General Contractor/Construction Manager (GC/CM) procurement delivery method.

SPS construction projects focus on facilities and differ from traditional public works roadway and utility infrastructure work. School construction involves additional trade scopes, procurement methods, and contractor pools, which influence WMBE participation. Therefore, direct comparisons to regional WMBE goals can be challenging. As a benchmark, the City of Seattle currently sets 25% WMBE goals for facility construction projects. On SCWA projects, SPS has set the WMBE goal of 6% for WBE and 20% for MBE, for a total of 26% WMBE utilization.

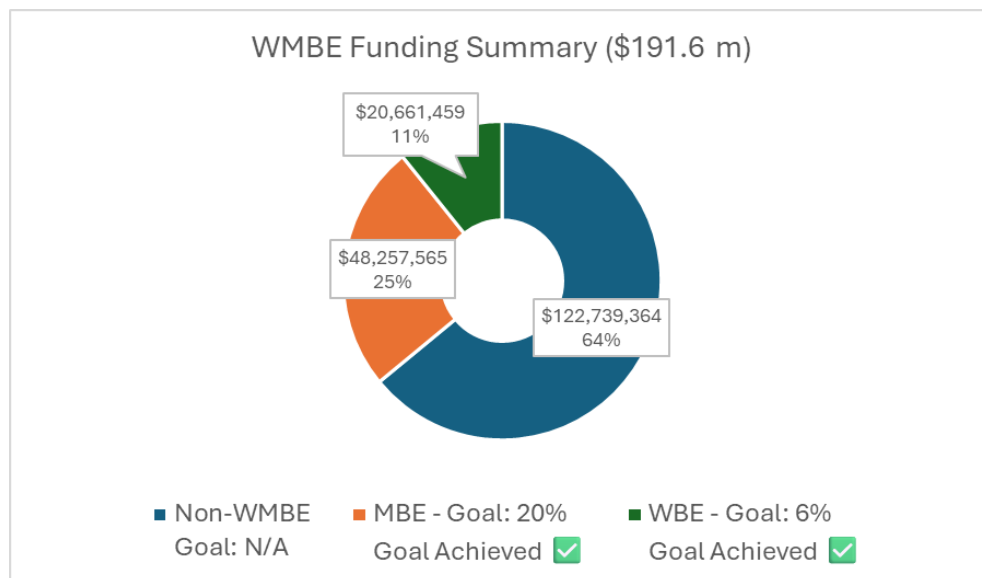
### **Self-Identified and State Certified**

SPS recognizes WMBE firms as:

- State-certified WMBE firms are women and/or minority-owned firms that complete Washington State’s certification program through the Office of Minority & Women’s Business Enterprises.
- Self-identified WMBE firms are women and/or minority-owned firms that register in the City of Seattle’s Online Business Directory and state they are at least 51% women and/or minority-owned businesses.
- The WBE classification is designated for White-women-owned business. Minority women owned business are classified as MBE.

By tracking WMBE participation and engaging diverse contractors, SPS aims to expand opportunities for historically underutilized businesses, fostering economic growth and inclusion within SCWA projects. The following section details WMBE performance over the past fiscal year, highlighting both progress made and areas for continued improvement.

**Table 5a: WMBE Utilization – (2023-2024 Fiscal Year)**

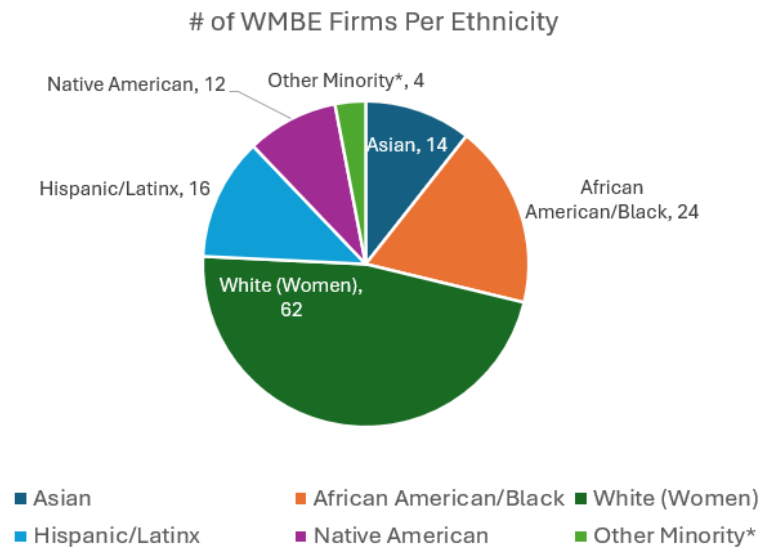


Source: Seattle Public Schools, 2024

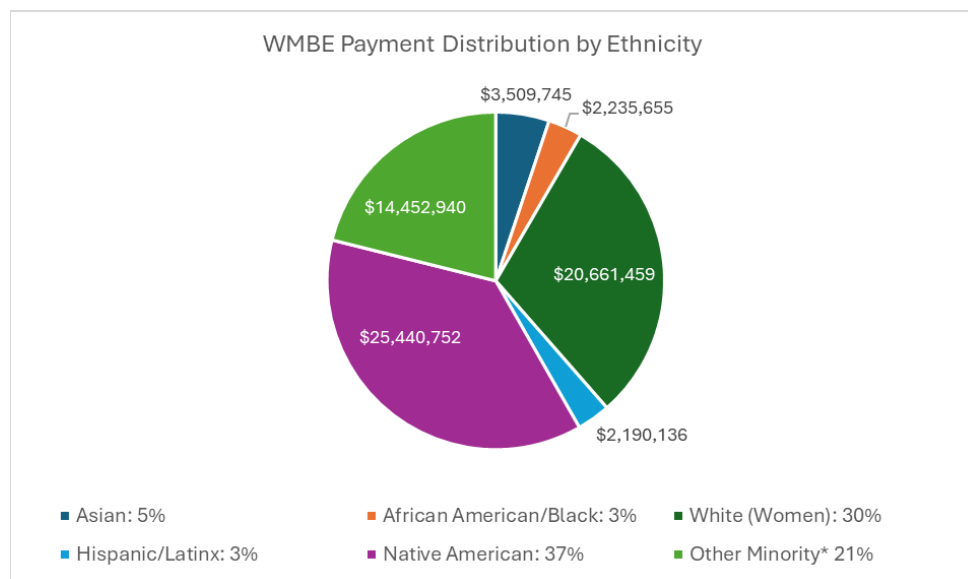
During the 2023-2024 fiscal year, a total of \$191,658,388 was paid to contractors working on SPS projects. WMBEs received 36% of these payments, totaling \$68,919,024, marking a significant increase from last year’s 17%. This year, both MBEs and WBEs exceeded their established goals, with MBEs achieving 25%, surpassing the 20% target, and WBEs reaching 11%, nearly doubling the 6% goal set by the district (Table 5a).

This fiscal year’s higher number of total reported firms is partly due to several projects reaching the closeout phase, resulting in final payments to subcontractors.

**Table 5b: Breakdown of WMBE Payments by Ethnicity – (2023-2024 Fiscal Year)**



**Table 5c: WMBE Payment Distribution by Ethnicity**



Source: Seattle Public Schools, 2024

\*Other/Unassigned – Firms that have not identified with a specific minority group

Among the \$68,919,024 in WMBE payments, Native American-owned firms received the largest share at 37%, followed by White women-owned firms at 30% and Other Minority-owned businesses at 21% (Table 5c). While the number of Native American firms received the highest portion of WMBE contract dollars, it's important to note that a single \$17 million contract was awarded to an MBE subcontractor

for work at Rainier Beach High School — currently one of the projects with the highest contract value. This large contract had a notable impact on the overall distribution of WMBE payments.

## Skills Center and Career and Technical Education (CTE)



The COVID 19 shutdown during the 2020-21 school year impacted Skills Center and Career and Technical Education (CTE) instruction for construction trades, which need hands-on education. Inspired by the launch of SCWA and student needs for in-person education in an outdoor learning environment, SPS launched a pre-apprenticeship program at Interagency Academy. Students earned credit in applied math, applied material science and physics, and CTE through a three-period course organized into weekly trades modules.

Over the last four years, the program has expanded to both north end and south end locations, with students cross-enrolled from nine of SPS high schools. For the first three years, there was one instructor, partnering with journey worker guest instructors from many trades, The SCWA contractors facilitated those connections.

In January 2024, the program earned Department of Labor & Industries (L&I) recognition as a pre-apprenticeship. Today, SPS currently offers a morning half-day program at Ingraham High School, with students from several north end schools, and an afternoon-half day program at Interagency with students from several south end schools. The all-journey worker instructor team includes a carpenter, ironworker, and a sheet metal worker, and 22 guest instructors representing a diversity of trades. This year, three guest instructors were apprentice graduates of the program.

Through the program, students can earn industry-recognized certifications such as First Aid/CPR, Forklift, Scissor Lift, and OSHA10, earn college credits, access tutoring in areas needed, and get help with resume preparation and job applications.

Efforts are being made to raise awareness among SPS students and the community. By extending awareness, SPS hopes to engage younger students who may be future participants, and the SPS parent/guardian wage earners who might be inspired to seek work on SCWA projects.

## Conclusion

As the Student and Community Workforce Agreement (SCWA) advances into its fifth year, Seattle Public Schools (SPS) and its partners have already met or exceeded numerous milestones outlined in this

report. Contractors show a strong commitment to priority hire and WMBE goals by utilizing hiring strategies that directly align with both equity and diversity objectives.

- **Projects surpassed the SPS Former Student goal of 4% by reaching 5%**, while also **exceeding the 3% ZIP Code apprentice goal at 4%** (Chart 1a, p. 6)
- **Approximately \$5.13 million in wages** were paid to SPS priority hire workers (p. 5), demonstrating the district's focus on ensuring that public construction dollars benefit local families and economically distressed neighborhoods
- Overall **apprenticeship utilization reached 20%** (Table 2, p. 9), exceeding the state's 15% requirement
- **BIPOC journey-level representation rose to 39%**, well above the 20% goal (Table 3a, p. 9).
- **WMBE firms received 36% of contractor payments**, nearly doubling last year's share (Table 5a, p. 13)

While the SCWA shows clear successes, there are opportunities for improvement. In early 2025, SPS will onboard a new SCWA Coordinator who will focus on:

- **Increasing awareness of construction career opportunities.** Efforts will target K-12 students, parents, and career counselors by highlighting the industry's stability, high earning potential, and varied career paths. This broader outreach can help bring more women and underrepresented groups into the trades.
- **Improving the Wage Earner goal.** The new coordinator will work closely with contractors and union partners to strengthen outreach to current SPS families and offer additional support that encourages more wage earners to work on SCWA projects.

The ripple effects of SCWA projects extend beyond the job site. Local workers employed on these projects strengthen community ties, and school modernizations can enhance neighborhood property values. Some contractors go even further to support local economies, as illustrated by Lydig Construction's Local Loyalty Program at Rainier Beach High School, which encourages workers to shop at nearby businesses. Though not a district requirement, initiatives like this underscore a broader commitment to uplifting underserved neighborhoods and ensuring that public construction projects generate direct economic benefits for the communities in which they are built.

As the SCWA continues to grow, ongoing collaboration between SPS, contractors, labor organizations, community partners, and other regional public owners will be essential in driving meaningful progress. By strengthening mentorship, improving recruitment, fostering inclusivity, and supporting local businesses, SPS can ensure its construction investments leave a lasting impact on both the workforce and the communities it serves.