

**2017-19 Biennium Budget
Decision Package**

Agency: 340 Student Achievement Council

Decision Package Code/Title: SM – State Need Grant Service Maintenance

Budget Period: 2017-19

Budget Level: ML1 - Maintenance Level

Program: 030 - Student Financial Assistance

Agency Recommendation Summary Text:

The 2015 Legislature took an unprecedented step to reduce tuition and noted that, although funding was reduced from State Need Grant (SNG) due to lower award amounts, the tuition reduction will permit an expansion of service levels (RCW 28B.92.065). The new tuition policy projects increases for the 2017-19 biennium at the rate of wage increases. In addition, the 2015 operating budget required College Bound Scholarship (CBS) students to be prioritized in SNG. This resulted in a need for a shift of funds from CBS to SNG to maintain service levels. The funding was restored in 2016; however, it is not in the carry-forward level. Therefore, two conditions require funding to maintain service in SNG: restoration of funds due to CBS prioritization and adjustments to award amounts aligned with tuition changes.

Fiscal Detail:

		FY 2018	FY 2019	FY 2020	FY 2021
Operating Expenditures					
001-1 General Fund- State		\$11,800,000	\$17,300,000	\$17,300,000	\$17,300,000
Total Cost		\$11,800,000	\$17,300,000	\$17,300,000	\$17,300,000
Staffing					
Total FTEs		0.0	0.0	0.0	0.0
Revenue Detail					
None					
Total Revenues					
Object of Expenditure					
A - Salaries					
B - Benefits					
C - Personal Service Contracts					

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Cont. from previous page	FY 2018	FY 2019	FY 2020	FY 2021
E - Goods and Services				
G - Travel				
J - Equipment (over \$5,000 per item)				
M - Transfers to Trust Funds				
N - Grants	\$11,800,000	\$17,300,000	\$17,300,000	\$17,300,000
	\$11,800,000	\$17,300,000	\$17,300,000	\$17,300,000

Description:

Service Level – College Bound Scholarship Funding Restoration

The 2015 Legislature required that 100 percent of College Bound Scholarship (CBS) students receive State Need Grant (SNG). Funding levels presumed previous levels of coordination, providing greater dollars in CBS. SNG funding levels presumed continuing the service level of 71,000 students. WSAC and the institutions achieved 100 percent coordination in 2016, and the Legislature restored the funding in 2016, but the carry forward levels do not reflect that change.

The prioritization in SNG generated an assumed surplus in CBS of \$9 million per year. The budget for CBS was reduced accordingly and transferred to SNG to prevent CBS recipients from displacing non-CBS SNG students. Without making this transfer permanent, the eligible-but-unserved SNG population will grow, despite the clear intent of the Legislature in each budget bill and in RCW 28B.92.065 to serve more eligible students.

SNG is Washington’s largest need-based aid program, serving about 71,000 low-income students in a variety of education and training programs each year. The program serves students pursuing an array of certificates and two- and four-year degrees across 66 institutions. About 60 percent of students are financially independent and 27 percent have children.

If the funding from the requirement to prioritize CBS students within SNG is not restored, the problem of unserved students will be exacerbated and the diverse profile of SNG students will be altered. Students who did not have the opportunity to apply for CBS in middle school (and those who did not pursue higher education immediately following high school graduation) will be displaced from SNG service in favor of CBS students.

Award Adjustments – Tuition Policy

A second adjustment must be made in order to maintain service levels: adjusting grant awards to keep pace with tuition changes. While we do not know actual tuition levels for the 2017-19 biennium, we can use the tuition policy outlined in RCW 28B.15.067 as an example. The actual dollar figures will need to be adjusted as new information concerning tuition levels and enrollment patterns becomes available.

For this decision package, we assume a static served enrollment of 68,581 students, adjust the grant award based on the tuition reduction for FY 2016-17, and then add the inflationary increases called for in the College Affordability Program. This produces average awards of \$4,230 in FY 2018 and \$4,311 in FY 2019. (For reference, the average award was \$4,445 in FY 2016, and we assume an average of \$4,190 in FY 2017.) If enrollment remains flat, we estimate that the program would need an additional \$2.8 million in FY 2018 and \$8.3 million in FY 2019, or roughly \$11 million for the biennium.

Please contact Marc Webster at marcw@wsac.wa.gov or 360.753.7862 for further information.

Base Budget:

SNG awards are based on tuition levels at the public institutions, so funding for the program has tended to track public tuition levels. Funding reached \$308 million in FY 2015 and dropped to \$304 million in FY 2016 after the first year of tuition reductions. The funding necessary to serve all eligible students will come down again in FY 2017 due to the second and largest reduction in tuition.

In addition, with enrollment declining in the community and technical colleges, the total eligible population has dropped in recent years. This decision package reflects final 2015-16 data and anticipates the tuition reductions of FY 2017. No assumptions are made about future enrollment levels.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Currently, SNG is funded through a mix of Opportunity Pathways, general fund–state, and Education Legacy Trust dollars. This mix changes in each biennium, so no assumptions about future fund mixes have been made.

Assumptions about the program are driven by actual eligible student enrollment levels in FY 2016, and assumed changes in tuition from the 2015 College Affordability Program. Please see the attached worksheets for assumptions about award levels.

All funding would be ongoing. Future appropriations would depend on utilization, the number of eligible students enrolled, and tuition levels.

Decision Package Justification and Impacts:

What specific performance outcomes does the agency expect?

Reducing funding by \$18 million from current service levels would result in over 2,100 additional eligible students receiving no grant award. Using research-based assumptions about the impact of state aid on graduation rates (please see the attached bibliography), we would anticipate 202 additional students graduating from their programs of study as a result of this funding. In addition, we should see lower debt loads at graduation.

Performance Measure Detail:

WSAC performance measures include annual degree awards for both the two- and four-year sectors. This decision package would drive improvements in awards in both sectors, as well as the high-demand degree awards measure.

Fully describe and quantify expected impacts on state residents and specific populations served:

In addition to the impact on graduation stated above, funding would help provide broad access to postsecondary education, particularly among older, nontraditional students. Low-income recent high school graduates would not be affected due to the availability of College Bound, but any effort at attracting more working adults and the nearly 400,000 adults in Washington with some college and no degree would be harmed.

What are other important connections or impacts related to this proposal?

Impact(s) To:	Select Y/N	Identify / Explanation
Regional/County impacts?	No	
Other local gov't impacts?	No	
Tribal gov't impacts?	No	
Other state agency impacts?	Yes	Fully funding SNG would drive additional funding to public (and private) higher education institutions.
Responds to specific task force, report, mandate or exec order?	No	
Does request contain a compensation change?	No	
Does request require a change to a collective bargaining agreement?	No	
Facility/workplace needs or impacts?	No	
Capital Budget Impacts?	No	
Is change required to existing statutes, rules or contracts?	No	

Is the request related to or a result of litigation?	No	
Is the request related to Puget Sound recovery?	No	
Identify other important connections	No	

What alternatives were explored by the agency and why was this option chosen?

In prior years, WSAC has requested a phased approach to fully funding SNG. Another such request was contemplated, but ultimately the Council decided to highlight and request full funding. WSAC has examined many alternatives, including reducing grant awards in order to serve more students. We are loathe to propose such measures without clear legislative input and direction. Further, state and national research has repeatedly reaffirmed the importance of grant awards in student achievement.

We could simply allow CBS students to displace non-CBS eligible SNG students, but this sends the wrong message to a population whose success is critical to meeting our attainment goals.

What are the consequences of not funding this request?

Without restoring the \$9 million transfer funding, SNG service levels would drop by over 2,100 students per year. Without keeping pace with tuition, grant awards would slowly shrink in relation to tuition, driving up debt levels even for students who received SNG awards.

How has or can the agency address the issue or need in its current appropriation level?

Given the program’s clear appropriation and guidance in the appropriations act, WSAC cannot readily shift funding or change eligibility to reduce the number of unserved students. We can work with policymakers to change these policies, but absent such changes, the loss of these funds would result in fewer students served.

Other supporting materials:

1. Annotated bibliography: Effects of financial aid on attainment
2. Spreadsheet detailing calculations of full funding estimates for State Need Grant

Information technology:

- No 
- Yes. Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**2017-19 Biennium Budget
Decision Package**

Agency: 340 Student Achievement Council

Decision Package Code/Title: GR – Opportunity Gap Innovation Grant

Budget Period: 2017-19

Budget Level: PL - Performance Level

Program: 010 - Policy Coordination and Administration

Agency Recommendation Summary Text:

The college participation gap between low- and high-income students is growing at a time when the majority of jobs require postsecondary training, and low-income students are a growing share of K-12 enrollments. Educational opportunity gaps also exist among ethnic minority students, homeless youth, and students in foster care. Disproportionate rates of dropouts, high school graduation, and college enrollment and completion reflect educational inequities. Washington has a patchwork of support programs providing services to a fraction of its underrepresented students. This proposal provides grants to diverse organizations to develop innovative approaches in student support targeted at underrepresented students.

Fiscal Detail:

		FY 2018	FY 2019	FY 2020	FY 2021
Operating Expenditures					
001-1 General Fund–State		\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Total Cost		\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Staffing					
001-1 General Fund–State		1.5	1.5	1.5	1.5
Total FTEs		1.5	1.5	1.5	1.5
Revenue Detail					
None					
Total Revenues		\$0	\$0	\$0	\$0
Object of Expenditure					
A - Salaries		\$60,000	\$60,000	\$60,000	\$60,000
B - Benefits		\$33,000	\$34,000	\$34,000	\$34,000
C - Personal Service Contracts					

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	FY 2018	FY 2019	FY 2020	FY 2021
E - Goods and Services	\$85,000	\$100,000	\$100,000	\$100,000
G - Travel	\$8,000	\$6,000	\$6,000	\$6,000
J - Equipment (over \$5,000 per item)	\$14,000			
M - Transfers to Trust Funds				
N - Grants	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000
	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000

Description:

Far too many students encounter challenges along the educational pipeline that lead to the end of their educational career. It is imperative that we develop and embrace new models of support services to provide equitable opportunities for all students. The progress report of Washington’s ten-year strategic plan to increase attainment noted closing the opportunity gap is one of several key challenges to provide a talent pipeline for Washington’s jobs. Reaching our attainment goals requires concerted efforts from all sectors of the education system that support student success. This proposal incentivizes innovative and diverse approaches to support services for students from K-12 through postsecondary levels who are less likely to graduate from high school and enroll in and complete postsecondary education.

Projected demographic changes in Washington predict that underrepresented students, including those who participate in Washington’s College Bound Scholarship (CBS) program, will be the state’s future labor force.¹ Investing now to improve their academic success and educational attainment is critical to future economic prosperity for the state and will provide an improved return on the state’s investment in CBS.

The 2015 Roadmap Update findings describe achievement gaps by socioeconomic and racial/ethnic minority status in high school graduation, participation in postsecondary education, and postsecondary completion. The overall high school graduation rate is 77 percent, compared to 66 percent for students from low-income families, 54 percent for American Indian students, and 42 percent for students in foster care. Students of color are similarly underrepresented among college completions.

The state must strategically address these challenges through targeted student support services and coordinated partnerships. Research has shown that an underrepresented student’s academic, social, and financial success in graduating from high school and earning a postsecondary credential depends on support services.²

¹ WICHE, Knocking at the college door: Projections of high school graduates by state and race/ethnicity, 1992-2022. 2008, Boulder, CO: Western Interstate Commission for Higher Education (WICHE) Public Policy and Research.

² Tierney, W. G., Corwin, Z. B., & Colyar, J. E. (Eds.). (2005). *Preparing for college: Nine elements of effective outreach*. SUNY Press.

There are several models of successful student support, including federal college access programs, nonprofit organizations, and mentoring programs. An inventory of statewide programs serving K-12 schools indicated 95 districts receive services for underserved students; however, the reach of programs vary and is limited by funding levels and program requirements.

Proposed solutions:

This budget request seeks a \$1,500,000 annual investment to address the opportunity gap through two specific efforts:

- a. Provide up to thirteen Opportunity Gap Innovation Grants.
- b. Support College Bound Scholars and their families through outreach and communications.

Opportunity Gap Innovation Grants

Opportunity gap innovation grants would encourage innovation and customize efforts to regional community, K-12, and postsecondary institution needs. Grants would expand existing programs with proven success or develop new programs that encourage testing best practices and improved collaboration across the system. Examples of innovative models include:

- Bridge programs addressing the “summer melt” between high school and college.
- Engagement of community and business leaders.
- Development of community-based collective impact initiatives.
- Incentives to increase full-time attendance.
- Campus completion coaches.

The Washington Student Achievement Council (WSAC) would use a cross-sector review process to solicit grant proposals that are designed to improve academic success for underrepresented students and expand the reach of successful programs, involve key partners, and commit to sustainability. Grant recipients will be expected to evaluate and share their project outcomes. The results will be used to identify successful initiatives and share practices at WSAC’s statewide *Pave the Way* conference and other venues. The grants will spur collaboration across educational sectors and incentivize engagement of community and business leaders in promoting student success.

Using an innovation grant fund approach allows WSAC, in collaboration with the Governor’s ethnic commissions and others, to select innovative projects across the educational spectrum without presuming which program or model would be most effective. WSAC would need .5 FTE to oversee the development of criteria for the competitive grant process, convene a cross-sector review team, manage contracts, and review performance.

Research demonstrates improved educational outcomes when highly effective communities work together to develop strategies to improve high school graduation, prevent dropouts, and increase postsecondary enrollment.³ Key elements include collaboration from community partners, nonprofit organizations, education, and workforce development agencies and entities.

³ One example is the collective impact partnership in Tacoma, “Graduate Tacoma!” A coordinated concerted effort to leverage College Bound and coordinate support services throughout the community has led to a very significant increase in 5-year high school graduation rates from 58% in 2010-11 to 82.5% in 2014-15. [http://www.graduatetacoma.org/media/dynamic/files/335_FFTS_ImpactReport16%20\(FINAL_4.28\)%20Compressed.pdf](http://www.graduatetacoma.org/media/dynamic/files/335_FFTS_ImpactReport16%20(FINAL_4.28)%20Compressed.pdf) See page 2.

Students from underrepresented backgrounds who are the first in their family to attend college are more likely to leave in the first year. Meaningful support services have been shown to improve retention and completion for these students. Innovative postsecondary proposals could expand orientation programs, create peer mentoring programs, or increase and enhance targeted support services similar to TRiO Student Support Services, CAMP, or other programs that show evidence of success.

A half-time program coordinator position would manage the grant selection and contract administration processes.

College Bound Scholarship Support

College Bound Scholarship (CBS) students and their families apply for the program when the students are in middle school. There has been a statewide emphasis on promotion and sign-up activities, but the degree to which students are supported depends on the resources of the school and surrounding community. There is not a coordinated, systematic approach to providing targeted individualized services to support students' academic preparation for college.

With initial sign-ups for CBS at 247,000, there is a critical need for dedicated, innovative support services. One of the largest and most impactful support programs is GEAR UP, a federally sponsored program that targets low-income school districts with excellent outcomes. GEAR UP, however, only serves 71 low-income school districts serving fewer than 12 percent of CBS students. Key elements should be offered to more CBS students:

- Strengthen High School and Beyond Plan implementation by addressing 8th grade transition needs.
- Ensure messaging to 9th graders on college and career readiness through career exploration and selection of the right course sequence preparations.
- Support rising juniors and seniors and their families in developing knowledge to prepare for college admissions and financial aid.
- Enhance FAFSA/WASFA completion rates among underrepresented students.
- Offer text messaging to high school graduates who are accepted into postsecondary institutions to address the summer melt issue, especially among underrepresented students.
- Enhance existing tools such as *ReadySetGrad* and *Career Bridge* to provide early awareness and outreach efforts.

High school graduation, postsecondary enrollment, and attainment challenges face College Bound Scholarship students who are often from populations that have been traditionally underrepresented in postsecondary education and “first generation” families. These students have a strong need for quality, credible, and accurate information about the program and what is needed to be college-ready. Public school counselors and staff rely on high quality materials and messaging to keep students on track. A centralized state information resource is essential to provide better guidance to students and families every step of the way on their path to college completion and career success. In addition, today's students are digitally adept. The most effective way to reach them is through digital technology and social media platforms. Under this proposal, WSAC will develop digital content and use targeted social media platforms to connect with CBS students through texting, Instagram, and Facebook, among others.

These tools can help to: (i) promote a college-going culture and career planning, (ii) provide reminders of academic and college application deadlines, (iii) provide information about how to complete FAFSA/WASFA applications and (iv) provide information about other important steps to prepare for college and complete college from 7th grade through postsecondary education.

One program coordinator position would be needed to manage statewide service coordination and information development for College Bound Scholarship participants, as well as the development of messaging and communication.

Please contact Weiya Liang at weiyal@wsac.wa.gov or 360.753.7884 for further information.

Base Budget:

The opportunity gap innovation grant is a new proposal and does not expand existing efforts. Current CBS administration includes 3.0 FTE. The requested funding adds 1.0 FTE to improve services to the 247,000 participants. Administration for CBS has not been funded beyond the initial start-up level, despite the program's exponential growth.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Details of the Decision Package expenditures and calculations are:

- Competitive innovation grants to close the opportunity gap in K-12 and postsecondary: \$1.3 million annually
- Enhancing support for CBS students and families after they are signed up: \$200,000 annually

For competitive innovation grants:

- Provide up to 15 grantees \$80,000 to \$125,000 each to encourage collaboration and support efforts between K-12 districts, communities, and higher education institutions to expand proven effective programming to address summer melt, retention, and student support through advising and mentoring: \$1,300,000
- Provide support for .5 FTE for grant management services: \$31,000

For CBS support:

- 1.0 FTE for coordinating statewide services, developing information/outreach content, and providing and managing social media platforms: \$63,000
- College Bound Scholarship services, messaging, and communication needs, and other administration: \$106,000
- Conduct felony checks as required under state statute: \$2,000

Decision Package Justification and Impacts:

In order for the state to reach its attainment goals and support Washington's workforce needs, more students must complete high school prepared to enter and succeed in postsecondary education and careers. At the same time, research shows that individuals need to complete a postsecondary credential to have the best chance at obtaining work that can support themselves and their families. Students who are underrepresented in educational attainment are a growing portion of our population. If we do not ensure their education attainment rates catch up, we will not be able to meet our state's workforce needs.

This proposal is structured to identify how to reap the best return on the state's investment by incentivizing innovations to improve educational outcomes for underrepresented students, identifying successful programs, encouraging sustainability of these efforts, and sharing best practices. In addition, the state will yield even greater benefits from its investment in CBS through providing support in middle school, high school, and college to ensure students reach their goals.

What specific performance outcomes does the agency expect?

The primary goal of the opportunity gap innovation grant is to increase the high school and college completion of low-income and underrepresented students. Performance metrics would include the following:

1. Participation among low-income students and underrepresented groups in support programs in K-12 and postsecondary education, with a target of a 10 percent increase at a minimum. Incremental increases will be expected beyond the 2017-19 biennium.
2. Identified high school completion, college transition, and retention improvements among grantees, with targets of a 5 percent increase in high school completion, a 10 percent increase in college transition rate, and 10 percent retention in postsecondary institutions from first year to second year.

Successful implementation of this program would have an impact on a number of Results Washington Goals:

- 1.2 – More high school graduates
- 1.2e – Decrease in recent high school graduates enrolled in pre-college or remedial courses
- 1.2h – Increase in recent high school graduates who enroll in postsecondary education
- 1.3 – Increase in annual attainment of postsecondary degrees and certificates

WSAC will complete the following deliverables:

- Convene stakeholders in the development of the application for innovation grants for K-12, communities, and higher education institutions by summer of 2017.
- Complete the grant competition and begin direct services to students by fall of 2017.
- Work with stakeholders from K-12, higher education, and nonprofit organizations to develop social media content, with a target date of fall of 2017 to communicate with students on FAFSA/WASFA and college applications.
- Develop new content for readyssetgrad.org, the state's only comprehensive student support website, across sectors in fall of 2017 that will triple the hits.

Performance Measure Detail:

Performance measures for the opportunity gap innovation grant will focus on increasing high school and college completion of low-income and underrepresented students. Performance metrics would include the following:

1. Participation among low-income students and underrepresented groups in support programs in K-12 and postsecondary education, with a target of a 10 percent increase at a minimum. Incremental increases will be expected beyond the 2017-19 biennium.
2. Identified high school completion, college transition, and retention improvements among grantees, with targets of a 5 percent increase in high school completion, a 10 percent increase in college transition rate, and 10 percent retention in postsecondary institutions from first year to second year.

Successful implementation of this program would have an impact on a number of Results Washington Goals:

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- 1.2h – Increase in recent high school graduates who enroll in postsecondary education
- 1.3 – Increase in annual attainment of postsecondary degrees and certificates

WSAC proposes a strategic and comprehensive approach that spans the educational pipeline for student support services including those in College Bound, engaging key partnerships and leveraging proven successful program strategies. Encouraging innovational approaches to close the opportunity gaps for low-income and underrepresented students, including students of color, is critical to reaching the state's attainment goals, building a productive talent pipeline, and providing a prosperous future for Washingtonians.

In addition to the above metrics, WSAC will monitor the performance of those support services by tracking the following:

- Inventory of innovative support programs.
- Total number of organizations and institutions selected to provide student support services.
- Total number of students receiving services in K-12 and postsecondary.
 - Grade service benchmarks for student and family engagement (mentoring, college campus visits, student and parental meetings for college and career planning) and academic support (education plans, tutoring).
 - Number of college applications, scholarship applications, and financial aid applications.
- Total number of organizations, schools, and higher education institutions involved and engaged in the support efforts.
- Total direct links and responses from CBS students through partnership and social media outreach and communications.

Fully describe and quantify expected impacts on state residents and specific populations served:

About 40,000 students receive direct services from federally sponsored programs such as GEAR UP and TRiO. Another small number of underrepresented students (approximately 5,000) receive meaningful, structured support services in their education environment from institutional or nonprofit organization-supported programs. These meet only a small fraction of students’ needs for support services. WSAC anticipates the number of students receiving services will reach 50,000, a 10 percent increase, through opportunity gap innovation grants. That still means 85 percent of students (400,000) will not be served. WSAC will also provide communications outreach to CBS students. Services through social media and texting will reach 70 percent of students (173,000) who have signed up for the program and establish person-to-person connections to up to 12,000 students. Another 30 percent of students (73,000) may not receive personal services due to the grades they are in. Services are expected to grow as the students who are in the CBS program will continue to grow at roughly 30,000 a year.

What are other important connections or impacts related to this proposal?

Impact(s) To:	Select Y/N	Identify / Explanation
Regional/County impacts?	Yes	Supporting underrepresented students is a statewide effort. It will positively impact all regions and counties.
Other local gov’t impacts?	No	No direct impact to local governments.
Tribal gov’t impacts?	Yes	Very likely to have a positive impact on tribal areas due to increased educational attainment.
Other state agency impacts?	Yes	
Responds to specific task force, report, mandate or exec order?	No	
Does request contain a compensation change?	No	
Does request require a change to a collective bargaining agreement?	No	
Facility/workplace needs or impacts?	No	
Capital Budget Impacts?	No	
Is change required to existing statutes, rules or contracts?	No	
Is the request related to or a result of litigation?	No	
Is the request related to Puget Sound recovery?	No	
Identify other important connections	No	

What alternatives were explored by the agency and why was this option chosen?

The proposed strategies in this decision package are based on national research and evidence-based practices in student support services and college access programming. The steps identified are most efficient to develop a statewide support structure. WSAC’s oversight and administration of GEAR UP, CBS, theWashBoard.org, Passport to College Promise, American College Application Campaigns, College Goal Washington, ReadySetGrad.org, and other student support initiatives, as well as its role in policy development to increase educational attainment, position the agency well to manage these opportunity gap innovation grants and to coordinate student support service delivery.

Alternatives would be to provide funding to several state agencies and individual institutions and K-12 districts without the coordination, leveraging of existing programs and funding sources, and program evaluation to ensure the state is making significant progress to increase educational attainment. This approach would not allow for the sharing of best practices in an intentional fashion as would be inherent to the design of the proposed option.

What are the consequences of not funding this request?

This proposal was developed in part from recommendations by the Council’s committee on student support, with representatives from education sectors including the Office of Superintendent for Public Instruction, Council of Presidents, State Board for Community and Technical Colleges, Independent Colleges of Washington, and the Workforce Education and Training Coordinating Board. With this proposal, the state can start to make incremental investments to incentivize innovations to target efforts at critical stages of the educational pipeline. Funding student support services across the educational spectrum using the proposed strategic approach to support underrepresented students in middle and high school, support underrepresented students at the postsecondary level, and develop collective impact coalitions in communities to address educational attainment will respond to Washington’s demographic trends and help meet the state’s future workforce needs with its own residents.

How has or can the agency address the issue or need in its current appropriation level?

The agency is managing the CBS program, Washington State GEAR UP, 12th Year Campaign and FAFSA Completion Initiative within existing resources. Administration of CBS has not been funded beyond the initial start-up level, despite the program’s exponential growth. WSAC is not able to expand services within existing resources.

Other supporting materials:

N/A

Information technology:

- No 
- Yes. Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**2017-19 Biennium Budget
Decision Package**

Agency: 340 Student Achievement Council

Decision Package Code/Title: NG – Fully Fund State Need Grant

Budget Period: 2017-19

Budget Level: PL - Performance Level

Program: 030 - Student Financial Assistance

Agency Recommendation Summary Text:

As the state’s largest need-based aid program, the State Need Grant is central to any effort to improve educational attainment for all in Washington. That impact is undermined when tens of thousands of eligible students receive no awards due to a lack of funds. Fully funding the program can help Washington address persistent opportunity gaps in K-12, as well as postsecondary education. This is demonstrated by the early successes of the College Bound Scholarship (an early promise of an enhanced State Need Grant), and we can do the same for returning adult students. Any effort at addressing access to higher education will involve the state’s largest investment in affordability. Fully funding the State Need Grant, and serving the 23,000 students enrolled but unserved, is an important step toward creating a system that works for all students.

Fiscal Detail:

				FY 2018	FY 2019	FY 2020	FY 2021
Operating Expenditures							
001-1 General Fund- State				\$99,197,000	\$101,108,000	\$101,108,000	\$101,108,000
Total Cost				\$99,197,000	\$101,108,000	\$101,108,000	\$101,108,000
Staffing							
Total FTEs				0.0	0.0	0.0	0.0
Revenue Detail							
				<u>Fund</u>	<u>Source</u>		
None							
Total Revenues				\$0	\$0	\$0	\$0
Object of Expenditure							
A - Salaries							
B - Benefits							
C - Personal Service Contracts							

Cont. on next page

Cont. from previous page	FY 2018	FY 2019	FY 2020	FY 2021
E - Goods and Services				
G - Travel				
J - Equipment (over \$5,000 per item)				
M - Transfers to Trust Funds				
N - Grants	\$99,197,000	\$101,108,000	\$101,108,000	\$101,108,000
	\$99,197,000	\$101,108,000	\$101,108,000	\$101,108,000

Description:

The State Need Grant (SNG) is Washington’s largest need-based aid program, serving about 70,000 low-income students in a variety of education and training programs each year. With annual expenditures of \$304 million in FY 2016, the program is large enough to make a real impact in college access. However, since 2010, the number of eligible students has dwarfed the funding available—over 20,000 enrolled students have gone without funding in each of the past seven years.

This is a problem not only for the students affected, who face larger loan burdens and decreased odds of completion, but also for the higher education system as a whole. The lack of funding means potential students cannot know what aid they may receive, and thus cannot know what they and their families must pay to attend college.

As our K-12 graduates become more diverse and less affluent, SNG is a key component of any strategy to increase educational attainment. This is not just an assumption; when the state created an early promise program for low-income high school graduates—the College Bound Scholarship (CBS)—high school graduation rates for those who signed up increased. CBS students include 61 percent students of color, with an average annual income of \$28,100, and they have graduated at the same rate as the statewide average for several years now. SNG is the engine driving CBS, and the primary source of funds for eligible students. Utilizing SNG as a first-dollar kick-start has yielded significant outcomes in the policy to increase high school graduation rates.

Fully funding SNG remains the Council’s highest priority and is absolutely central to reaching the state’s attainment goals. WSAC’s research in the 2015 Roadmap Update identified two key challenge areas preventing Washington from making greater progress in raising attainment: first, persistent opportunity gaps at the secondary level; second, a sharp decline in enrollment of students aged 24 and older. SNG is the only program with the breadth and size to be able to materially impact both of these issues. The diversity of eligible programs means that fully funding SNG is a first step in achieving a variety of policy objectives related to access and affordability. The success of CBS attests that state aid can help drive improvements in K-12 graduation, while the program already serves thousands of nontraditional students who need to return for a credential or to upskill in a changing economy.

Fully funding the program will provide grants for an additional 23,000 students in both years of the biennium and will fulfill the promise of SNG. When SNG is fully funded, we would expect higher completion rates in each sector, lower debt levels at graduation, and eventually improved college-going rates.

The 2015 Legislature took an unprecedented step to reduce tuition, and noted that, although funding was reduced from State Need Grant (SNG) due to lower award amounts, the tuition reduction will permit an expansion of service levels (RCW 28B.92.065). We must give force to that statement and expand the program to serve all eligible students.

For further information, please contact Marc Webster at marcw@wsac.wa.gov or 360.753.7862, or Becky Thompson at beckyt@wsac.wa.gov or 360.753.7840.

Base Budget:

SNG awards are based on tuition levels at the public institutions, so funding for the program has tended to track public tuition levels. Funding reached \$308 million in FY 2015 and dropped to \$304 million in FY 2016 after the first year of tuition reductions. The funding necessary to serve all eligible students will come down again in FY 2017 due to the second and largest reduction in tuition.

In addition, with enrollment declining in the community and technical colleges, the total eligible population has dropped in recent years. This decision package reflects final 2015-16 data and anticipates the tuition reductions of FY 2017. No assumptions are made about future enrollment levels.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Currently, SNG is funded through a mix of Opportunity Pathways, general fund–state, and Education Legacy Trust dollars. This mix changes in each biennium, so no assumptions about future fund mixes have been made.

Assumptions about the program are driven by actual eligible student enrollment levels in FY 2016, and assumed changes in tuition from the 2015 College Affordability Program. Please see the attached worksheets for assumptions about award levels.

All funding would be ongoing. Future appropriations would depend on utilization, the number of eligible students enrolled, and tuition levels.

Decision Package Justification and Impacts:

What specific performance outcomes does the agency expect?

Using research-based assumptions about the impact of state aid on graduation rates (please see the attached bibliography), we would anticipate an increase of 4,800 completions as a result of this funding. In addition, we should see lower debt loads at graduation.

Performance Measure Detail:

WSAC performance measures include annual degree awards for both the two- and four-year sectors. This decision package would drive improvements in awards in both sectors, as well as the high-demand degree awards measure.

Fully describe and quantify expected impacts on state residents and specific populations served:

Fully funding this decision package would allow 23,000 more currently-enrolled students to receive an SNG award.

What are other important connections or impacts related to this proposal?

Impact(s) To:	Select Y/N	Identify / Explanation
Regional/County impacts?	No	
Other local gov't impacts?	No	
Tribal gov't impacts?	No	
Other state agency impacts?	Yes	Fully funding SNG would drive additional funding to public (and private) higher education institutions.
Responds to specific task force, report, mandate or exec order?	No	
Does request contain a compensation change?	No	
Does request require a change to a collective bargaining agreement?	No	
Facility/workplace needs or impacts?	No	
Capital Budget Impacts?	No	
Is change required to existing statutes, rules or contracts?	No	
Is the request related to or a result of litigation?	No	
Is the request related to Puget Sound recovery?	No	
Identify other important connections	No	

What alternatives were explored by the agency and why was this option chosen?

In prior years, WSAC has requested a phased approach to fully funding SNG. Another such request was contemplated, but ultimately the Council decided to highlight and request full funding. WSAC has examined many alternatives, including reducing grant awards in order to serve more students. We are loathe to propose such measures without clear legislative input. Further, state and national research has repeatedly reaffirmed the importance of grant awards in student achievement.

Creating new or targeted programs aimed at specific subpopulations or degree programs would be one way to tackle affordability and workforce shortages, but SNG's breadth is a strength. Because of the diversity in both its student recipients and eligible programs, SNG serves the entire postsecondary education and training system. As with College Bound, the state may wish to create more targeted programs but can often utilize SNG as the funding mechanism. Any "last-dollar" scholarship, like the Washington Promise proposals during the 2016 session, implicitly use State Need Grant funding as a base, and a fully funded SNG makes any number of enhancements or targeted programs more feasible.

What are the consequences of not funding this request?

Tens of thousands of students will not receive aid, resulting in lower completion rates and higher debt levels.

How has or can the agency address the issue or need in its current appropriation level?

Given the program's clear appropriation and guidance in the appropriations act, WSAC cannot readily shift funding or change eligibility to reduce the number of unserved students. We can work with policymakers to change these policies, but ultimately, the best solution is fully funding the program as described and repeatedly reaffirmed by the Legislature and the Governor.

Other supporting materials:

1. Annotated bibliography: Effects of financial aid on attainment
2. Spreadsheet detailing calculations of full funding estimates for State Need Grant

Information technology:

- No 
- Yes. Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**2017-19 Biennium Budget
Decision Package**

Agency: 340 Student Achievement Council

Decision Package Code/Title: RS – Student Support for Running Start

Budget Period: 2017-19

Budget Level: PL - Performance Level

Program: 030 - Student Financial Assistance

Agency Recommendation Summary Text:

Students in Running Start receive a waiver for tuition; however, they still face other costs, including books and transportation. These costs limit access, particularly for low-income students who are otherwise ready for success in college-level work. Low-income students represent 45 percent of the student population, but they account for only 31 percent of students enrolled in Running Start. Providing financial support for these students to help cover non-tuition costs would help address that disparity. \$26.7 million is requested to cover book and transportation costs for Running Start students from low-income families.

Fiscal Detail:

	FY 2018	FY 2019	FY 2020	FY 2021
Operating Expenditures				
001-1 General Fund – State	\$12,911,000	\$13,692,000	\$14,558,000	\$16,456,000
Total Cost	\$12,911,000	\$13,692,000	\$14,558,000	\$16,456,000
Staffing				
001-1 General Fund (Program 010) – State	.25	0.0	0.0	0.0
Total FTEs	.25	0.0	0.0	0.0
Revenue Detail				
None				
Total Revenues	\$0	\$0	\$0	\$0
Object of Expenditure				
A - Salaries	\$20,000			
B - Benefits	\$4,000			
C - Personal Service Contracts				
E - Goods and Services	\$7,000			

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Cont. from previous page	FY 2018	FY 2019	FY 2020	FY 2021
G - Travel	\$1,000			
J - Equipment (over \$5,000 per item)				
M - Transfers to Trust Funds				
N - Grants	\$12,879,000	\$13,692,000	\$14,558,000	\$16,496,000
	\$12,911,000	\$13,692,000	\$14,558,000	\$16,496,000

Description:

The Running Start program was established in 1996 to provide access to college coursework for high school students who are advanced enough in their academic work to be able to succeed at the college level. Running Start provides a tuition waiver for high school students enrolling in college courses that concurrently meet their high school graduation requirements.

While the program has been very successful and seen a great deal of growth over the years, low-income students continue to face challenges in accessing the program. Because federal and state financial aid programs are not available to high school students, they are not able to access resources that would typically help support non-tuition expenses.

The two primary expenses students face are: 1) books and supplies, estimated at \$92 per course; and 2) transportation costs, estimated at \$864 per year for a student enrolled in two college courses per term. Estimates are based upon a statewide survey of students to estimate actual costs.

The funding outlined in this request would be distributed to public colleges and universities offering Running Start to provide book vouchers for students and transportation assistance. Transportation solutions may vary by region. For example, in some parts of the state, provision of a bus pass would be an appropriate way to provide transportation assistance. In other parts of the state, support for personal transportation, or an agreement with a school district to provide transportation, would be more appropriate. WSAC staff would ask institutions to provide a plan for distribution of these funds that outlines the process they would use to distribute book vouchers and transportation assistance. Start-up would include development of policies, oversight, and internal controls to ensure that the funds for this program are used properly.

Expanding and streamlining dual-credit programs to promote greater equity for low-income and underrepresented students is a key strategy to support the Roadmap goals of increasing educational attainment. Dual-credit participation is associated with higher rates of high school completion and increased participation and completion in postsecondary programs.

Funding would be distributed to campuses to support Running Start students. Funds would be allocated based on historic and projected Running Start enrollments and the campus plan. An estimated 8,600 low-income students would be served in FY18, and 9,200 low-income students would be served in FY19.

Please contact Randy Spaulding at randys@wsac.wa.gov or 360.753.7823 for further information.

Base Budget:

This would be a new activity; however, administrative costs would be minimized by leveraging existing systems to distribute funds to institutions and to students through student financial aid.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

The program would leverage existing administrative systems to minimize implementation costs, and existing personnel would absorb workload beyond the start-up costs. The key administrative ask would be to support system changes to allow WSAC to distribute and track funds used for this purpose. Therefore, a one-time expenditure of \$24,000 general fund state would be necessary to support .25 FTE for a program analyst to modify systems and procedures to support the new program.

The bulk of the costs would be for grants to postsecondary institutions to support students enrolled in the program. These estimates take into consideration program growth based on past growth trends and current costs based on statewide student survey data of actual expenditures.

Cost Assumptions:

Books: \$92 per course

Transportation: \$127 per course

Average number of courses taken by each student: 6.8

Annual enrollment growth rate over the past five years: 6.32%

	FY18	FY19	FY20	FY21	FY22	FY23
Low-Income Running Start Students*	8,648	9,194	9,775	10,393	11,050	11,749
Books	\$5,409,940	\$5,751,886	\$6,115,446	\$6,501,985	\$6,912,957	\$7,349,904
Transportation	\$7,468,069	\$7,940,104	\$8,441,974	\$8,975,567	\$9,542,886	\$10,146,064
Total Student Support	\$12,878,009	\$13,691,990	\$14,557,420	\$15,477,552	\$16,455,843	\$17,495,968

* Low-income students are defined as those who are eligible for free and reduced price lunch (FRPL).

Decision Package Justification and Impacts:

What specific performance outcomes does the agency expect?

The primary goal of this program is to increase participation and success of low-income and underrepresented students in the Running Start program. Low-income students are defined as those who are eligible for free and reduced price lunch (FRPL).

Performance metrics would include:

- 1) FRPL-eligible students as a share of all Running Start students.
- 2) Overall enrollment in Running Start.

Successful implementation of this program would increase participation in Running Start and have an impact on a number of Results Washington Goals:

- 1.2 – More high school graduates
- 1.2e – Decrease in recent high school graduates enrolled in pre-college or remedial courses
- 1.2h – Increase in recent high school graduates who enroll in postsecondary education
- 1.3 – Increase in annual attainment of postsecondary degrees and certificates

Performance Measure Detail:

The key metrics to determine success of the program would be growth in the overall participation in the Running Start program and closure of the gap in participation between students eligible for free and reduced price lunch (FRPL) and those who are not eligible for FRPL.

Results Washington indicators outlined above would also likely see improvement; however, a number of other initiatives would also have a direct impact on those indicators, so it is difficult to anticipate an incremental effect that would be attributable solely to this program.

Fully describe and quantify expected impacts on state residents and specific populations served:

The Running Start program is an option for Washington students enrolled in 11th or 12th grade. The requested funding would serve an estimated 8,600 low-income students in FY18 and 9,200 low-income students in FY19. Low-income students are defined as those who are eligible for free and reduced price lunch (FRPL).

What are other important connections or impacts related to this proposal?

Impact(s) To:	Select Y/N	Identify / Explanation
Regional/County impacts?	No	
Other local gov't impacts?	No	There could be impacts on school districts should institutions contract with them for transportation. These impacts would be paid for through the program.
Tribal gov't impacts?	No	
Other state agency impacts?	Yes	Implementation would be done in conjunction with public colleges and universities to provide assistance to students. As described above, systems are already in place to accommodate this type of program. Start-up would include development of policies, oversight, and internal controls to ensure that the funds for this program are used properly. In addition, increased Running Start enrollment would be anticipated, so the program would be a net positive for institutions.

Responds to specific task force, report, mandate or exec order?	Yes	Legislation enacted in 2015 (HB1546) directed WSAC, in collaboration with the State Board for Community and Technical Colleges, OSPI, and the public baccalaureate institutions, “to make recommendations to the Legislature to streamline and improve dual credit programs in Washington with particular attention to increasing participation of students who are low income and/or currently underrepresented in the Running Start, AP, international baccalaureate, and Cambridge international programs.”
Does request contain a compensation change?	No	
Does request require a change to a collective bargaining agreement?	No	
Facility/workplace needs or impacts?	No	
Capital Budget Impacts?	No	
Is change required to existing statutes, rules or contracts?	Yes	Participation agreements (contracts) with institutions of higher education would need to be modified to include the new program.
Is the request related to or a result of litigation?	No	
Is the request related to Puget Sound recovery?	No	
Identify other important connections	Yes	The change would help to meet Results Washington goals as stated above, and also educational attainment goals related to high school completion and college completion.

What alternatives were explored by the agency and why was this option chosen?

The Council has been discussing a variety of approaches to increase access to dual-credit programs. The burden of additional costs for Running Start on students and families has been identified as a key barrier for many students. The Council considered providing assistance for all Running Start students and expressed a preference for that as a goal. However, in an effort to focus on areas of greatest need and to minimize costs, the Council determined that a program limited to low-income students would be the most reasonable step to improve equity and access.

What are the consequences of not funding this request?

Many low-income students will continue to face costs that at a minimum provide a significant disincentive for enrollment and in many cases are prohibitive for them. As a result, low-income students are likely to continue to be underrepresented in Running Start. Running Start is a successful program that provides students an opportunity to efficiently meet both high school and college requirements.

How has or can the agency address the issue or need in its current appropriation level?

The agency cannot address this issue with its current appropriation. Because this proposal supports the policy priorities articulated by the Council through the Roadmap and Strategic Action Plan, and because this proposal would be easily integrated with existing staff work and systems, program administration could be covered within current administrative appropriations

Other supporting materials:

N/A

Information technology:

- No 
- Yes. Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**2017-19 Biennium Budget
Decision Package**

Agency: 340 Student Achievement Council

Decision Package Code/Title: WS – State Work Study

Budget Period: 2017-19

Budget Level: PL - Performance Level

Program: 030 - Student Financial Assistance

Agency Recommendation Summary Text:

Through the State Work Study (SWS) program, students receive work experience that builds their resume, and they learn time management skills that translate not only to the world of work, but also to their studies. Prior to funding reductions in 2010, schools leveraged SWS to create innovative mentoring and outreach programs. Providing \$5 million in state funding per year will offer subsidized work experiences for students and expand outreach programs. In a 2016 survey, over 90 percent of students in SWS believed SWS improved their satisfaction with college and the work skills gained would translate to their future career. About 95 percent of employers noted SWS students made their organization more productive.

Fiscal Detail:

		FY 2018	FY 2019	FY 2020	FY 2021
Operating Expenditures					
001 General Fund–State		\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
	Total Cost	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Staffing					
	Total FTEs	0.0	0.0	0.0	0.0
Revenue Detail					
	Total Revenues	\$0	\$0	\$0	\$0
Object of Expenditure					
A - Salaries					
B - Benefits					
C - Personal Service Contracts					

Cont. on next page

Cont. from previous page	FY 2018	FY 2019	FY 2020	FY 2021
E - Goods and Services				
G - Travel				
J - Equipment (over \$5,000 per item)				
M - Transfers to Trust Funds				
N - Grants	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000

Description:

State Work Study (SWS) provides valuable work experiences to students in jobs that are connected to their academic area of interest. The program offers a wage subsidy to employers who place students in work experiences. Students must demonstrate financial need and be Washington residents attending one of 55 eligible institutions. There is not an income cutoff, so the program serves more middle-income families on average than do grant programs. Students can use their wages to cover educational expenses and reduce their student loan debt. Because state investment works with employers to pay these wages, \$5 million in state funding produces \$8.3 million in total wages to students.

In 2009, the SWS program served 9,330 students and about 2,000 employers. With an appropriation of nearly \$22,000,000, the program was able to allow higher match rates for certain nonprofit or special purpose programs. Participating institutions used this flexibility to create effective K-12 outreach programs such as WWU’s Compass to Campus. Several institutions now have such programs, and SWS can serve as a key mechanism by which they can grow—helping needy college students and at-risk secondary students simultaneously.

The program suffered large cuts during the recession, which has hampered its ability to maintain service to students. Funding has been reduced by nearly two-thirds, with the number of student recipients cut in half. Employer match rates were also increased. The combined effect of these new requirements and a lack of funding resulted in SWS losing nearly 1,100 contracted employers.

Not only did these match-rate changes impact off-campus employers, they made it nearly impossible for institutions to use SWS to start or expand mentorship programs.

WSAC conducted a survey of students, employers, and institutions, and the results were striking: students see the program as a way not only to afford school, but to gain work experience and skills. Employers see the program as a boon to their efficiency, and they find that SWS students often make good hires after graduation.

By altering match-rate rules, the program can become *better*, not simply larger. We need to unleash the creativity of our institutions and students. Current college students are in a much better place to help and mentor at-risk K-12 students than other adults, and this program offers the possibility of helping both groups at once. Expanding the program while enabling more generous terms for these types of programs means the program’s benefits spill over to K-12 as well.

Securing additional funding is directly linked to WSAC's Strategic Action Plan, which includes this request as a key strategy to improve educational attainment.

The requested level of funding will serve an additional 3,000 students. As more students are served, we would expect marginal reductions in student debt levels, higher completion rates, and eventually better post-graduation employment outcomes.

As a program whose eligibility stretches into the middle class and graduate students, SWS is available to more students than most other forms of aid. But current funding cannot meet student demand. Adding \$5 million in state funding in each fiscal year will serve thousands more students and will enable institutions to work with more employers. Restoring these relationships will take time, so we must rebuild the program slowly.

Please contact Marc Webster at marcw@wsac.wa.gov or 360.753.7862 for further information.

Base Budget:

Current funding for the program is \$7.8 million per year, which serves over 4,000 students. The funding is essentially all general fund-state, though the proviso that funds the program also includes appropriations from the Education Legacy Trust and Opportunity Pathways account.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

\$5 million in general fund-state funding will support awards to an additional 3,000 students. Including the employer match, this funding will produce a total of \$8.3 million in wages. 2014-15 average earnings per student were \$2,771, so \$5 million in state support will serve 3,007 students. Assuming \$1 million of the funding is allocated to 100-percent match pilots, this package will still support a total of 2,800 students, with about 400 students at 100 percent and about 2,400 average-match students.

Decision Package Justification and Impacts:

What specific performance outcomes does the agency expect?

This decision package will impact attainment in three ways. First, through limits on work hours, it will help students avoid exceeding work-hour thresholds that negatively impact attainment. Research indicates that students who work between 10 and 19 hours per week tend to persist in their degree programs at higher rates than other needy students. Similarly, work-study experiences enhance student engagement while increasing affordability by enabling students to pay for part of their college costs now rather than accumulating additional debt.ⁱ

Second, we anticipate a slight reduction in the average debt load at graduation due to aid and earnings supplanting loans for nearly 3,000 additional SWS participants.

Finally, serving more students through SWS should exert a small impact on total completions, helping move closer to the annual award target of 149,000 (Results Washington Goal 1.3).

Performance Measure Detail:

We expect incremental improvement in both associate- and bachelor’s-level degree production measures. While the exact impact is hard to quantify, the research-derived 5 percent increase in completion rate will produce an additional 150 degrees per year across the two- and four-year sectors.

Fully describe and quantify expected impacts on state residents and specific populations served:

This package will serve about 3,000 college students. It’s not known how many institutions will utilize the 100-percent match pool for projects connecting college and secondary students. The number of employers participating should rise by about 100.

What are other important connections or impacts related to this proposal?

Impact(s) To:	Select Y/N	Identify / Explanation
Regional/County impacts?	No	
Other local gov’t impacts?	No	
Tribal gov’t impacts?	No	
Other state agency impacts?	Yes	SWS is managed by 55 higher education institutions, including the six public baccalaureates and the community and technical colleges.
Responds to specific task force, report, mandate or exec order?	No	
Does request contain a compensation change?	No	
Does request require a change to a collective bargaining agreement?	No	
Facility/workplace needs or impacts?	No	
Capital Budget Impacts?	No	
Is change required to existing statutes, rules or contracts?	No	
Is the request related to or a result of litigation?	No	
Is the request related to Puget Sound recovery?	No	
Identify other important connections	Yes	Expanding the program will result in more employers working with higher education institutions and more students gaining work experience and connections to industry.

What alternatives were explored by the agency and why was this option chosen?

Because not all students are eligible for grant assistance, and students are capped in the level of total grant aid they can receive, the primary options to meet financing gaps include work and loans. The state loan program (HELP) is not currently funded, and the Council is interested in minimizing student debt.

What are the consequences of not funding this request?

The program will continue to serve more than 4,000 students, but without an influx of new dollars, it will remain small. Employers may continue to drift away, and the innovations that led to college-high school partnerships will remain unlikely or impossible with current restrictions in place.

How has or can the agency address the issue or need in its current appropriation level?

Within its carry-forward level appropriation, WSAC would redirect the restoration funding for WAVE and Washington Scholars to this effort. Given the maintenance-level hole in State Need Grant (SNG), these funds may need to be redirected just to maintain Need Grant service levels. But assuming SNG is maintained, we would support shifting WAVE/Scholars funding to SWS expansion.

Other supporting materials:

Information technology:

- No 
- Yes. Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

ⁱ Pike, G. R., Kuh, G. D., & Massa-McKinley, R. (2008). First-year students' employment, engagement and academic achievement: Untangling the relationship between work and grades. *NASPA Journal*, 45, 560-582.