



**STATE BOARD FOR COMMUNITY AND  
TECHNICAL COLLEGES  
AUGUST 16, 2022  
STATEMENT OF NEED  
APPLIED BACCALAUREATE DEGREE  
PROGRAM  
BACHELOR OF APPLIED SCIENCE  
BEHAVIORAL HEALTHCARE  
*OLYMPIC COLLEGE***

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# Cover Page — Statement of Need

## Program Information

Institution Name: Olympic College.

Degree Name: BAS Behavioral Healthcare

CIP Code: 51.1501

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS Human Services

CIP Code: 51.1599

Year Began: 2022

Degree: ATA Human Services

CIP Code: 51.1501

Year Began: 2005

**Proposed Start Implementation Date (i.e. Fall 2014):** Fall 2024

Projected Enrollment (FTE) in Year One: 15

Projected Enrollment (FTE) by Year: 50 by 2027

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Bremerton, WA

Off-site: Field Practicum required.

Distance Learning: Field Practicum required.

## Statement of Need

*Please see criteria and standard sheet. **Page Limit: 20 pages***

## Contact Information (Academic Department Representative)

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Title: Vice President of Instruction

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## Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

A handwritten signature in black ink that reads "Martin Cockroft". The signature is fluid and cursive, with the first name "Martin" and last name "Cockroft" clearly distinguishable.

X\_\_\_\_\_

Chief Academic Officer

12/6/2022

# Criteria 1

## Relationship to institutional role, mission, and program priorities.

The mission of Olympic College is “to enrich our diverse communities through quality education and support so that students can achieve their educational goals.” Olympic College’s role has always been multifaceted: As a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation, as a transfer-preparing institution, preparing students to transfer to BA programs at four-year colleges, and since 2007, offering rigorous baccalaureate BAS degrees. Four Core Themes are critical to accomplishing the college mission.

Pathways	Olympic College is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.
Student Achievement	At Olympic College, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.
External Engagement	Olympic College forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.
College Community	Olympic College provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

As well, Olympic Strategic Plans have included the development of baccalaureate degrees.

- Although OC offers several pathways to bachelor’s degrees, including direct transfer and university partnerships, the college has also endorsed the development of additional OC baccalaureate programs: Initiative #6 in the 2007/2010 Strategic Plan called for OC to ***increase the educational options available to our communities [by] actively pursuing opportunities to bring baccalaureate programs to our district.***
- In its May 2014 Goals Conference Action Plan, part of current, ongoing strategic planning, OC set a goal to ***provide and support quality comprehensive instructional programs that meet student/community needs and respond to changing conditions.*** This goal reaffirmed the continuing need for “increased access to baccalaureate opportunities.”

In prioritizing which bachelor’s degrees to pursue, OC takes into consideration several factors, including human, physical, and financial resources, the potential for economic development and job growth, long-term sustainability, accreditation requirements, and other factors identified through local, regional, state and national analysis.

The development and implementation of the BAS Behavioral Health (BASBH) program also supports the following priorities identified in OC value statements and initiatives:

*Value Statements:*

- This degree illustrates a ***dedication to public service and higher education*** by responding to identified student and workplace demand.
- This degree demonstrates a ***commitment to lifelong learning*** by encouraging current and returning students to expand and enhance their educational capabilities.

*Strategic Initiatives:*

- This degree supports the ***implementation of enrollment management and student achievement plans focusing on accessibility and student learning*** by developing a program that encourages economic

stability, leverages prior student experience and expertise, and delivers program components in a format that accommodates busy schedules and varied learning styles.

This degree ***strengthens relationships with our communities to understand educational needs and provide learning opportunities relevant to those needs*** by identifying local, regional and national workplace and educational trends and by developing sustainable programs that respond to a changing environment.

Additionally, new programs and pathways are a priority in academic planning. Olympic College's program development priorities are to:

- develop and expand from the institution's areas of strength;
- respond to changing labor market needs;
- facilitate student completion;
- share courses, facilities and equipment amongst programs;
- control costs for the student and the college.

This new programming has grown naturally from our efforts to meet employers' and students' needs. Employers consistently indicated a desire or demand for applicants with 4-year degrees. Our students asked repeatedly for options to improve their marketability by continuing their studies without disrupting their existing home and work lives.

Faculty as well as industry professionals who came to the classroom as guest speakers consistently reiterated the knowledge, skills, and values they expected employees to possess. The faculty and advisory board for Human Services at Olympic College investigated this year just what employers and national accrediting bodies expect in a qualified applicant. They expect a lot.

### **Basic competencies for entry-level social & human service professionals**

#### **Primary competencies**

- English language fluency (read, write and speak)
- Basic computer & office equipment use: typing, Word, Excel, email, web-browsing, phone, fax, calculator, filing system
- Collaboration / teamwork / ability to work effectively with people from a variety of backgrounds
- Empathy / respect / non-judgmental acceptance / compassion / welcoming / interest in others
- Rapport-building skills / relationship development skills / client engagement skills
- Service documentation / record keeping / progress notes
- Ability to work independently
- Written and oral communication skills / listening skills
- Separation of self and client / professional boundaries
- Confidentiality of information / HIPAA
- Inclusion / appreciation for diversity / worth of all (all cultures, races, ethnicities, classes, genders, religions, abilities, ages, legal statuses, and sexual orientations)
- Range of human service delivery systems and organizations / local resources / how to locate resources / referral process
- Flexibility / ability to work under pressure / patience / creativity / problem-solving / initiative / creativity
- Interdisciplinary teamwork
- Punctuality / reliability / dependability / honesty / integrity
- Emotional stability / self-awareness / resiliency / self-care planning
- Acceptance of unusual or unpleasant behavior

#### **Secondary competencies**

Field experience

Case management process  
Client assessment / intake interviewing / screening process / discharge process  
Goal setting / service plans / treatment plan development  
Homelessness / housing systems  
Mental health service systems / crisis services / provider agencies  
Spanish or other foreign language / multicultural experience / cultural identities  
Mental illness: disorders, symptoms, behaviors, coping strategies, treatments, services  
Substance use disorders: drugs of abuse, effects, methods of use, behaviors, treatments, services, harm reduction strategies  
Washington driver's license / good driving record  
Strengths-based approach / trauma-informed care  
Social justice : Poverty / inequality/Discrimination / racism / sexism  
Least restrictive / least intrusive options & client self-determination  
Hope / belief in the possibility of change  
Public entitlement programs / benefits & coordination of care  
Crisis intervention / conflict resolution skills / de-escalation  
Structure & dynamics of organizations/communities/groups  
Family dynamics  
Human development  
Group facilitation & counseling skills  
Person-first / client-centered care  
Suicide / responding to suicidality  
Motivational interviewing / individual counseling & harm reduction principles

### **Tertiary competencies**

Disabilities: disorders, symptoms, functional limitations, treatments, services  
Public transportation  
Healthcare system  
Population-specific issues & services: immigrants/refugees, veterans, seniors, children/youth, domestic violence  
HIV/AIDS  
CPR / first aid skills  
Leadership / supervision skills  
Housing first principles  
History of human services  
Public policy affecting human services  
Social change and policy advocacy skills  
Common psychiatric medications  
Common medical concerns and the use of medication  
Legal system  
Activities of Daily Living  
Use of the Diagnostic and Statistical Manual of Mental Disorders

Gaining these competencies requires a baccalaureate education. Two-year programs with sixty credits of core classes can only cover half of this content.

The proposed degree program reflects and supports Olympic College's role, mission, and priorities. The BASBH program will provide a new pathway for students to a behavioral healthcare career, a well-paying, high demand occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region. This program will allow us to provide our stakeholders with a range of study options, from certificate to baccalaureate degrees.

## Criteria 2

### Support of the statewide strategic plans.

The proposed BAS Behavioral Healthcare degree program supports statewide strategic plans articulated in the SBCTC *Mission Study* and WSAC *Strategic Master Plan for Higher Education*.

The State Board for Community and Technical Colleges (SBCTC) published the *Mission Study* in May 2010. Goals identified in this 20-year Action Plan include:

Goal #2	Close the statewide skills gap for technically trained workers
Goal #4	Contribute more to the production of baccalaureate degrees

The BAS Behavioral Healthcare program will contribute to the accomplishment of both of these goals. The broad mental health community is moving towards the expectation that practitioners possess at least a bachelor's degree as they move towards more integration with primary medical care. This program will increase the pool of baccalaureate prepared, ready-to-work applicants possessing behavioral healthcare skills. Similarly, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1400 baccalaureate graduates needed by 2030 as identified in the *Mission Study*.

The Washington Student Achievement Council (WSAC) included the following goal in its *Road Map 2013*:

Align postsecondary programs with employment opportunities.
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The BAS Behavioral Healthcare will align with employment opportunities in terms of the rising credentials expected of job candidates. Employers of professionals are increasing their preference for candidates who possess a baccalaureate degree. Olympic College has an effective associate's degree program, but to align its efforts with industry and provide students with full access to future employment opportunities, the college needs to expand the scope of our program. The associate's degree program has an effective, engaged advisory committee with essential industry representatives. These stakeholders keep the curriculum aligned with industry needs, but only by adding the BAS Behavioral Healthcare opportunity will output be fully aligned with evolving industry standards.

## Criteria 3

### Employer/community demand for graduates with baccalaureate level of education proposed in the program.

In 2016 Washington state took action to evaluate workforce needs in the behavioral healthcare disciplines. The Workforce Training and Education Coordinating Board (Workforce Board) and Health Workforce Council partnered to investigate the issue and measure the shortage in trained and licensed healthcare professionals. In the accompanying press release, Gov. Inslee stated,

*“This evaluation will establish a baseline for behavioral health workforce shortages and provide a plan for improving how we coordinate the right services for patients. We need to better understand how and where our citizens are receiving services, identify providers meeting those needs and expand training opportunities. It is crucial for Washingtonians to get the ‘whole person’ health care services they need.”*

This work tracking the needs in the behavioral health workforce has continued, and in 2021 a workgroup, The Behavioral Health Workforce Advisory Committee (BHWAC), was formalized by the Washington State Legislature. Their reports, and those of the Washington Health Workforce Sentinel Network (the Sentinel



Network), have consistently shown a need for an increase in the number and quality of trained candidates in behavioral health disciplines. Since the Sentinel Network started their employer/facility (sentinel) survey in 2016, substance use disorder professional (previously chemical dependency counselor) has consistently been ranked in the top two for positions with exceptionally long vacancies for Behavioral Health Facilities. In addition, for both the Olympic and the Cascade Pacific region, sentinels have reported long vacancies in their chemical dependency counselor positions 7 out of 12 times on their biannual surveys.

Olympic College's proposed Bachelor of Applied Science–Behavioral Health degree will help address the behavioral health workforce crisis in Washington State.

In August and September 2022, Olympic College conducted a survey of local employers of behavioral healthcare professionals. The 14 survey responses showed strong preference for baccalaureate prepared job candidates, strong support for the proposed baccalaureate option at Olympic College, and a willingness to assist Olympic College with implementation and ongoing operations. As one respondent noted,

*“Agencies are desperately seeking qualified and well-prepared staff members. The ability to offer a fair and competitive salary starts with education and builds with experience. We are also mindful that trends in reimbursement rates from insurance companies could drop if we do not have educated practitioners in the professional roles. This program would bring a positive value to future practitioners.”*

In the Olympic College employer survey, 37% (6 respondents) of respondents said their employers currently require a baccalaureate degree to work in their setting/milieu and 87% (14 respondents) prefer applicants have a baccalaureate degree. Further, 87% report having difficulty finding baccalaureate prepared applicants. The complete results are included as an appendix.

By all accounts, the current 2-year Olympic College Associate in Technical Arts Human Services program is insufficient to meet the job opening numbers and credentialing upgrades the field requires, and a 4-year program is a vital addition to Olympic College and providers in its service area.

Using the required rubric supplied by SBCTC for these criteria, we offer the following evidence of employer demand for existing occupations.

On Indeed.com on November 4, 2022, there were 20 open behavioral health positions within 5 miles of Olympic College. Within 10 miles, there were 60 open positions (<https://www.indeed.com/jobs?q=Substance+Abuse&l=Kitsap+County%2C+WA&radius=10&vjk=290d4b95861a0b8c>). On September 30, 2022 WADAC (The professional organization representing addictions professionals in Washington State) held a Workforce Summit to strategize ways to increase hiring and retention of employees in the field (<https://www.naadac.org/waadac-workforce-summit>) in recognition of the critical shortage of such workers.

The proposed BAS BH program will prepare graduates to work in three occupational areas.

The WA State Employment Security Department lists Substance Abuse and Behavioral Disorder Counselors (211011) as an in “Demand” occupation in Kitsap and Mason counties.

<https://www.onetonline.org/link/summary/21-1011.00>; <https://esd.wa.gov/labormarketinfo/occupations>

	Kitsap	Mason	What does a Substance Abuse and Behavioral Disorder Counselor do?
Average annual wage (2022 Q3):	\$54,710	\$52,040	Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Excludes “Social Workers” (211021 through 211029), “Psychologists” (193031 through 193039), and “Mental Health Counselors” (211014) providing these services.
Average hourly wage (2022 Q3):	\$23.41	\$22.62	
Short-term trend:	Faster than average growth	Growth	
Long-term trend:	Faster than average growth (41,000 job openings statewide 2020-2030)	Growth	
Expected average annual growth rate (2020-2030):	20%	12%	

The WA State Employment Security Department lists Social and Human Service Assistants (211093) as an in “Demand” occupation in Kitsap and Mason counties.

	Kitsap	Mason	What does a Social and Human Service Assistant do?
Average annual wage (2022Q3):	\$38,120	\$35,929	Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care. Excludes “Rehabilitation Counselors” (211015), “Psychiatric Technicians” (292053), “Personal Care Aides” (399021), and “Eligibility Interviewers, Government Programs” (434061).
Average hourly wage (2022Q3):	\$18.33	\$17.39	
Short-term trend:	Growth	Growth	
Long-term trend:	Growth 17% much faster than average	Growth 17% much faster than average	
Average annual total openings (2020-2030):	59,100 job openings statewide 2020-2030)	N/A	
Average annual growth rate (2020-2030):	14%	9%	

The WA State Employment Security Department lists Community and Social Service Specialists, All Other (211099) as an in “Demand” occupation in Kitsap and Mason counties.

	Kitsap	Mason	What does a Community and Social Service Specialist, All Other do?
Average annual wage (2022Q3):	\$47,397	\$44,448	All community and social service specialists not listed separately. Occupations with "All Other" in the title have a wide range of characteristics. Detailed descriptions of these occupations are not available.
Average hourly wage (2022 Q3):	\$22.88	\$20.47	
Short-term trend:	Faster than average growth	Faster than average growth	
Long-term trend:	Growth	Growth	
Estimated employment (2020):	95500 statewide	95000 statewide	
Average annual total openings (2020-2030):	11700* statewide	11700 statewide	
Average annual growth rate (2020-2030):	10-15%	10-15%	

According to Lightcast (occupation table, 10/27/22), the 2022 hires in these 3 occupations for Kitsap and Mason County alone is expected to be 297, with 13% growth overall between 2022 and 2032.

*For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).*

Using data from the *National Center for Education Statistics (NCES)*, the table below details the 2020-2021 supply of certificate, associate and baccalaureate level graduates for CIP codes 44.0000 (Human Services General), 51.1501 (Substance Abuse/Addiction Counseling), and 51.1599 (Mental and Social Health Services and Allied Professions, Other.) from institutions serving Kitsap and Mason counties.

(<https://nces.ed.gov/collegenavigator/?s=WA&zc=98337&zcd=0&of=3&id=236188#programs>)

	Cert.	Assoc.	Bach.
Olympic College	24	5	N/A
University Washington Tacoma			44
Tacoma Community College	44	27	
Edmonds College	8	19	
Lake Washington Institute of Technology	0	0	1
Seattle Central College	2	0	0
Highline College	0	6	0
TOTAL	78	57	45

The total annual output from the higher education system within 50 miles of Olympic College's service area for graduates with behavioral healthcare skills can be estimated at 180 (including Olympic College graduates). A comparison to the Kitsap and Pierce Counties' estimated annual job openings of 243 yields an estimated supply gap of -65.

We have reached out to Peninsula College who, we learned only recently, have also submitted a Statement of Need, and it is our understanding that they are intending to build a BAS Behavioral Healthcare at the same time we are building ours. We do not anticipate this causing any saturation or enrollment challenges as we plan on having a significant face-to-face requirement, so we expect to primarily attract local students. Additionally, Peninsula College is located eighty miles from the Bremerton campus so students living close to Port Angeles would like not be able to attend our program.

In sum, there is an unfilled workforce gap for behavioral healthcare professionals in Kitsap and Mason counties, and there is room for OC's proposed program without harm to nearby programs. In fact, support from other educational/community partners has been key to the completion of this Statement of Need. Specifically, LW Tech leadership has been supportive of both this process and the work that OC is endeavoring to do.

## Criteria 4

**Baccalaureate program builds from existing professional and technical degree program offered by the institution.**

Olympic College's proposed BAS Behavioral Healthcare program (BASBH) builds on the strength of its Associate's degree-level Associates of Technical Arts Human Services (HS) program and Transitional Studies and Academic Core courses. Olympic College is also a leader in I-BEST (Integrated Basic Education and Skills Training), offering every form of this innovative approach to education, as well as having one of the largest cohorts of students in the Worker Retraining programs in the state of Washington. Data from Spring 2020-Spring 2021 is shown below.

HEADCOUNT		HEADCOUNT	
Top 4 Colleges	I-BEST	Top 4 Colleges	Worker Retraining
Olympic (5,429)	326	Columbia Basin (6,272)	469
Everett (8,721)	199	Olympic (5,429)	467
Skagit Valley (4,305)	173	Green River (8,697)	395
Bates (3,983)	171	Seattle North (5,741)	354

Olympic College's Academic divisions which support certificate, Associates, and Baccalaureate degrees are well positioned to support the proposed new degree: BAS Behavioral Health. Olympic College offers a comprehensive set of college level courses which are accepted in transfer by major universities, and whenever possible include courses from the SBCTC common course numbering (CCN) list. Over 60% of full-time faculty in the Social Sciences and Math, Engineering and Social Sciences divisions have Doctoral or terminal Master's degrees.

The Human Services program began in 2001 and offers an Associate of Technical Arts Degree, degree as well as Certificates of Proficiency and Completion. An Associates of Applied Science – Transfer will be introduced in Fall 2022 in anticipation of the approval of the new BAS HS degree. Program strengths include the faculty's four decades of behavioral healthcare experience as case managers, counselors, supervisors, and program managers in public, private and U.S. military programs; strong connections with local behavioral healthcare and community service providers and the ability to introduce current practitioners into the classroom; and the personal attention paid to students and potential students, with individual advising and support.

Students experience a well-designed curriculum that includes development of strong introductory counseling skills; daily practice in collaborative work with a peer group that is diverse with respect to age, gender, health, sexual orientation, political beliefs, religion and personal experience with behavioral healthcare and social services; and faculty-guided placement in field practicums specific to each student's career interests. These strengths have contributed to high rates of student retention and, most importantly, job offers to our students. Most recent graduates, in fact, have received offers for entry-level employment *prior* to graduation.

#### 5 Year Enrollment (annualized FTES)

	2020/21	2019/20	2018/19	2017/18	2016/17
Human Services	73.66	50.82	59.09	56.85	54.18

## Criteria 5

### Student demand for program within the region.

Olympic College conducted a survey of students currently enrolled in our Human Services program, and the results showed strong demand for the proposed BAS BH program. The results are summarized below, and the full survey is included as Appendix B.

84 student surveys. 40 responses. 47% return rate.

How likely would you be to enroll in a new Bachelor's degree program in Behavioral Healthcare at Olympic College?		
Very likely	23	57.50%
Likely	9	22.5%
Unlikely	3	7.5%
Very unlikely	5	12.5%

When would you most likely enroll?		
Fall 2024	25	69.44%
Winter 2025	2	5.56%
Beyond Winter 2025	9	25%

Based on the strength of the survey results, projected enrollment numbers are as follows:

	2024/25	2026/27	2028/29	2029/30	2031/32
FTES	20	25	30	30	30

In addition to currently enrolled students at Olympic College and recent alumni of its ATA in Substance Use Disorder program, Olympic College would welcome graduates from other institutions. Referring back to the chart of Associate's degree completers in Criteria #3, we estimate that the annual pool of AAS completers who may desire further education to be approximately 29. This is because certificate completers must also have an Associates Degree, since licensure as a Substance Use Disorder Professional in Washington State requires an Associates Degree. So, the students who complete the Addiction Professional certification at Olympic College are either previous graduates of other OC programs returning to get a certificate in our program, or students with Associates or higher degrees from other programs.

## Criteria 6

### Efforts to maximize state resources to serve place-bound students.

#### Serving place-bound working adults

Our proposed BASBH does strive to meet the needs of some place-bound working adults. Field practicum has become a signature pedagogy for the social service discipline, and will be integral to our degree program. It will provide significant work-based learning opportunities. To fit the schedules of students who work full-time, we are considering offering BASBH as an evening/weekend program with all assignment submission and testing completed online to reserve classroom time for skill-building and content delivery.

While most of our Human Services students have the physical ability to travel within the region for the sake of education, we have discovered that many of them are place-bound by the realities of the local geography. Students repeatedly report that gas prices, tolls, and the time spent commuting makes it unfeasible for them to travel to Tacoma or beyond for school. Few can afford an hour or more for dinner-time travel. Further, many students are intimidated by the prospect of attending a large university or unfamiliar college in order to further their education: "I'd be lost." "I couldn't handle a big school." Rather they identify Olympic College as a safe and familiar environment, for two reasons: it is the first (and only) place they have achieved academic success, and the school's size allows them to be known personally. "I would keep going [to school] if only I could do it here." "I think it's a great idea because Olympic College has shown me that the teachers really

care about your learning; it would be great to not have to leave Olympic College and just stay and get a further education.”

### **Affordability**

The cost of college is a very important consideration for Olympic College students. Olympic College will serve cost-sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to landing a high-paying job. The BASBH tuition schedule increases the affordability of the degree compared to options at most local universities.

### **Collaboration with other colleges and industry**

The other colleges in our service area that offer degrees related to Behavioral Healthcare are:

<b>College</b>	<b>Program</b>
Tacoma Community College	Community Health
City University Seattle	Bachelor of Arts in Applied Psychology
Eastern Washington University	Bachelor of Science Behavioral Health
Lake Washington Institute of Technology	Associate of Applied Science Behavioral Health
Spokane Falls Community College	Bachelor of Applied Science Applied Behavioral Science
Seattle Central College	Bachelor of Applied Science Applied Behavioral Science
University of Washington-Tacoma	Bachelor of Science Social Welfare
Western Washington University	Bachelor of Arts Human Services

We have shared detailed descriptions of our goals and plans with each of these programs. Each was invited to meet for discussion about our plans. Lake Washington Institute of Technology replied via email that this “We will do everything we can to support you. We need more clinicians in this area, and we see the work needed to achieve this as a collaborative team effort,” Western Washington University joined us for an information session and expressed supportive for our application, University of Washington, Tacoma, Tacoma Community College, Seattle Central, Eastern Washington, and Spokane Falls sent supportive emails; and City University, Seattle had no response.

Olympic College maintains strong ties to the local professional community through an industry-based Advisory Committee. The Human Services Advisory Board provides educational, industry, graduate, and faculty input. The program works closely with leadership to ensure communication is flowing both ways with active participation. The advisory committee provides consultation to the Human Services faculty and has been instrumental in advising on best practices for the program. For example, they have provided valuable guidance on the curriculum by detailing the core competencies for entry-level employees in the profession and by problem-solving for our faculty to clarify the objectives and policies for field practicums. Members represent organizations such as YWCA, Kitsap Mental Health, Kitsap Community Resources, Kitsap Recovery Center, West Sound Treatment Centers, Coffee Oasis and Olalla Recovery Center. Together they represent a spectrum of local human service providers with regard to clientele, services, scope, and size.

Community mental health center administrators have been extremely supportive, recognizing this proposed BASBH program as focused explicitly on their needs. We already work directly with leaders of local Behavioral Healthcare Organizations (BHOs) in program planning and implementation. We have already solicited their input on key course content and student outcomes. We already have agreements to place students in these BHOs for field practicums. We will offer this program to their entry-level employees in need of career advancement. Their clinicians are regularly invited to campus as guest speakers, and we plan to do more of this. We anticipate strengthening these already close relationships with these key local employers.



Olympic College intends to approach key local graduate programs to create articulation agreements from the proposed BASBH program. One natural progression for graduates of the BAS Behavioral Healthcare is to the University of Washington's Masters of Social Work program. Establishment of this relationship is aided by lead Olympic College Human Services faculty member Mirelle Cohen's long history with this program as a transfer advisor for existing student looking to transfer there for their BA in Social Welfare program. Nationally-recognized Dean Edwina Uehara has already responded to initial inquiries warmly with encouragement. We will also reach out to the Masters in Counseling programs at Seattle University, City University, Antioch University, Bastyr University, Northwest University, Seattle Pacific University, and University of Puget Sound to ensure a breadth of options by which our graduates can continue on in their professional education.

### **Differentiation**

Human services is a growing field. The US population has aged. The retirement of the baby boomers has created job vacancies which need to be filled. Meanwhile, increasing longevity has led to a growing population of seniors in need of supportive services. Our community will need trained professionals to meet those needs.

The Affordable Care Act expanded access to private insurance and Medicaid, which in turn greatly expanded access to community health services. Nearly all Americans now have some form of health coverage. This expanded pool of people seeking treatment has meant an increase in the demand for qualified employees.

Ten Year Plans to End Homelessness fell far short, despite significant effort and expense directed at the problem. It is good that we do know more today about how to support those experiencing homelessness because we have more homeless Americans today than we did a decade ago. Slowly our society is awakening to the reality that making a meaningful reduction in this social problem will require a massive, professional, coordinated, expensive investment. Seattle and Tacoma's mayors have declared a state of emergency. In February 2022 Port Orchard's Mayor expressed "dismay" over a homeless encampment in his jurisdiction,<sup>1</sup> and the 2020 Kitsap Point in Time Count showed a 15% increase in homelessness from the year previously.<sup>2</sup> We are building more homes, opening more shelters, sending out for outreach workers. Funding is flowing; more and more staff are needed to provide these services.

Leaders from Washington, D.C. to Washington State agree: it is hardly hyperbole to claim we have an opiate epidemic in the United States. The problem is worse in King, Pierce and Kitsap Counties than in smaller counties. Our men, women, and children are dying faster and more often from opiate overdoses. Addictions treatment jobs sit vacant already for a lack of qualified staff, and yet the need is constantly increasing. Local social service employers like Agape Unlimited and Kitsap Mental Health executives tell us directly that they want and need more staff qualified to provide behavioral health services, that they will hire them as soon as we can provide them.

Psychology is an ancient science, thousands of years old. In contrast, social work developed a century ago, and human services is only half that age. As a young profession, human services is still in its development. School programs have not yet required accreditation by the discipline, but the widening scope of the field and its ongoing professionalization are evident and need to be considered in the quality and levels of the programs we offer. Currently, human services is a generalist degree. Nevertheless, we can see the evolution of the discipline. Tasks which once fell to good-hearted community volunteers became the responsibilities of paid staff in recent decades. Employment standards have increased, as funders demanded that services come from safe, skilled, informed professionals. As the community volunteer gave way to the paid professional, so have the jobs filled by associates-educated professionals given way to jobs for baccalaureate-educated human service professionals.

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<sup>1</sup> <https://www.kitsapdailynews.com/news/upset-by-inaction-putaansuu-threatens-to-take-kitsap-county-to-court/>

<sup>2</sup> <https://www.kitsapgov.com/hs/HOUSINGBLOCK/2020%20Kitsap%20County%20PIT%20Overview%20-%20Preliminary.pdf>



Entry-level associate-prepared jobs do remain. Our ATA-prepared graduates can work as social service assistants, case management aides, mental health techs, and shelter counselors, for example. They can be community health workers, administrative assistants, medical secretaries, police officers or correctional officers, too. Our current graduates are offered entry-level positions in human services. Our field, however, is changing.

An associate's degree in human services helps one qualify for entry-level positions at many behavioral health organizations as a case manager, treatment aid/tech, certified peer specialist or on-call (per diem) staff member. Overall, staff tend to remain in those positions for six to eighteen months and turnover can be high. Staff in those roles bring tremendous passion for justice and service, and operate with great skill, but have little to no opportunity for advancement. Many reluctantly leave these jobs to seek better paying work or to continue their education to access higher paying jobs.

A baccalaureate degree in human services opens the door to professional positions at many behavioral healthcare facilities within Kitsap and Mason counties. There are career-quality positions available for those with a bachelor's degree: Clinical Support Specialist, supervisors, managers, mental health case managers, clinical supervisor, and substance use disorder professionals to name a few. These staff earn living wages and will remain in their positions for two to eight years on average. Most grow into positions of greater responsibility, title, and salary at local human service providers. They do not lack for opportunities.

An ongoing challenge for many human services programs in Kitsap and Mason counties has been finding enough qualified applicants. Another of the challenges for behavioral healthcare providers is integration. Twentieth-century clinical and healthcare roles fractured. Primary care medicine, addictions treatment, mental health care, housing services, employment services and all other human services became separate, freestanding "silos" operating independently of one another.

Professionalization was thought to require specialization, separation. Patients and clients therefore needed to seek services from a variety of professional helpers, here and there. Unfortunately, the right hand never quite knew what the left hand was doing. Substance use disorder treatment providers were legally forbidden from sharing information (or a doorway) with mental health centers. Out-patient counselors had to terminate their relationships with patients who were getting in-patient care (but who would soon be returning to that same out-patient provider). We lacked awareness and coordination. Errors, oversights and competing efforts resulted. To correct these policy mistakes, twenty-first-century funders and governments have required service providers to integrate mental health, primary care, and substance use disorder services.

Years of effort led to this integration of addictions treatment and mental healthcare under the new umbrella term of behavioral healthcare. We recognize the significant interplay between thoughts, feelings and behaviors, between mental health and healthy relationships with drugs. Behavioral healthcare allows those treating depression and those treating alcoholism to work effectively together and provide those services through one agency, not two. Patients shall have one treatment plan, with shared goals and shared plans. To do so, treatment provider agencies are now not only encouraged but required to be simultaneously competent with regard to mental illnesses and addictions, and so are their staff.

The science behind this push is solid. The human organism is an integrated system. The brain is part of the body. Brain disorders affect the body, and diseases of the body affect our thoughts, our feelings, and our behaviors. Primary care medical providers and behavioral healthcare providers, made up of substance use and mental health practitioners, integrated their services in 2020.

For all these reasons, human service providers now expect job applicants to not only be caring people, but also to have the skills to connect with others and understand multiple cultures. They need providers to understand the natures of poverty, addiction, mental illnesses, and the healthcare system. We cannot expect community volunteers to understand basic neurobiology and federal regulations. It takes a four-year degree program to gain

the necessary skills and knowledge. Associates degrees in human services will provide access to entry-level aide or assistant positions, but professional jobs with career possibilities will need applicants with strong baccalaureate degrees.

There are many jobs for people with baccalaureate human services degrees. As a young profession we are still standardizing our language, so job titles are many:

Access Services Representative	Housing Case Manager	Rehabilitation Aide
Activities Coordinator	Housing Program Supervisor	Rehabilitation Counselor
Activities Specialist		Residential Advisor
Behavior Specialist	Housing Stability Specialist	Residential Case Manager
Camp Counselor	In Home Counselor	Residential Counselor
Care Coordinator	Intake/Assessment Coordinator	Residential Support Specialist
Care Manager	Job Coach	Residential Youth Counselor
Caregiver	Job Developer	Shelter Counselor
Caregiver specialist	Mental Health Aide	Shelter Supervisor
Case manager	Mental Health Clinician	Social & Community Services Manager
Case resource manager	Mental Health Counselor	Social Service Coordinator
Certified Peer Specialist	Mental Health Program Generalist	Social Services Assistant
Child Welfare Aide	Outreach Case Manager	
Clinical Support Specialist	Outreach Educator	Social Worker/Counselor
Corrections Officer	Outreach Specialist	Substance Abuse & Behavioral Disorder Counselor
Crisis Intervention Specialist	Outreach Worker	Supported Living Case Manager
Direct Support Professional	Patient Advocate	Victim Advocate
Employment Specialist	Peer Support Staff	Youth Guidance Specialist
Family Support Specialist	Probation Officer	Youth Worker
Family Support Worker	Psychiatric Aide	
Geriatric Care Manager	Psychiatric Technician	
Home Care Aide	Recreation Leader	
Home Care Worker		
Home Visitor		

The Bureau of Labor Statistics has predicted 11% job growth generally with the United States between 2013 and 2023. The human services portion of the job market is predicted to grow at 17% nationally and 21% within Washington state. Healthcare support positions are growing at 26-28% in our state. There will be good-paying jobs in social services. The median pay for community and social service occupations in 2020 was \$55,560.<sup>3</sup> Social services do pay adequately on the whole. Job candidates with more than the minimum education are much more likely to be successful in obtaining work. Candidates with minimal education may still struggle to complete for jobs.

Remember what local social service employers told us? 83% reported that they would be very and extremely interested in hiring an applicant with a BA degree. Several told us they have trouble finding such applicants. “There is a need in our area for employees with the Bachelor’s Degree in Behavioral Health.” “I believe this would be a great step forward to enhance the Behavioral Health field. I would like to see our field be better prepared and respected. I strongly support this program going forward.” “There is a growing need for SUDPs with more extensive education. Behavioral health agencies need people in

<sup>3</sup> [https://www.bls.gov/oes/2020/may/oes\\_wa.htm#21-0000](https://www.bls.gov/oes/2020/may/oes_wa.htm#21-0000)

leadership with SUD as their primary focus. These positions are often limited to people with at least a Bachelor's degree."

For years, our students, and alumni have asked us to offer a BAS in Human Services. They discovered the difficulty competing for the jobs they want without a 4-year degree. "I think the BASBH would be a great opportunity to enter or continue work in the field. Especially as more and more jobs are requiring more education in order to move up within organizations." "Would definitely attend the bachelor program at Olympic college, the professors are great, and you have the help you need to succeed!" "This is a great idea. There is a void in this area for mental health degree programs outside fully online learning. A Bachelor's program would increase professional expertise and prepare me for the evolving requirements. I would enroll today if it were available." "I think this would be a great program to have in Kitsap County, I think that Kitsap County could use more options for mental health and substance abuse. A program like this could possibly help provide more education, which in turn could possibly provide more services."

All levels of government now emphasize the integration of all forms of health and human services. This includes addressing chronic disease management within affordable and public housing, attending to "medical" and "mental health" conditions directly where we live, as well as in clinical settings and community service organizations. Increasingly, social service and behavioral healthcare employees will be expected to function within a "continuity of care system." To provide such holistic care they must understand poverty, trauma, mental illness, addiction, healthcare, housing, financial entitlements, harm reduction, criminal behavior, *and* Motivational Interviewing, to name a few subjects. A Bachelor of Applied Science Behavioral Healthcare degree should do so better than any other current option.

Our proposed Baccalaureate of Applied Science will focus on Behavioral Healthcare. We hope to prepare adult learners specifically for careers in the integrated systems that attend to our community's mental health, physical health, and use of alcohol and other drugs. We intend to help those interested in helping professions learn about poverty, mental illness, the treatment of mental illness, addictions, the treatment of addictions, healthcare systems, electronic health records, healthcare policy, ethics, and counseling skills. We intend to develop collaborative team members. We intend to work with the multitude of licensed behavioral healthcare organizations in Kitsap and Mason counties to provide the well-prepared staff they need to fill vacant jobs today and the many more jobs in the coming years.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

Olympic College is an open admission policy institution in accordance with state regulations.

Olympic College's admission policies will apply to the BAS in Behavioral Healthcare program and will guide the program's selection process. One goal of the selection process is that participants in the BAS in Behavioral Healthcare will mirror or exceed the diversity of students in other Olympic College programs. The navigator will create and implement a recruiting and outreach plan designed to attract a diverse applicant pool supported by the college's Vice President of Education as well as the Vice President of Diversity, Equity, and Inclusion, with a particular goal of increasing racial diversity in the program.

The student population at Olympic College includes American Indian/Alaska Native: 5%, Asian: 13%, Black/African American: 6%, Hispanic/Latino: 12%, Pacific Islander: 3%, White: 79% [SBCTC Field Guide, 2022]. The Human Services program at Olympic College has traditionally served a very diverse

student population due to the fact that addiction does not discriminate and many of our students have been touched by addiction either directly or via family members or loved ones [Tableau Program of Study Profile, Human Services 2016].

Olympic College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. In addition to the recent implementation of the role of Vice President of Diversity, Equity, and Inclusion, the college has established an official equity statement that states:

- Prevent and remove barriers for groups of students with histories of exclusion, discrimination, and marginalization
- Achieve equal educational outcomes for historically marginalized groups relative to their peers
- Lead with racial equity to maximize student potential across all social identities, including race, ethnicity, socioeconomic status, sexual identity, gender identity, ability, age, national origin, citizenship, and religion
- Maintain a culture of belonging that advances racial, social and economic justice in service to our diverse communities focused on identifying systemic barriers for students and resources needed to serve underrepresented student populations.

The increased focus on diversity and inclusion will help the college ensure a lens of inclusion is used in making decisions, revising, and writing policies and practices, hiring, and resources for students and staff. The faculty developing curriculum for the BAS in Behavioral Healthcare program will include knowledge and application skills to prepare students to understand, empathize with, and assist clients of diverse ethnicities, cultures, and socioeconomic backgrounds. Part of the college's strategy to close educational attainment gaps is to add relevant pathways such as the BAS in Behavioral Healthcare. The BAS in Behavioral Healthcare will be monitored through our Institutional Research office that will disaggregate data to determine systemic barriers to access, retention, and completion of underserved student populations. Racial inequities will be of particular focus for the Diversity Advisory Committee and addressed by college leadership as they consider equity and opportunity gaps in all BAS programs. The BAS Program Navigator/Recruiter will:

- Recruit people of color from Olympic College's graduates. All eligible graduates will receive information about the program via email and direct mail correspondence
- Recruit students from local high schools by attending career fairs
- Create targeted marketing efforts to encourage persons of color to apply for the program
- Present information to businesses and professional organizations to recruit their employees from under-represented populations
- Hold orientations to share program information with perspective students and families, hold one-to-one sessions to address perspective students concerns regarding readiness, finances, and careers

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<https://tableau.sbctc.edu/#/site/OC/views/FactsFigures/OCFactsFigures?iid=1>

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

*The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact the Director of Transfer Education at SBCTC for further information.*

**The application needs to show the information below for program approval:**

- employers demand\* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

<b>College Name:</b> Olympic College
<b>Program Name:</b> Bachelor of Applied Science Behavioral Healthcare
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p><b>For demand:</b> Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (<i>Provide absolute numbers, not just percentages</i>)</p>	<p>Job Titles:</p> <ul style="list-style-type: none"> <li>• Substance Abuse, Behavioral Disorder and Mental Health Counselors in Kitsap and Mason Counties</li> <li>• Social and Human Service Assistants in Kitsap and Mason Counties</li> <li>• Community and Social Service Specialists in Kitsap and Mason Counties</li> </ul> <p>State Data: Substance Abuse, Behavioral Disorder and Mental Health Counselors 21-1018 20% Growth projected from 2022-2032 # Average Monthly Posting/Hires from Nov. 2021-Nov. 2022</p> <ul style="list-style-type: none"> <li>• 339 Average Monthly Postings/4,068 Annual Postings</li> <li>• 517 Average Monthly Hires/6,204 Annual Hires</li> </ul> <p>2021 median wage</p> <ul style="list-style-type: none"> <li>• \$23.73 Median Hourly Wage</li> <li>• \$49,358.00 Annual Salary</li> </ul> <p>Regional Demand November 2021-2022 for Substance Abuse, Behavioral Dis21-1018: (Kitsap, Mason, Jefferson, Clallam Counties)</p> <table border="1" data-bbox="1003 984 1875 1408"> <thead> <tr> <th>City</th><th>Unique Job Postings</th></tr> </thead> <tbody> <tr> <td>Bremerton, WA</td><td>53</td></tr> <tr> <td>Shelton, WA</td><td>45</td></tr> <tr> <td>Silverdale, WA</td><td>36</td></tr> <tr> <td>Gig Harbor, WA</td><td>18</td></tr> <tr> <td>Poulsbo, WA</td><td>8</td></tr> <tr> <td>Forks</td><td>7</td></tr> <tr> <td>Port Orchard, WA</td><td>6</td></tr> <tr> <td>Sequim</td><td>5</td></tr> <tr> <td>Belfair, WA</td><td>3</td></tr> <tr> <td>Kingston, WA</td><td>3</td></tr> </tbody> </table>	City	Unique Job Postings	Bremerton, WA	53	Shelton, WA	45	Silverdale, WA	36	Gig Harbor, WA	18	Poulsbo, WA	8	Forks	7	Port Orchard, WA	6	Sequim	5	Belfair, WA	3	Kingston, WA	3
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## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	Bainbridge Island, WA	2
	Suquamish and Port Gamble, WA	2
<p>Substance Abuse, Behavioral Disorder and Mental Health Counselors in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> <li>• 11% increase in jobs from 2022-2032</li> <li>• 40 average annual openings</li> <li>• \$48,692.80 median annual earnings for Kitsap</li> <li>• \$26.30 average hourly earnings for Kitsap</li> <li>• \$48,048.74 median annual earnings for Mason</li> <li>• \$25.45 average hourly earnings for Mason</li> </ul> <p>Social and Human Service Assistants in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> <li>• 12% increase in jobs from 2022-2032</li> <li>• 37 average annual openings</li> <li>• \$38,504.12 median annual earnings</li> <li>• \$19.86 average hourly earnings</li> </ul> <p>Community and Social Service Specialists in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> <li>• 13% increase in jobs from 2022-2032</li> <li>• 8 average annual openings</li> <li>• \$39,062.61 median annual earnings</li> <li>• \$18.78 average hourly earnings</li> </ul>		

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p><b>For supply gap:</b> Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<p>Lake Washington Institute of Technology is the only institution offering a bachelor's degree in Substance Abuse/Addiction Counseling, 51.1501, across the following eight counties: Island, Jefferson, King, Kitsap, Mason, Pierce, Snohomish, and Thurston.</p> <p>Eastern Washington University offers a bachelor's degree in Behavioral Aspects of Health, 51.2212.</p> <p>The information below includes Lightcast data for Completions by Award Level from across the state of Washington.</p> <p>Completions for 2021 for BAS Behavioral Healthcare, 51.1501 are: 1 Bachelor's Degree</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <th style="text-align: left;">Program</th> <th style="text-align: left;">Bachelor's Degree Completions</th> </tr> <tr> <td>Lake Washington Tech (51.1501)</td> <td>1</td> </tr> <tr> <td>Eastern Washington University (51.2212)</td> <td>19</td> </tr> </table> <p>State Demand: 6,204 State Supply: 20 GAP: 6,184</p> <p>Regional Demand: 188 Regional Supply: 0 GAP: 188</p>	Program	Bachelor's Degree Completions	Lake Washington Tech (51.1501)	1	Eastern Washington University (51.2212)	19
Program	Bachelor's Degree Completions						
Lake Washington Tech (51.1501)	1						
Eastern Washington University (51.2212)	19						
<b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b>							
<p><b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>						



### Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	N/A
<b>OR, if based on a statutory or accreditation requirement, **</b>	
<b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	
<b>For demand:</b> Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.	N/A
<b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u>	N/A
<p>* Demand is defined by state law as “<b><i>an occupation with a <u>substantial</u> number of current or projected employment opportunities.</i></b>”</p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	