

Title	2019 Legislative Agenda – The Strategic Action Plan
Staff Lead	Rachelle Sharpe
Position	Deputy Executive Director
Email	rachelles@wsac.wa.gov
Phone	360.753.7800
Synopsis	<p>Council members will review the 2019 Legislative Agenda and the 2019-21 Strategic Action Plan. The Plan includes recommendations for program enhancements, policies, and investments that can address four critical challenges:</p> <ol style="list-style-type: none"> 1. Closing opportunity gaps 2. Supporting regional leaders and efforts 3. Reconnecting adult learners 4. Creating affordable, high quality pathways <p>Reaching the state’s educational goals will largely depend on systemic performance improvements in these critical challenge areas. Those improvements will rely on close collaboration with a wide variety of stakeholders, including educational sectors, businesses, nonprofits, community leaders and partners, and many others.</p> <p>Representatives from educational sectors and partner organizations will share priorities for the 2019 legislative session.</p>
Guiding Questions	What are the collaborative opportunities inherent in the implementation of the 2019-21 Strategic Action Plan recommendations?
Possible Council Action	<input checked="" type="checkbox"/> Information/Discussion <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other
Documents and Attachments	<input type="checkbox"/> Brief/Report <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Third-party materials <input type="checkbox"/> Other

2019-21 Strategic Action Plan

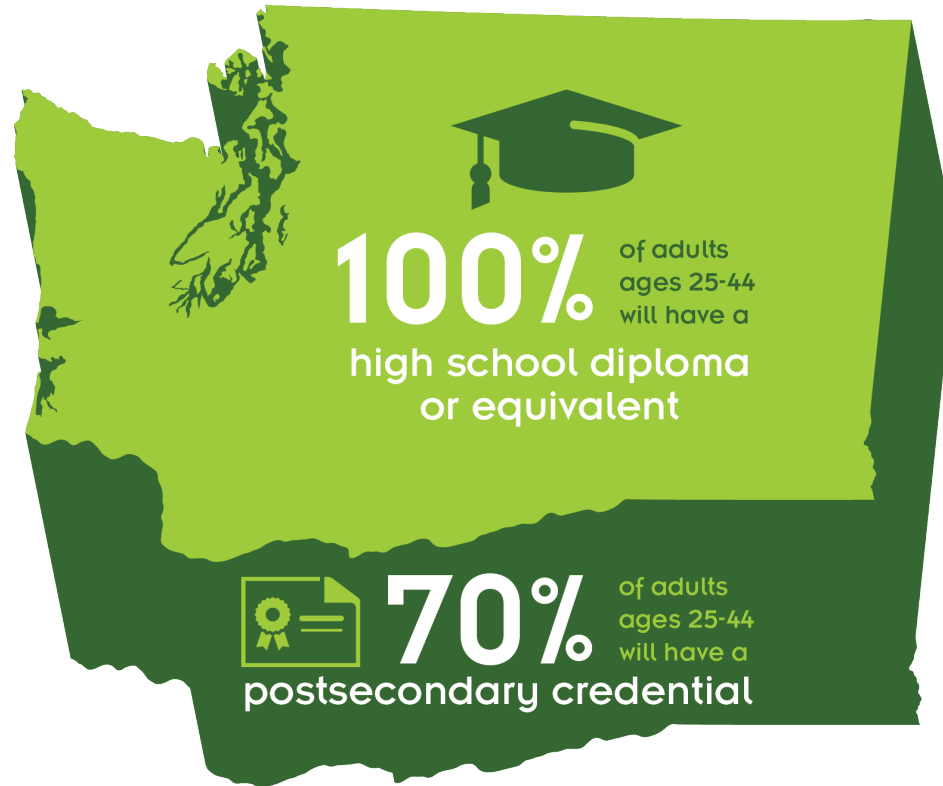


2019-21 STRATEGIC ACTION PLAN & LEGISLATIVE AGENDAS

RACHELLE SHARPE
DEPUTY EXECUTIVE DIRECTOR

Advancing Towards the Educational Attainment Goals

EDUCATIONAL ATTAINMENT GOALS FOR 2023



Promising Programs, Policies, and Investments

The 2019-21 Strategic Action Plan:

- Highlights programs, policies, and investments that will increase educational attainment and meet the needs of our economy.
- Recognizes the importance of a system-wide approach.
- Builds upon Washington's existing successes and the state's innovative programs, effective policies, and high-performing education sectors.
- Addresses four key challenge areas.

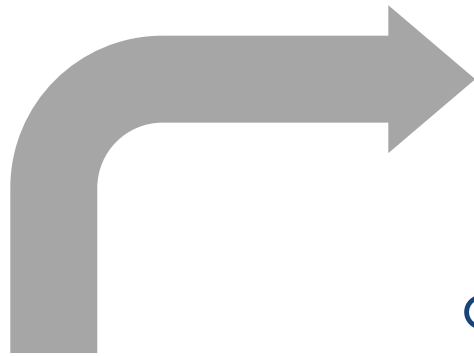


Meeting Washington's Critical Challenges

1



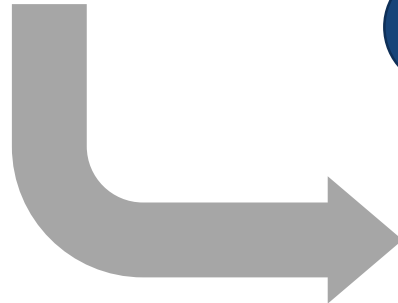
Address Affordability



2



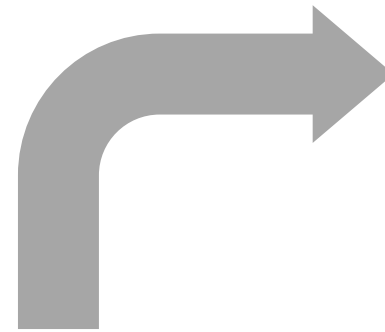
Close Opportunity Gaps




3



Support Regional and Workforce Needs



4

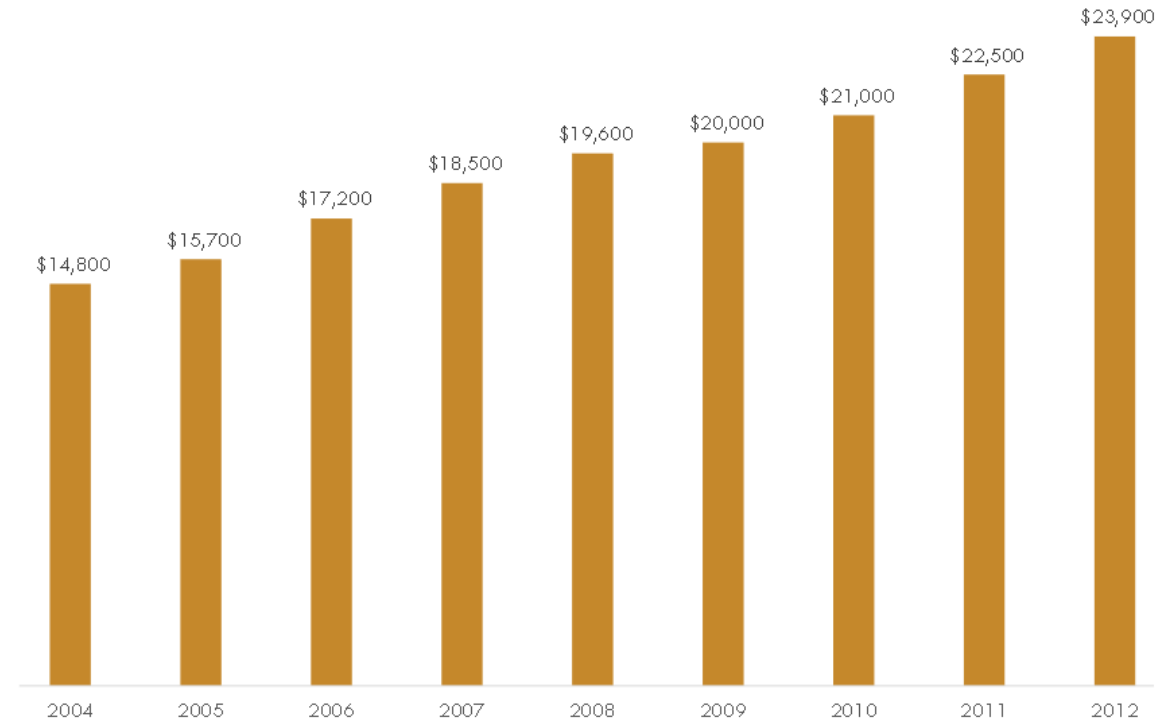


Reengage Adults

Address Affordability - Challenges

Affordability constraints reduce the number of students realizing their educational aspirations and oppress the state's educational attainment rate. Washington students and families deserve an affordable system. And an affordable system must be in place if we are going to reach our educational attainment goals.

Pictured right: The average student loan balance for Washington borrowers, 2004 - 2012



Source: Federal Reserve Bank of New York Consumer Credit Panel/Equifax, Center For Microeconomic Data, <https://www.newyorkfed.org/microeconomics/databank.html>

Addressing Affordability – Opportunities

The Council supports the following strategies to improve affordable access to quality pathways for all students.

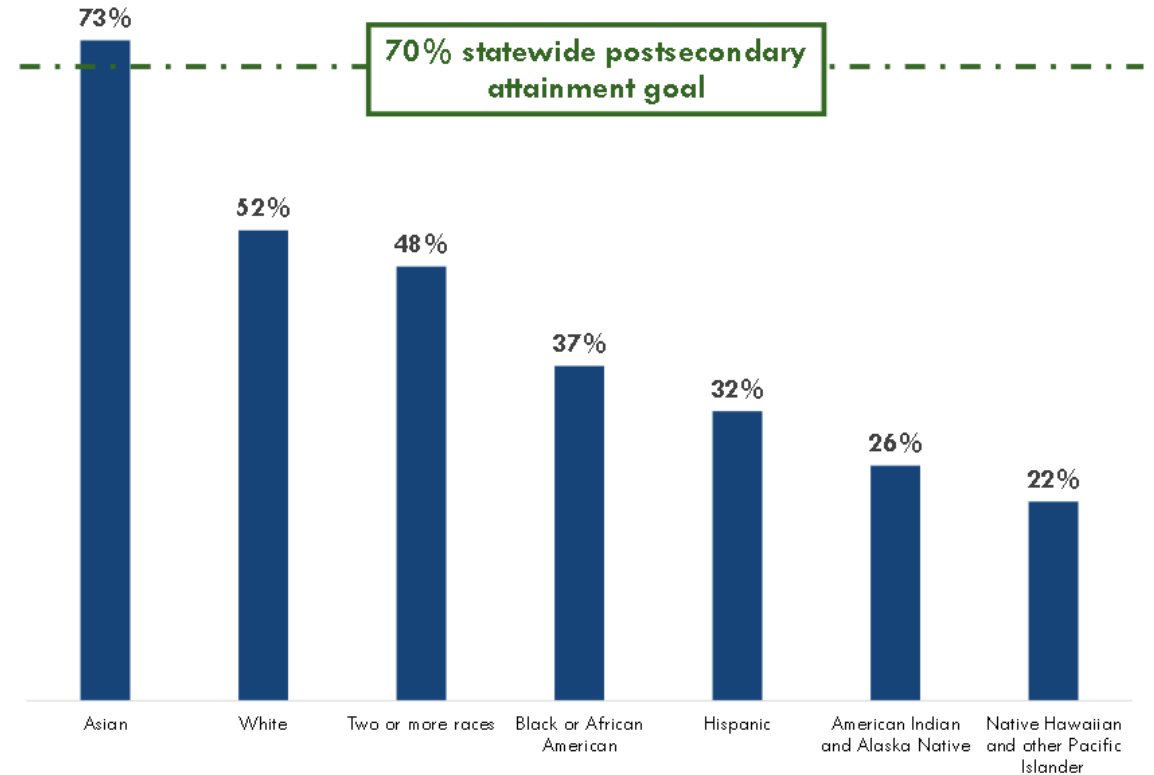
- Fully fund and forecast the State Need Grant Program.
- Maintain support for high-quality pathways.
- Expand the income threshold for the State Need Grant.
- Pilot a savings matching program.



Close Opportunity Gaps – Challenges

While education decreases economic and social inequality, stark gaps in academic success exist among many demographic groups: students whose parents did not complete college, those from lower-income backgrounds, English Language Learners, veterans, and those from disadvantaged backgrounds (e.g. foster care, homelessness, formerly incarcerated).

Pictured right: Rate of postsecondary attainment among Washington adults ages 25-44 by race/ethnicity.



Source: Source: WSAC Analysis of American Community Survey 2012-2016, U.S. Census (August 2018).

Close Opportunity Gaps – Opportunities

The Council supports the following strategies to advance college- and career-readiness activities throughout middle and high school.

- Provide additional counselors.
- Address the teacher shortage issue with inclusive teaching and learning.
- Support College Bound Scholars.
- Expand FAFSA and WASFA training and events.
- Ensure dual credit programs are equitably accessible.
- Strengthen support for youth from foster care and homeless youth.
- Bolster student supports on campus.



Support Regional Leaders and Workforce Needs – Challenges

Washington's diverse regions show large differences in educational attainment, as well as economic and workforce conditions. Systemic and statewide progress toward our goals requires sustained progress in each region. But one-size-fits-all, statewide solutions to increasing educational attainment may not best serve Washington's unique regional economies.



Support Regional Leaders and Workforce Needs – Opportunities

The Council supports engaging with regional leaders to develop sustainable solutions that increase educational attainment and meet regional workforce needs.

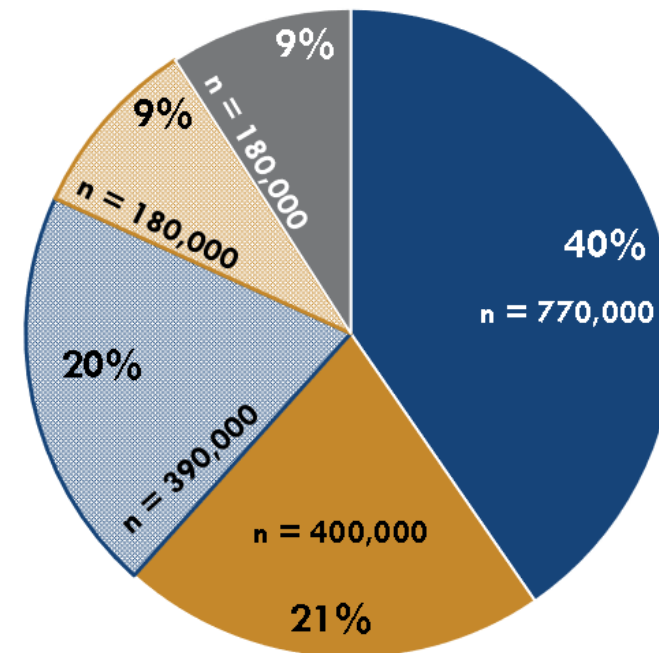
- Build a talent pipeline that meets Washington’s regional workforce needs.
- Develop a regional innovation grant.
- Expand career-connected learning opportunities.



Reengage Adult Learners – Challenges

Although the majority of jobs require a postsecondary credential, many of Washington’s working-aged adults are not able to compete without a credential. Completion of a postsecondary credential is critical for participation and success in the economy, and adults without accessible and affordable options to complete postsecondary education will have significantly limited access living-wage jobs.

Pictured right: Education levels of adults ages 25-44.



■ Credential ■ HS diploma ■ Some college ■ No HS diploma ■ Enrolled

Source: Source: WSAC Analysis of American Community Survey 2012-2016, U.S. Census (August 2018).

Reengage Adult Learners – Opportunities

The Council supports the following strategies to address the unique needs of adult learners.

- Provide technical assistance to campuses.
- Offer enrollment navigation.
- Fund childcare assistance.
- Target outreach efforts.
- Use Guided Pathways.



Summary of Proposals

Affordability

WSAC: Fully fund and forecast State Need Grant; Expand State Need Grant income threshold; Pilot a savings incentive.

Partners: Ample funding for higher education institutions

Opportunity Gaps

WSAC: Support College Bound Scholars; Expand FAFSA training; Expand the Teacher Shortage Conditional Grant Program; Support Passport to College expansion.

Partners: Family engagement and middle school counselors (OSPI); Target high-demand endorsement and expansion of alternative routes to certification (CWU & WWU); Bilingual teacher bonus (OSPI); Eagle Care Network and student success initiative (EWU); Mental health support (CWU); Student success and retention (TESC); Career-connected learning (WWU); Dual Credit (CCW, SBCTC); Game On! STEM Pipeline (CWU)

Summary of Proposals

Regional and Workforce Needs

WSAC: Develop regional innovation grant;
Expand State Work Study

Partners: High-demand programs, including the following:
Flight Training (CWU); Civil Engineering (EWU, UWT);
Computer Engineering (EWU); Electrical Engineering
(WWU); Medical education (WSU); Engineering, Math,
Science (UW, WWU); Registered youth apprenticeships
and career launch programs (CCW)

Reengage Adults

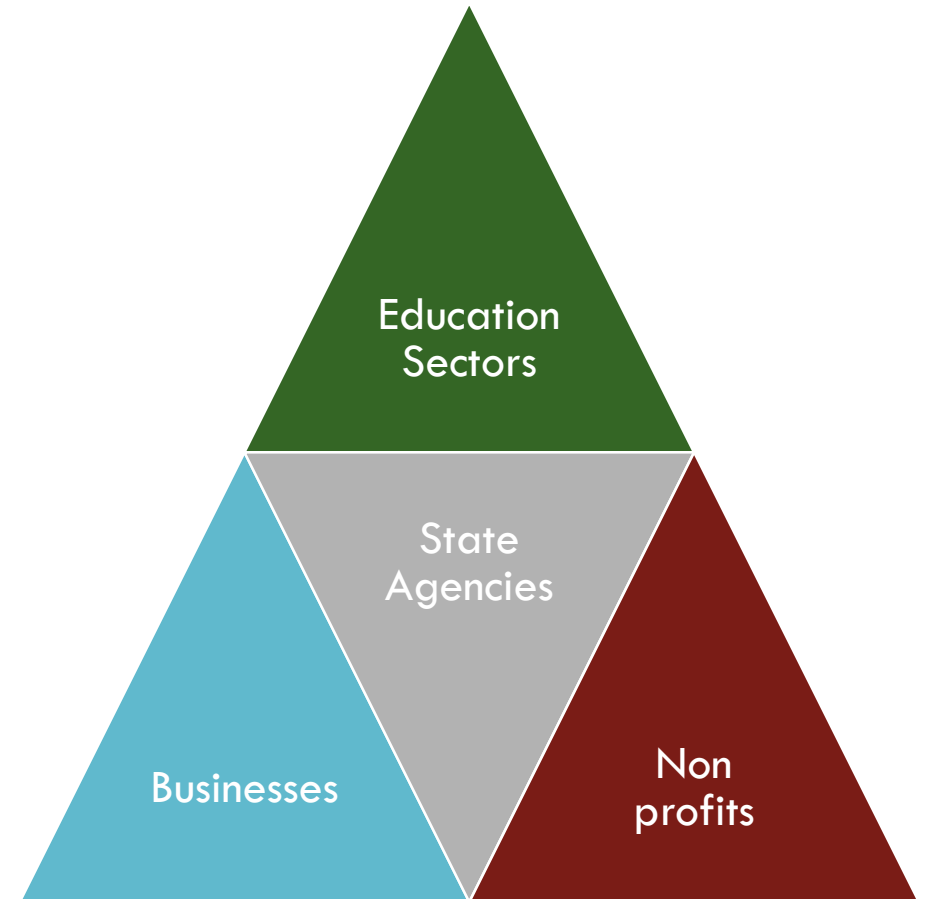
WSAC: Provide enrollment navigation; Provide
childcare assistance; Provide campus technical
assistance

Partners: Outreach to adult learners (SBCTC); Guided
Pathways for completion (SBCTC); Childcare subsidies
(DCYF); Career Bridge upgrades (WTB)

Collaboration – The Foundation of Success

The Strategic Plan highlights system-wide recommendations, and successful implementation of those recommendations will require system-wide and aligned efforts.

As we explore partners' legislative agendas, the Council will identify collaborative opportunities inherent in the 2019-21 Strategic Action Plan recommendations.



2019 Legislative Agendas – Panel Presentation

- Paul Francis, Council of Presidents
- Dr. Michaela Miller, Office of Superintendent of Public Instruction
- Dr. Terri Standish-Kuon, Independent Colleges of Washington
- John Boesenberg, State Board for Community Technical Colleges
- Nova Gattman, Workforce Training and Education Coordinating Board
- Marc Casale, Career Connect Washington
- Jesse Gilliam, Washington STEM
- Juliette Schindler-Kelly , College Success Foundation
- Guillermo Rogel Jr, Washington Student Association

2019-21

Strategic Action Plan

DRAFT

Dear Governor Inslee and Members of the State Legislature,

We are pleased to submit our Strategic Action Plan for 2019-21, highlighting programs, policies, and investments that will increase educational attainment for Washington students.

The plan provides a system-wide approach to make progress toward the state's educational attainment goals. To meet those goals, adults ages 25-44 in Washington will hold a high school diploma, and at least 70 percent will earn a postsecondary credential.

Increasing educational attainment is critical to Washington's future. An educated populace reduces the strain on social services while increasing civic engagement and economic prosperity. And the demand for an educated workforce is high, as more than three-quarters of job openings require education beyond high school, with two-thirds requiring an associate degree or higher. Our state must develop its own talent pipeline to fill these critical openings.

Washington boasts innovative programs, policies, and leadership that provide a framework ready to address the challenges ahead. We must build on these successes and ensure our educational system is equipped to increase the number of graduates and to meet the needs of our economy, all while improving opportunities for individuals and families. This plan provides critical strategies to make significant strides in the next two years to support students, strengthen policies and programs, and bolster partnerships for Washington's future.

This plan addresses four key challenge areas and identifies system-wide strategies to make progress toward the state attainment goals.

Create Affordable, High-Quality Pathways

Affordability constraints impede students' abilities to select from multiple options, regardless of their economic circumstances.

- Fully fund and forecast the State Need Grant program
- Amply fund public institutions
- Target aid to students from middle-income families
- Pilot a savings matching incentive program

Close Opportunity Gaps

The complexity of issues affecting the opportunity gap necessitates a systemic approach to improve equity.

- Increase the number of counselors
- Expand support for College Bound Scholars
- Increase financial aid applications through training and events
- Improve dual credit opportunities for low-income students
- Expand student supports on college campuses

Support Regional Leaders

Sustainable momentum in improving educational attainment relies on regional efforts.

- Build a pipeline to meet regional workforce shortages
- Engage regional leaders and support local efforts
- Expand career-connected learning opportunities

Reengage Adult Learners

Adults without accessible and affordable options to complete postsecondary education will not have access living-wage jobs.

- Offer enrollment navigation to returning adults
- Use Guided Pathways to ensure efficient completion
- Expand childcare funding
- Target outreach to working-aged adults
- Offer technical assistance for campuses to serve adult learners

We look forward to working with you and with leaders from K-12, higher education, businesses, nonprofits, and communities to take action on these recommendations. Thank you for your continued efforts to ensure Washington's prosperity, and for recognizing that education is the critical foundation for our future success.

The Imperative to Reach Washington's Educational Attainment Goals

The Washington Student Achievement Council's 2019-21 Strategic Action Plan highlights policy and funding recommendations to make significant progress toward Washington's educational attainment goals. To meet those goals, adults ages 25-44 in Washington will hold a high school diploma, and at least 70 percent will have a postsecondary credential.

Significant progress will require systemic improvements. Indicators of progress include:

- More middle and high school students leaving high school prepared for their next educational endeavor.
- A robust postsecondary system, amply funded to support traditionally underserved students and adult students who are facing unique challenges.
- The opportunity for every student to pursue affordable higher education options.
- Regional leaders committed to the development of educational supports and the increase of educational attainment at all levels.

Building that system hinges on the state's commitment to address four critical challenge areas.

1. Address affordability
2. Close opportunity gaps
3. Support regional leaders
4. Reengage adult learners

Effectively meeting these challenges is dependent upon partnerships and the collective and aligned efforts of state and regional leaders, businesses and nonprofits, and other key stakeholders.

To identify approaches that will enable the system to make meaningful progress toward the attainment goals, the Washington Student Achievement Council (WSAC) and its partners view strategies through six strategic lenses.

Equity. Creating equitable opportunities for student success, regardless of socioeconomic, racial, ethnic, or geographic differences.

Student Experience. Focusing on the student educational

Four challenge areas

Address affordability

Offer multiple pathways that are accessible to students regardless of financial means.

Close opportunity gaps

Confront barriers with support for students underrepresented in educational success.

Support regional leaders

Address regional workforce shortages and support efforts to accelerate attainment.

Reengage adult learners

Build a framework to help adults complete postsecondary credentials.

experience—inclusive of multiple, divergent, and promising P-20 pathways—with continual attention to improved outcomes.

Partnerships. Building and expanding networks of partners—schools, colleges, businesses, and nonprofits—who create and sustain promising programs and initiatives.

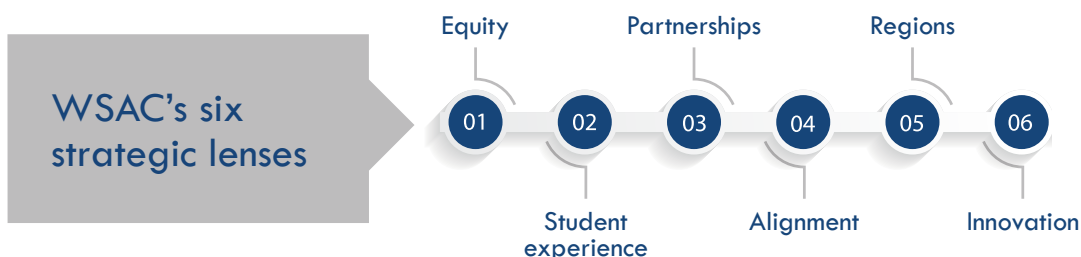
Alignment. Coordinating efforts to compound results for high-impact services.

Regions. Addressing unique educational and workforce opportunities and challenges using local solutions and adaptations.

Innovation. Fostering experimentation and creative problem-solving to build a culture of innovation.

The Strategic Action Plan includes policy and funding recommendations that address the key challenges in our educational system, including proposals submitted by public institutions, educational agencies, partner state agencies, and WSAC.

Nonprofit partners are requesting expanded services to address several of the key challenges. For example, the College Success Foundation is requesting expansion of high school programming and campus partnerships to target service gaps. Treehouse is requesting expansion of graduation success coaches for foster youth. And Washington STEM recommends strengthened STEM education and statewide data systems to evaluate progress.



2019-21 Policy and Funding Recommendations

Address affordability

WSAC Proposals

- Fully fund and forecast State Need Grant
- Expand State Need Grant income threshold
- Pilot a savings incentive

Partner Proposals

- Ample funding for higher education institutions

Close opportunity gaps

WSAC Proposals

- Support College Bound Scholars
- Expand FAFSA training
- Expand the Teacher Shortage Conditional Grant program
- Support Passport to College expansion

Partner Proposals

- Family engagement and middle school counselors (OSPI)
- Target high-demand endorsement and expansion of alternative routes to certification (CWU & WWU)
- Bilingual teacher bonus (OSPI)
- Eagle Care Network and student success initiative (EWU)
- Mental health support (CWU)
- Student success and retention (TESC)
- Career-connected learning (WWU)
- Dual Credit (CCW, SBCTC)
- Game On! STEM Pipeline (CWU)

Support regional and workforce needs

WSAC Proposals

- Develop regional innovation grant
- Expand State Work Study

Partner Proposals

- High-demand programs
- Flight Training (CWU)
- Civil Engineering (EWU, UWT)
- Computer Engineering (EWU)
- Electrical Engineering (WWU)
- Medical education (WSU)
- Engineering, Math, Science (UW, WWU)
- Registered youth apprenticeships and career launch programs (CCW)

Reengage adults

WSAC Proposals

- Provide enrollment navigation
- Provide childcare assistance
- Provide campus technical assistance

Partner Proposals

- Outreach to adult learners (SBCTC)
- Guided Pathways for completion (SBCTC)
- Childcare subsidies (DCYF)
- Career Bridge upgrades (WTB)

Glossary of Partners

CCW = Career Connect Washington

CWU = Central Washington University

DCYF = Department of Children, Youth, and Families

EWU = Eastern Washington University

OSPI = Office of the Superintendent of Public Instruction

SBCTC = State Board for Community and Technical Colleges

Key Challenge #1: Address Affordability

Many Washington students face significant affordability challenges, including paying for tuition. Though tuition has only increased by two percent in the past few years, it is up 60 percent since the great recession for research institutions. Students bear much of the cost, despite state investments in higher education and state financial aid. For example, the average amount of student loan debt carried by Washington borrowers increased 61 percent in less than a decade (see Figure X).

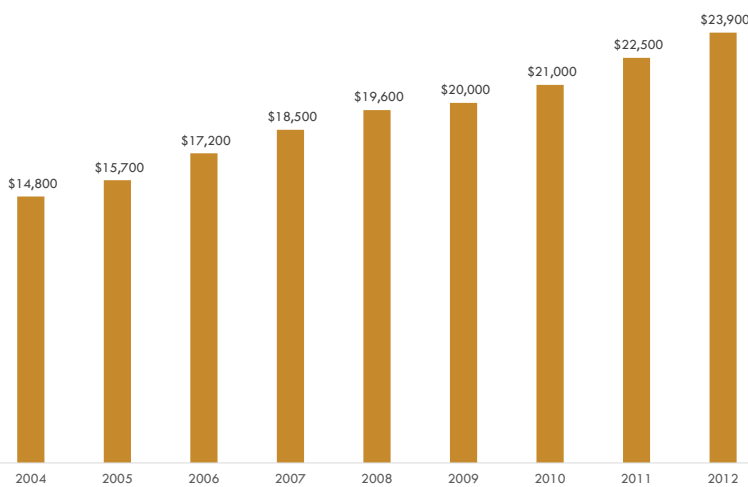
While Washington has been nationally recognized for its commitment to need-based aid for students from low-income families, there is much more work to be done. For example, after accounting for recent State Need Grant allocations, funding shortages left 18,000 grant-eligible students without assistance. Middle-income students also face economic challenges, resulting in increased undergraduate student debt and reduced higher education completion rates.

Call to action for a systems approach

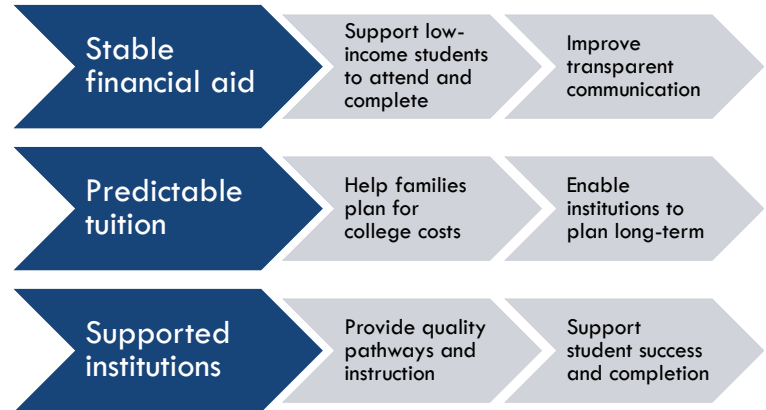
Affordability constraints reduce the number of students realizing their educational aspirations and oppress the state’s educational attainment rate. Washington students and families deserve an affordable system. And an affordable system must be in place if we are going to reach our educational attainment goals.

Building an affordable system starts with a commitment to invest in opportunities for low-income students. Removing

Figure X: Average student loan balance for Washington borrowers, 2004–2012



Source: Federal Reserve Bank of New York Consumer Credit Panel/Equifax, Center For Microeconomic Data, <https://www.newyorkfed.org/microeconomics/databank.html>



cost barriers to attendance lowers the opportunity cost for working adults, and levels the playing field for low-income high school students. We must also develop affordable pathways to a credential, rather than a single pipeline. This will result in a system better-equipped to serve students and to adapt to a changing economy.

Institutional investments, expanded student supports, and a robust and predictable system of state aid will increase access to, and success in, the state’s higher education system. The Council supports strategies to improve affordable access to quality pathways for all students.

Fully fund and forecast the State Need Grant program.

To create a more affordable and predictable system, policymakers must ensure that the State Need Grant program—the largest affordability program in Washington—serves more students. Fully funding the program and forecasting student enrollments will result in reliable and predictable funding, resulting in increased enrollment by low-income students of all ages.

Maintain support for high-quality pathways. Sufficient support for institutions will augment critical support services, expand enrollments in high-demand programs, and keep Washington’s public institutions competitive with peers across the country.

Expand the income threshold for State Need Grant. The program’s current eligibility cap leaves out many middle-income students, and unmet need (costs minus grant aid) is the same for middle- and low-income students. Serving students from families with incomes at the state’s median will lower their debt burden and improve educational outcomes.

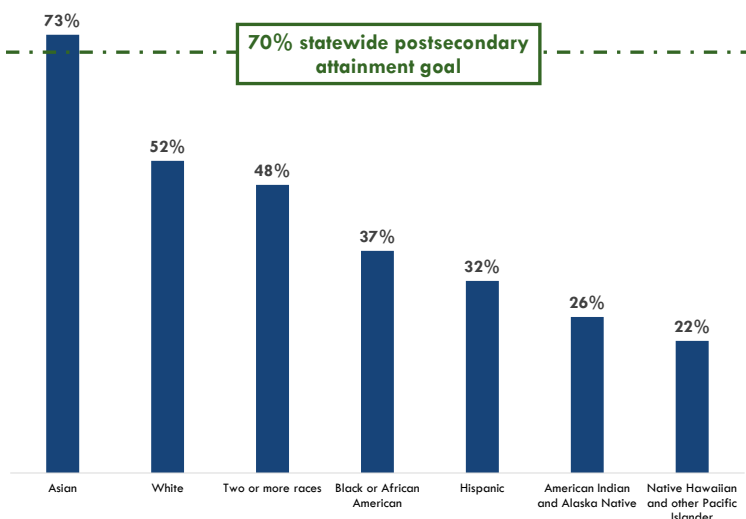
Pilot a savings matching program. Offering an incentive for students to save will help them overcome small financial shocks that too often result in dropping out. Asset-building strategies build financial resilience and improve academic outcomes.

Key Challenge #2: Close Educational Opportunity Gaps

While education decreases economic and social inequality, stark gaps in academic success exist among many demographic groups: students whose parents did not complete college, those from lower-income backgrounds, English Language Learners, veterans, and those from disadvantaged backgrounds (e.g. foster care, homelessness, formerly incarcerated). The attainment gaps based on race and ethnicity are profound. For example, the Hispanic/Latino population is Washington's second largest racial/ethnic group, and this demographic has the largest gap in educational attainment at both the high school and postsecondary levels (see Figure X).

A high school diploma or equivalent is the foundation for a student's future educational success and career progression. Yet Washington's high school graduation rate is below the national average by four percentage points, 80 versus 84 percent. At a time when all of the anticipated growth in K-12 will be among populations of color, we have graduation rate gaps up to 27 percentage points. And although about three-quarters of Washington's jobs require credentials beyond high school, only 64 percent of seniors enroll in postsecondary education or training directly after high school, with only 31 percent ultimately completing a credential. While conferring of postsecondary credentials increased five percentage points in a five-year period, Washington is experiencing decreasing overall enrollments, and the total credentials awarded are expected to decline unless advances are made. Without a concerted effort to improve educational success for all students, the state risks exacerbating the workforce talent pipeline shortage.

Figure X: Rate of postsecondary attainment among Washington adults ages 25–44 by race/ethnicity



Source: Source: WSAC Analysis of American Community Survey 2012-2016, U.S. Census (August 2018).

Call to action for a systems approach

Washington must increase high school completion, readiness for postsecondary education, and postsecondary credential completion. Our progress in recent years has been slight, and opportunity gaps persist. Still, individual schools and support programs have proven that gaps can indeed be closed. To make the many benefits of higher education available to students of color and others from underrepresented groups, we must amplify our efforts to provide all students with college and career readiness opportunities and completion supports.

Given the complexity and interconnectedness of the issues that impact the opportunity gap, a system-wide approach addressing the whole student is necessary. Closing opportunity gaps requires the collective efforts of K-12, higher education, and community-based organizations.

The Council supports the following strategies to advance college and career readiness activities throughout middle and high school. These activities increase high school graduation rates and prepare students for postsecondary success.

Provide additional school counselors. Currently, there are nearly 500 students assigned to each counselor. To better serve and support students, we must expand access to family engagement counselors and middle school counselors. Providing additional counselors will keep students engaged in school and improve high school graduation rates for underserved populations.

Address the teacher shortage issue with inclusive teaching and learning. We must build a strong pipeline of teachers. Each segment of the educational system can address a piece of this multifaceted problem. Together they can target subject shortages, diversify the teacher workforce, expand capacity at teacher-training institutions, improve affordability for student-teachers, and provide incentives to increase the number of skilled teachers.

Support College Bound Scholars. The majority of low-income middle school students aspire to postsecondary education. To harness this potential, we must do more than send students periodic email messages. Instead, we should provide robust communications and support to students as they work toward college readiness. Engaging students through the College Bound Scholarship (CBS)—a successful statewide program in which students of color are overrepresented—is critical. Enhanced communication and support using innovative digital tools will support students from CBS sign-up to college enrollment. The commitment of financial aid, combined with supports, makes College Bound an essential tool to close opportunity gaps in Washington.

.....

Expand FAFSA and WASFA training and events. With only half of Washington’s seniors applying for financial aid, we must expand the capacity to serve more regions, increase application events, and support more schools and partners with data, training, and resources. Additional sites will include partnerships with libraries, immigrant-serving organizations, and schools. Washington must move from being one of the lowest-ranking states in FAFSA completion to one of the strongest.

Ensure dual credit programs are equitably accessible. The majority of students accessing dual credit come from families with financial means. We must make dual credit accessible for more students, especially students of color and low-income students. All students who are ready to participate in and receive college credit for coursework completed in high school should have the opportunity to do so. We need to evaluate and improve options in each district, for every student, regardless of family income or

geographic location.

Strengthen support for youth from foster care and homeless youth. Foster and homeless youth experience the lowest overall educational outcomes. We must provide a streamlined and coordinated system of care that addresses systemic barriers. State agencies and nonprofit partners have jointly developed recommendations that will help optimize service delivery for our most vulnerable students.

Bolster student supports on campus. With an increase of just two percent in credentials awarded, we must improve student success and completion. To encourage academic success and increase completion rates, campuses need resources to provide individualized student support, address mental health needs, and augment career-connected learning activities.

Key Challenge #3: Support Regional Leaders and Workforce Needs

Washington’s diverse regions show large differences in educational attainment, as well as economic and workforce conditions. As an example, Cowlitz County has a high school graduation rate on par with the statewide average, with a comparatively low gap between the rates for low-income students and the overall rate. And Thurston County has a very high opportunity gap, with low-income students lagging behind the overall graduation rate by 15 percentage points. Yet, among students who graduate, Thurston County sees a significantly higher proportion enroll in college (see Figure 3). These are very different problems, and local leaders are best positioned to identify and pursue possible solutions.

Systemic and statewide progress toward our goals requires sustained progress in each region. But one-size-fits-all, statewide solutions to increasing educational attainment may not best serve Washington’s unique regional economies.

Call to action for a systems approach

Sustainable momentum in improving educational attainment relies on regional efforts. The state is still a critical partner, providing investments, data, and technical expertise. With state support, regional initiatives related to increasing high school graduation, college enrollment and completion, and postsecondary capacity can lead to improved educational outcomes. The solutions to these challenges can differ by county and metropolitan area. It is possible to identify and

implement these solutions through the regional support and leadership of K-12 schools, postsecondary institutions, local businesses, and philanthropic and nonprofit organizations.

The Council supports engaging with regional leaders to develop sustainable solutions that increase educational attainment and meet regional workforce needs.

Build a talent pipeline that meets Washington’s regional workforce needs. At every level of higher education, Washington is experiencing a gap between the annual supply of credentials and projected workforce demand. Some of the largest gaps are in the STEM fields, particularly in the areas of computer science and information technology, engineering, and health. Education is also facing recruitment and retention challenges in high-need fields and hard-to-staff schools and districts.

Develop a regional innovation grant. With state support, regional leaders can develop and implement evidence-based strategies to address the needs of specific subpopulations. Collaborative efforts with the Career Connect Washington Initiative can help address inequities by focusing on underserved populations.

Expand career-connected learning opportunities. Students can get valuable experience and skills in the workplace through career-connected learning opportunities, including expanding State Work Study. Through providing training and career-exploration activities, employers can gain access to prospective employees.

Figure X: 5-Year high school graduation rate for class of 2016 by county

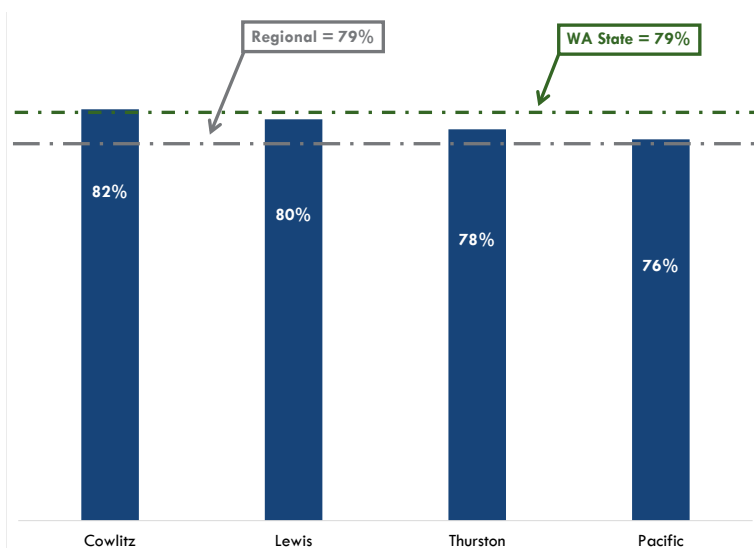
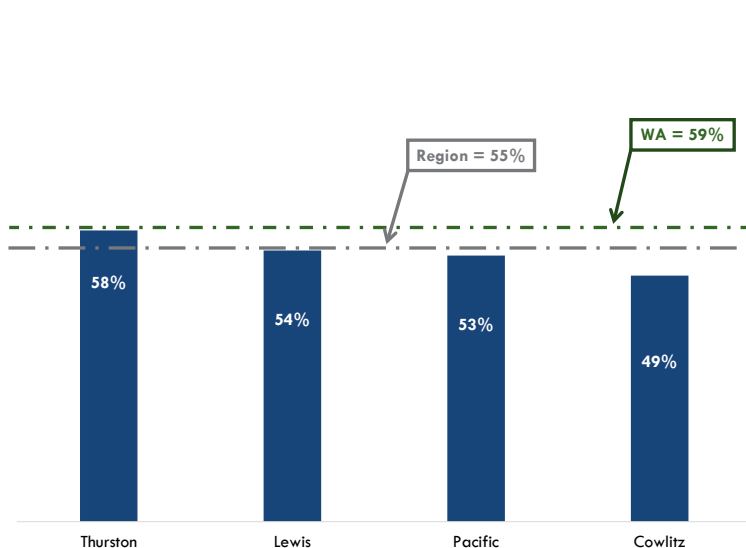


Figure X: High school graduates’ rate of direct postsecondary enrollment for class of 2016 by county



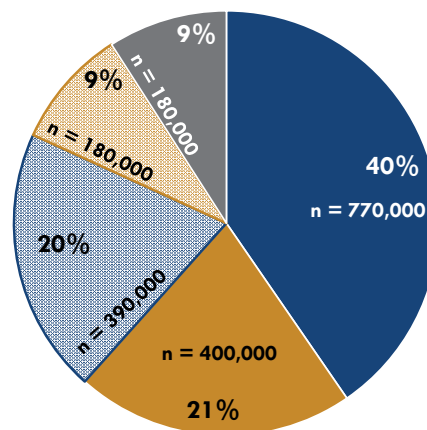
Source: WSAC staff analysis of high school graduation rate data from the Washington State Office of the Superintendent of Public Instruction and High School Feedback Report data from the Education Data Research Center at the Washington State Office of Financial Management (April 2018).

Key Challenge #4: Reengage Adult Learners

Although the majority of jobs require a postsecondary credential, many of Washington’s working-aged adults are not able to compete without a credential. Nearly one million Washingtonians have not earned a postsecondary credential and are not enrolled. Of these, 18 percent are without a high school diploma. Of those who do have a high school diploma, 40 percent are without a postsecondary credential. Furthermore, one in five working-aged adults, or nearly 400,000 former students, have earned college credits without completing a credential (see Figure 2).

Completion of a postsecondary credential is critical for participation and success in the economy, and adults without accessible and affordable options to complete postsecondary education will have significantly limited access living-wage jobs. Adults looking to return to the classroom face several challenges. Unlike high school students, adult learners do not have easy access to system supports and trusted counselors or sources of information. They also must balance the pressures of work and school, and many other current and prospective adult students are dealing with the demands of caring for family. Access to affordable childcare is a critical concern for student-parents, and one-third of undergraduate students are parents. Financial constraints and family obligations often lead college students to withdraw from or postpone their education. When Washington adults have less education, they are more likely to experience periods of unemployment and have lower wages, leaving companies to recruit talent from elsewhere. Finishing a college credential will improve career earnings and employment outcomes.

Figure X: Education levels of adults ages 25–44



■ Credential ■ HS diploma ■ Some college ■ No HS diploma ■ Enrolled

Source: Source: WSAC Analysis of American Community Survey 2012–2016, U.S. Census (August 2018).

Call to action for a systems approach

Washington must create an adult-friendly system to address unique barriers of time, place, and money through the availability of career-focused, affordable, and responsive programs. Prospective returning adult students, who face unique challenges to academic enrollment and completion, often lack access to higher education advising and support. Concerns related to the transferability of credits, past academic debt, placement tests, academic progress policies, program selection, and more can quickly become impediments to enrollment and completion.

WSAC is working with many partners to develop a statewide framework to help former students achieve their academic and career goals, earn a living wage, and contribute to Washington’s vital economy. The framework builds on existing policies and programs and develops three main components for a statewide system to reengage adults: communication, cost, and completion.

The framework focuses on regional partnerships between employers, nonprofit organizations, and higher education institutions. A Lumina grant supports the development of an interactive online tool and the initial marketing and outreach efforts.

The Council supports the following strategies to address the unique needs of adult learners.

Provide technical assistance to campuses. To serve returning adult students, campuses must offer adult-friendly policies, programs, and supports. Statewide learning



Communication

Student identification, outreach, program and career match, enrollment navigator



Cost

Microgrant, financial aid, childcare financial assistance



Completion

Technical assistance to campuses, employer and regional partners, student support

.....

opportunities and campus technical assistance will provide training and support so institutions can assess their services to returning adults.

Offer enrollment navigation. Enrollment navigation services are critical to assist returning adult students with career exploration, admissions requirements, program prerequisites, and financial barriers. Knowledgeable professionals will provide centralized services, with flexibility to support regions with aligned interests and established infrastructure.

Fund childcare assistance. The costs of childcare can exceed tuition. Any student-parent who is pursuing their first credential can benefit from financial support, including flexible policies and coordinated benefits.

Target outreach efforts. Adults who lack a high school credential should be encouraged to complete a diploma, leading to better opportunities for living-wage employment. Those with some college and no credential should be supported and encouraged to achieve their goals.

Use Guided Pathways. We must move returning adults efficiently through to completion and into careers. Guided Pathways is a research-based approach to accomplish that goal. It involves a fundamental redesign of course sequencing and advising throughout the college experience, rather than piecemeal programs for specific segments of the student population.



Fully fund the State Need Grant program

Increase student success and reduce student debt

Recommendation

Ensure all eligible students receive the State Need Grant (\$80 million/year)

Provide approximately \$80 million each fiscal year to serve an additional 18,000 students who are currently eligible for the State Need Grant (SNG) but unserved due to a lack of funding. Task the Caseload Forecast Council with preparing a forecast for the program so the budget will rise and fall with the number of eligible students, making the program predictable for students and families.

The Imperative

Fully funding State Need Grant can help Washington address persistent opportunity gaps in our educational system

Grant assistance provides students from low-income families with access to postsecondary education. As Washington's K-12 graduates become more diverse and less affluent, SNG is a key component of any strategy to increase educational attainment. Yet 18,000 SNG-eligible students are without funding. This undermines the message of the program: that cost should not be a barrier to enrollment and attainment for any student. SNG is most effective when fully funded—students are more likely to enroll and persist if funding is consistent and predictable. A fully funded and forecasted SNG program would provide stability for students and families; help close opportunity gaps in attainment, enrollment, and completion; and spur progress toward reaching the state's educational attainment goals.

Context

Predictable SNG funding would reflect Washington's commitment to affordability

Washington is nationally recognized for its commitment to affordability for low-income students through strong need-based financial aid. The state's largest affordability program, SNG serves nearly 70,000 low-income students, helping both recent high school graduates and older non-traditional students plot a course to a credential. It can be used for vocational certificates, as well as bachelor's and associate degrees. And it is flexible, in that recipients can attend part-time while working. SNG is vital to reaching the state's attainment goals, but its effectiveness is muted when tens of thousands of eligible students do not receive it due to lack of funding. The program should be forecasted to plan for predicted eligible students in the budget process.

Outcomes and Measures

More students will experience the positive educational outcomes associated with need-based aid

- Increased re-enrollment and completion rates among students with the lowest family incomes.
- Increased attendance, retention, and campus engagement.
- Lower annual borrowing and decreased debt loads at graduation.
- An additional 5,000 students will receive SNG.

Quick Facts:

Average unmet need is virtually the same for students from 0-70 percent MFI as it is for those from 71-125 percent MFI.

SNG awards are prorated, with lowest-income students receiving the maximum amount, while students above 65 percent of MFI receive 50 percent of the maximum.

Because SNG is well-established, a significant expansion of eligibility comes without large increases in staffing and programming.



Expand State Need Grant income eligibility

Make college affordable for students from lower-middle income families

Recommendation

Expand State Need Grant eligibility to serve students up to the state's median family income (\$47 million/year)

Help more students from low- and lower-middle income households pursue postsecondary education and training. State Need Grant (SNG) serves nearly 70,000 low-income students. But as college costs have risen, students just above the eligibility cutoff increasingly struggle to pay for tuition. Now is the time to expand SNG eligibility for the first time in over a decade.

The Imperative

Eligibility has not kept pace with increasing college costs

The current SNG program works, putting college within reach for tens of thousands of students per year. But the eligibility criteria prevent many lower-middle income students from qualifying. This undermines the message of the program: that cost should not be a barrier to enrollment and attainment for any student. Even after tuition reductions, tuition costs have risen faster than personal income and median wages since the last time SNG eligibility was expanded. The result is predictable: unmet need (defined as cost of attendance minus any grant aid) is now the same for the lowest-income students as it is for students from middle-income families. Expanding State Need Grant eligibility will reduce student debt and encourage persistence and completion.

Context

Lower-middle income families are being priced out of college

State Need Grant eligibility was last increased in 2007, and has been frozen ever since at 70 percent of the state's median family income (MFI). Students just above this threshold have faced rising costs without state grant aid. Since 2007, tuition increased by 45 percent for regional institutions and 64 percent for research institutions. Meanwhile, the state's per-capita personal income has grown by only 30 percent. Families just above the income cutoffs for both the federal Pell Grant and the State Need Grant program get squeezed. WSAC's affordability model illustrates that costs for middle-income families often outpace their ability to save for college, even under very optimistic assumptions about how much and how long they save. As grant aid falls away above the income cutoffs, students and parents often take out more loans. Expanding eligibility to serve students from 0-100 percent of MFI would support 15,000 more students.

Outcomes and Measures

Students from lower-middle income families will be able to afford college, while minimizing loan debt

- Increased annual attainment of degrees and certificates (Results Washington Goal 1.3).
- Increased persistence and graduation of students from low- and lower-middle income households.
- Lower annual borrowing and decreased debt loads at graduation.
- Funding of \$47 million per year would serve approximately 15,000 additional students with need-based aid.

Quick Facts:

Average unmet need is virtually the same for students from 0-70 percent MFI as it is for those from 71-125 percent MFI.

SNG awards are prorated, with lowest-income students receiving the maximum amount, while students above 65 percent of MFI receive 50 percent of the maximum.

Because SNG is well-established, a significant expansion of eligibility comes without large increases in staffing and programming.



Expand career-connected learning opportunities

Invest in Washington's workforce

Recommendation

Expand career-connected learning opportunities through the State Work Study program (\$5 million/year)

Reinvest in State Work Study (SWS) to give Washington students the skills they need to succeed in today's economy. Target a portion of funds to employers in high-demand sectors. State funding of \$5 million will produce \$7 million in wages while serving an additional 2,500 students.

The Imperative

Work study grows the workforce Washington employers need

Employers increasingly point to challenges finding prospective employees with the skills necessary to fill jobs required for economic growth. And students are too often working long hours in jobs disconnected from their career interests. Reinvestment in SWS helps counter both trends by providing career-focused, flexible, part-time work opportunities that improve persistence and post-graduation employment outcomes. The program's budget has been frozen for years while minimum wage rises. This has led to a steady decrease in the number of students served and depresses the total amount of hours worked. It's time to expand the program to serve more students and employers.

Context

SWS leverages private funding to increase economic opportunity

SWS matches students in need of relevant work experience with employers in need of skilled workers. This helps close the state's skills gaps and allows students to distinguish themselves in an increasingly competitive job market. Due to recessionary funding cuts, the number of SWS recipients and participating employers has decreased significantly over the last decade. Rebuilding the program now offers an opportunity to focus on career-connected learning in high-demand industries to maximize economic impact. State funding for SWS combines with employer contributions to pay student wages. A state investment of \$5 million (including a \$2 million incentive pool for high-demand fields) would be matched by \$2 million in employer funds to produce \$7 million in total wages and serve 2,500 additional students.

Outcomes and Measures

Students graduate from college with less debt, more work experience, and skills to succeed in today's economy

- Better post-graduation outcomes for students, higher retention rates, and lower debt at graduation.
- State funding of \$5 million per year will subsidize work experiences for 2,500 students and provide 100 percent of student wages for targeted jobs.

Quick Facts:

As a program with eligibility stretching into the middle class, as well as to graduate students, SWS is available to more students than most other forms of aid. But current funding cannot meet student demand.

Over 90 percent of surveyed students believed SWS improved their satisfaction with college and helped them gain skills that would translate to their future career.

About 95 percent of surveyed employers noted SWS students made their organization more productive.



Create a savings match pilot program

Help students build a financial safety net

Recommendation

Create a savings match pilot program to incentivize savings and reduce student debt (\$500,000/year of pilot)

Provide state funds to match student savings. This incentive program can build economic resiliency for at-risk students, helping students overcome financial hurdles that might otherwise lead them to drop out.

The Imperative

Savings can give students the stability to overcome financial hurdles and afford college costs

Many disadvantaged students enroll in college to increase earning power and ensure their family's financial future—but are immediately confronted with a series of barriers. They must afford the high cost of attendance, often while reducing work hours to accommodate school schedules. Financial aid programs can help cover tuition, but non-tuition costs are substantial, leaving low-income families struggling to make ends meet. Many families are hesitant to incur debt, and the high cost of college contributes to the gap in participation from lower-income families. Students without significant savings are at risk of dropping out due to the inability to overcome even small financial barriers. State matching programs can motivate families to save for higher education expenses by contributing state dollars to individual savings accounts.

Context

Savings match programs offer an innovative solution to a long-standing problem

For years, colleges have known that small, unplanned expenses (e.g. car repairs, unexpected fees or fines, medical bills) can result in a student deciding to drop out. As a result, some institutions offer limited forms of emergency financial aid, like interest-free loans, or grants for specific types of common expenses like childcare and transportation. Another response has been to offer asset-building options, incentivizing students to save. Starting with very small dollar amounts each month, which are then matched by outside funding, students can build savings quickly. Several models for state-matching programs are available. Such programs can address a gap left by a successful federal program that was eliminated in 2017.

Outcomes and Measures

Students will be better equipped to face challenges and complete their education

- Reduced debt loads for students from low- and middle-income households.
- Increased participation and persistence rates for students from low- and middle-income households.
- Increased annual attainment of degrees and certificates (Results Washington Goal 1.3).
- Improved financial literacy and ability to withstand unforeseen expenses.

Quick Facts:

Asset-building models have been shown to be effective at changing behavior and increasing participants' liquid assets.

Washington State University's Invest in Success program has helped 850 students save \$1,000 each, which is then matched 4:1 by private, federal, and institutional dollars.

Federal funding for individual development accounts was eliminated in 2017.



Help more high school seniors apply for financial aid

Make higher education affordable and accessible to all eligible students

Recommendation

Enhance tools and training to help students complete financial aid applications (\$580,000 in fiscal year 2020 | \$575,000 in fiscal year 2021)

Expand training opportunities, events, resources, and support for educators who assist students with FAFSA and WASFA completion. These educators include high school counselors and college access providers.



The Imperative

Washington must expand capacity to support FAFSA and WASFA completion

Completing a financial aid application is necessary for any high school senior interested in receiving financial assistance for postsecondary education. Yet just over 50 percent of Washington's public high school graduates do so, making Washington one of the states with the lowest completion rates in the nation. Increasing the number of aid applications hinges on the training and support of school counselors and college access providers, as well as providing additional application assistance events statewide. Washington must expand capacity to support FAFSA/WASFA completion and to include more regions, increase application completion events, support schools with monitoring application completion, and provide additional training and resources to counselors and college access partners. Washington is also one of a handful of states offering aid to undocumented individuals; information regarding the WASFA needs to be shared broadly across the state, as applications have been decreasing.

Context

Washington can build on the 12th Year Campaign

This proposal will enable more connections and learning opportunities for schools, nonprofits, immigrant-serving organizations, and others in promoting financial aid application completion and supporting local efforts. The recommendation will build upon the work of the Washington Student Achievement Council's 12th Year Campaign. The 12th Year Campaign boosts college and financial aid application rates in Washington by helping those working with high school seniors and their families complete applications for college admissions and financial aid. 12th Year Campaign sites receive free training, printed materials, and other resources to support their students.

Quick Facts:

Applying for financial assistance is correlated with postsecondary attendance.

53 percent of Washington's public high school seniors in the class of 2018 completed a FAFSA.

During the 2017-18 academic year, 12th Year Campaign sites had a ten percent higher FAFSA completion rate than non-sites and a six percent higher completion rate than the state average.

Outcomes and Measures

Enhanced training, events, and resources will increase Washington's FAFSA and WASFA completions

- Increased FAFSA and WASFA completion for seniors by ten percent each biennium.
- Double the number of 12th Year Campaign sites to more than 300 events.
- Expand training opportunities and partnership recruitment by 100 percent.
- An increase of 30 percent in the number of sites using the FAFSA completion portal to monitor seniors' applications.



Modernize communications to College Bound Scholars

Use innovative communications tools to get vital program info to students and families

Recommendation

Provide consistent, reliable, and timely information to College Bound students (\$400,000/year)

Provide timely information and guidance to College Bound Scholarship (CBS) students and their families—throughout middle and high school—using innovative electronic tools and communications support.

The Imperative

Washington must increase the number of College Bound students who pursue and succeed in postsecondary education

The College Bound program offers an early promise of financial aid, yet only half of College Bound Seniors complete the FAFSA and 60 percent enroll in college directly after high school. The promise of the scholarship must be packaged with critical information and reminders to ease students' transitions into higher education. WSAC can provide greater support to the 300,000 College Bound students throughout their K-12 years and at critical transition points, helping students prepare, enroll, and persist through their educational journey.

Context

Digital tools will help College Bound students succeed

In WSAC's 2017 CBS study, the number one recommendation from students to improve their college-going behavior was to "provide more support and information." WSAC proposes to connect CBS students with trusted, timely, and personalized information, providing guidance at the critical junctures in education. Using digital engagement tools will help students plan and prepare for postsecondary education. Using these platforms will enhance staff capabilities to efficiently and effectively provide timely and personalized support to College Bound students. A variety of third-party platforms offer research-based messaging using innovative tools—from interactive customized texting to gamification—to nudge student behavior and urge actions at critical stages of decision-making. A variety of technological platforms, developed for the field of college access, provide scalable solutions for students, increasing the likelihood they will take the necessary steps to prepare for postsecondary education.

Outcomes and Measures

Targeted support will improve high school graduation and college enrollment rates

- Increased engagement among CBS students.
- Increased understanding of CBS program requirements and general college-going information.
- Increased high school graduation by five percent each biennium.
- Increased first-year college enrollment by five percent each biennium.

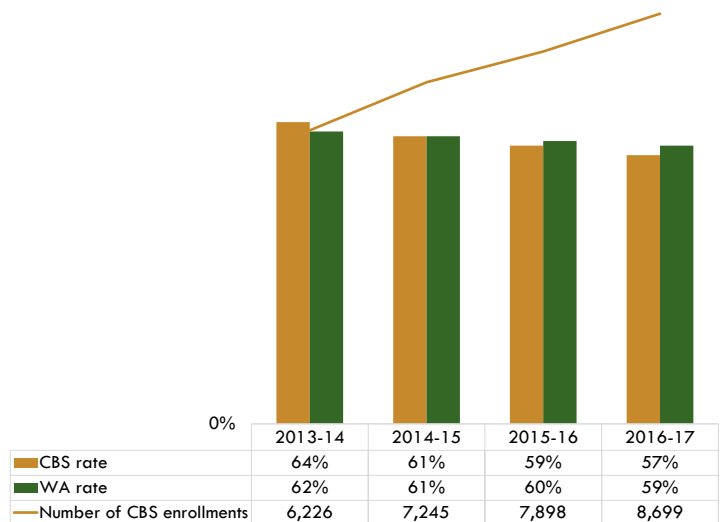
Quick Facts:

57 percent of CBS students from the class of 2017 enrolled in postsecondary education directly after high school (the state average was 59 percent).

Targeted digital interventions can improve postsecondary enrollment.

The commitment of financial aid, combined with relevant supports, makes College Bound an essential tool to address opportunity gaps in Washington.

Figure X: Direct postsecondary enrollment rates and CBS enrollments



Source: Source: WSAC Analysis of American Community Survey 2012-2016, U.S. Census (August 2018).



Expand the educator workforce

Reduce teacher shortages in high-need areas

Recommendation

Expand the educator workforce by funding the Teacher Shortage Conditional Grant (\$1 million/year)

Provide \$1 million to support approximately 120 aspiring teachers. The Teacher Shortage Conditional Grant (TSCG) reduces affordability barriers and invests in teacher recruitment early in the pipeline, with the added benefit of requiring teaching service in shortage areas after certification.

The Imperative

Teacher shortages exacerbate the lack of diversity among educators, which hurts students and worsens opportunity gaps

Washington is experiencing a shortage of teachers in particular geographic and subject areas. Cost barriers affect a broad range of potential teacher candidates, especially those from traditionally underrepresented groups. Educator diversity does not reflect student diversity; people of color account for only 11 percent of the educator workforce, compared with 45 percent of the student population. TSCG is a financial aid vehicle that has the benefit of addressing two different policy goals on the teacher shortage pipeline: recruiting students to the teaching profession and retaining them as teachers in Washington, while incentivizing teaching in shortage areas. For 2017-18, program demand far exceeded available funding, with awards provided to only seven percent of qualified applicants. TSCG offers an affordable, targeted approach, developed based on research and stakeholder input, with high unmet demand and strong initial results.

Context

Washington faces a teacher shortage, and TSCG helps address it.

TSCG provides need-based conditional grants to teacher preparation candidates and prioritizes support for individuals from groups traditionally underrepresented in the teaching workforce. In exchange for receiving the grant, recipients must teach at a Washington preK-12 public school for two school years, or fulfill the obligation in half the time by serving in a shortage area. The long-standing Future Teachers program had received \$1 million in annual funding prior to the recession. A recommitment of \$1 million would fund about 120 TSCG awards annually. The existing framework can be easily scaled to manage an expanded program.

Outcomes and Measures

More teachers will meet critical education needs

- Reduced educator shortages in geographic areas and by subject area.
- Increased numbers of teachers from groups underrepresented in the teaching workforce.
- Increased retention of teachers due to lower education debt.
- Approximately 120 teacher preparation program candidates will receive up to \$10,000 per year and commit to service in Washington's public schools.

Quick Facts:

In 2017-18, just seven percent of qualified applicants received the award: out of 885 total applicants, 826 met minimum qualifications and 56 were awarded.

Awardees were nearly all multilingual and first-generation college students.

One hundred percent of awardees were pursuing an endorsement in a shortage area, including endorsements in bilingual, English Language Learner (ELL), and elementary education.

As of summer 2018, one hundred percent of awardees have completed or are still enrolled and making satisfactory academic progress toward on-time completion.



Fund the newly expanded Passport to Careers program

Improve outcomes for students experiencing homelessness and students in foster care

Recommendation

Expand supports for youth in foster care or who have experienced homelessness (\$1.9 million/year)

Provide scholarships and services to help youth from foster care or who have experienced homelessness prepare for careers. The Passport program serves about 400 former foster youth each year with scholarships, campus support services, and service coordination. Recent legislation expanded the program to include homeless youth and support for apprenticeship programs.



The Imperative

Washington must reduce educational inequities faced by former foster and homeless youth

Less than fifty percent of foster youth graduate from high school, far below statewide averages. Unaccompanied homeless youth face similar challenges. Unless financial barriers are addressed, significant educational inequities for both of these populations will continue. The newly expanded Passport to Careers program will begin serving unaccompanied homeless youth in 2019, and the number of Passport-eligible students will double at that time. Additional funding will not only provide student scholarships, but will also ensure the newly eligible population receives the same support services that have helped previous Passport students succeed.

Context

Washington is a recognized leader when it comes to supporting foster youth in postsecondary education

The Passport to College program has a unique design, different from typical financial aid programs. It is a model looked to by other states and national foster youth advocates. Since 2007, Passport has offered a student scholarship for former foster youth; incentive funding to campuses to recruit and retain former foster youth; and contracted support services from College Success Foundation to provide direct student services, as well as training and technical assistance to campus staff. The 2018 expansion created an umbrella program called Passport to Careers that also provides financial assistance and support services for students in pre-apprenticeship or apprenticeship programs.

Quick Facts:

Youth who have been in foster care or experienced homelessness have educational outcomes well below the state average.

With support from the Passport program, students persist at the rates of students from low-income families, overcoming significant challenges to their success.

The Passport expansion will double the eligible students with the addition of unaccompanied homeless youth.

Outcomes and Measures

More students will benefit from Passport's established record of success

- More scholarships and support services for youth who have been in foster care or experienced homelessness.
- Increased funding for the SETuP program to assist foster youth in transitioning from high school to postsecondary enrollment, career, or service.
- Strong persistence rates for the expanded eligible population.
- Expansion to pre-apprenticeship and apprenticeship programs, in keeping with the Legislature's intent to support additional pathways.



Establish regional innovation grants

State and regional partnerships are critical to improving educational attainment

Recommendation

Foster innovative and promising regional programs and initiatives (\$5 million/year)

Establish a competitive grant supporting regional efforts to create or expand educational pathways and increase educational attainment.

The Imperative

Regional networks can ensure more residents are competitive for today's jobs

Robust economic growth and accelerated educational attainment rely on regional efforts, responsive to regional needs and competitive advantages. The challenge is to engage broad leadership within regions to join educational leaders in developing a robust career-launch infrastructure, culture, and programming to support current and prospective students. Schools and colleges alone cannot bear the responsibility for the development and promotion of educational pathways. As students look to a broad array of community and workplace resources for information about planning, preparing, and paying for postsecondary programs, fostering collaborative regional environments for policy and program improvements is critical. Profound results are possible when communities collectively organize to increase educational attainment while addressing the unique characteristics and culture of their region.

Context

The regional grant will improve our understanding of how policies and practice work at the regional level

The innovation grants will be an investment in advancing Washington's social and economic development by allowing counties or regions to increase educational attainment aligned with workforce needs. 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. While some regions of the state have established partnerships to improve educational services, others have leveraged business and employer involvement to focus on the educational needs for emerging jobs. Across the state, local leadership is poised to collectively address regional challenges. State-level programs, policy development, and data collection and analyses can support these efforts. Together, these networks present partnership opportunities to expand efforts and apply innovative solutions to succeed at scale.

Outcomes and Measures

Grant funds will address equity goals by focusing on underserved populations

- Creation of a statewide coalition of engaged regional leaders and collaborative networks.
- Expanded awareness of regional needs, and active and promising regional efforts to address those needs.
- Identification of areas for improvement in state and regional policies and practices.
- Identification of programs and policies that could have a potential impact statewide or on other regions.
- Development of a statewide action agenda that includes advocating for regional and statewide programs, policies, and practices to bolster progress toward the attainment goals.

Quick Facts:

Regional innovation strategies will help reduce geographic disparities, such as the following variations between counties:

- The highest graduation rate is 96 percent and the lowest is 56 percent.
- The highest rate for high school graduates directly enrolling in postsecondary education is 78 percent and the lowest is 36 percent.
- The highest postsecondary educational attainment is 69 percent and the lowest is 18 percent.



Expand, coordinate campus support for adult learners

Improve recruitment, retention, and completion for returning adult students

Recommendation

Supporting campuses and offer students pre-enrollment assistance (\$1 million/year)

Help institutions assess the effectiveness of their current supports and expand those critical to student success. Ensure returning adult students have access to knowledgeable professionals who can assist with career exploration, program requirements, and financial barriers.

The Imperative

Reengaging adult learners is critical to preparing more Washingtonians for today's jobs

Financial constraints and family obligations often lead college students to withdraw from or postpone their education, a contributing factor to the 400,000 Washington adults who have accumulated college credit but have not completed a credential. Without that credential, career earnings and employment outcomes are often suppressed. Further, when Washington adults have less education, they are more likely to experience periods of unemployment and have lower wages. Completion of a postsecondary credential is critical for participation and success in the 21st century economy. This request addresses the unique needs of adult learners by offering enrollment navigation and providing technical assistance to improve supports on campuses.

Context

Technical assistance and enrollment navigation should help campuses increase completion rates for adult learners

Centralized enrollment navigation will ensure returning adult students have access to knowledgeable professionals able to assist with career exploration, program prerequisites, admissions requirements, and financial barriers (e.g. former fees, defaults, repayments, tuition, fees, equipment, child care). Individualized, high-quality advising and counseling can provide relevant and timely information to help prospective students address their admissions, enrollment, and affordability concerns. Technical assistance will allow institutions to collaborate with national experts and peer institutions to learn best practices and engage in assessments to evaluate the effectiveness of services supporting adult learners (e.g. enrollment processes, course schedules, academic policies, financial aid, child care). The results will help campuses scale promising practices wherever possible. All participating campuses will be eligible to receive training, and ten institutions will receive robust assessment services.

Outcomes and Measures

Enrollments and completions will increase for returning adult students

- Engagement of ten campuses in self-evaluation of adult-serving policies and programs.
- Development of programs and supports to alleviate barriers for returning adult students.
- Retention and completion rates anticipated to exceed the averages experienced by first-time continuing students for each campus by five percentage points.
- A centralized, campus-neutral resource for prospective returning adult students.
- Enhanced capacity and infrastructure of local navigation supports.

Quick Facts:

Nearly 300,000 Washington adults have attended at least a year of college but have not completed a credential.

Adult learners have characteristics that correlate with increased risk to academic success. These include attending part-time, working full-time, and supporting families.

Washington does not currently offer a system of supports or information for prospective returning adult students.



Expand childcare funding for students with children

Remove a critical financial barrier for adult learners

Recommendation

Help 1,200 student parents achieve a postsecondary credential (\$3 million/year)

Provide childcare assistance to support an additional 1,200 student parents and include additional sectors (community and technical colleges and private nonprofit institutions).

The Imperative

Limited and unaffordable childcare options can derail aspiring students with children

Access to affordable childcare is a critical concern for student parents. Childcare centers may not be available when needed. And even if childcare is available, the cost can be prohibitive when combined with educational costs. The average annual cost of childcare exceeds public tuition and fees. For example, median childcare costs total between \$9,600 for infants and \$12,600 for preschool-aged children, while public tuition ranges from \$4,000 to \$10,000 annually. These financial constraints and family obligations can lead college students to withdraw from their education. And the continued demands of childcare, coupled with limited access or unaffordable options, often squelch the opportunity to return.

Context

Over one-quarter of Washington's undergraduate students are parents

To serve student parents, 40 campuses offer on-site childcare. Other campuses have relationships with centers in their local community. The childcare matching grant is designed to offset some of the cost for attending student parents. The current childcare matching grant program of \$75,000 per year is limited to the public baccalaureate institutions, as funding for the two-year system was eliminated during the recession. This proposal would prioritize institutions that participate in the adult reengagement framework and match scholarship funding.

Outcomes and Measures

Enhanced funding will increase educational opportunities for students with children

- Funding to provide childcare assistance to 1,200 students annually, beginning in 2019-20.
- Better understanding of childcare needs across campuses

Quick Facts:

About one-quarter of undergraduates in Washington's community and technical colleges have children.

Childcare costs are greater than tuition expenses.

Private and institutional sources of funding and complex requirements for state subsidies do not cover the childcare needs for student parents.



CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

WASHINGTON STATE

Council of
Presidents

2019 Legislative Priorities

November 2018

Paul Francis
Executive Director

Access, Opportunity, & Results

- Our sector has increased degree production by **20%** since **2008**.
- Nearly **40%** of our bachelor's degrees & **50%** of our graduate & professional degrees awarded in STEM/high demand areas.
- Enrollments continue to increase **1-2%** per year.
- **One third** of our undergraduates from low-income families.
- **83%** of our **112,272** undergraduate students are WA residents.
- 4-year graduation rate = **5th best** in the nation.
- Avg. time to degree = **4.09 years** (first-time, full-time freshmen).
- Nearly **50%** of our undergraduates graduate with no student loan debt.

Today's State Environment

- **99%** of jobs created since the Great Recession have gone to workers w/at least some postsecondary education.
- **740,000** current job openings anticipated by **2021**.
- Low FAFSA completion rates and participation in four-year higher education.
- The fastest growing segments of our K-12 student population least likely to enroll in higher education.
- **1.2 million** Washington adults 25-44 are not enrolled and do not have a postsecondary credential.
- Public concerns about student loan debt and the value of a four-year degree.

Today's Campus Fiscal Environment

- Per student funding (state support + tuition revenue) in Washington = more than **13%** below the national average.
- Resident undergraduate tuition increases limited to average annual percentage growth rate in WA's median hourly wage.
- More students enrolling in higher cost STEM/high demand programs.
- Increased cost of living and peer competition.
- Increased student demand for support services.
- Inadequate state funding for approved compensation increases.
- Unfunded mandates.

2019 Legislative Session Priorities

■ Compensation (\$162 million)

- The high quality of our colleges and universities is made possible by attracting and retaining talented faculty and staff.
- Our institutions exist in a highly competitive marketplace with other colleges and universities around the world -- and in some cases, the private sector.

■ Meeting the State's Economic Needs (\$63 million)

- Health care (including nursing and medical education and pre-health care programs)
- Addressing our state's teacher shortage
- Cybersecurity
- Computer science and computer, civil, and electrical engineering
- Advanced manufacturing
- Clean energy
- Flight training



2019 Legislative Session Priorities

■ Student Success Initiatives (\$10.5 million)

- Mental health support
- Enhanced career services
- Additional funding for more advisers, counselors, and advising software

■ Affordability

- Fully fund the State Need Grant
- Maintain the state's commitment to the College Bound Scholarship
- Increase State Work Study opportunities

■ Capital Budget

- Meeting state needs requires safe and quality public facilities, especially in critical areas of state need



Independent Colleges of Washington

With students from each of Washington's 39 counties and 135 years of history, the 10 **Independent Colleges of Washington (ICW)** award 21% of the baccalaureate and graduate degrees earned in the state of Washington.

2019 State Budget Priorities

Fully fund the State Need Grant so all currently eligible students receive support, expand income eligibility, and make funding for the program reliable and predictable.

ICW supports the proposals advanced by the Washington Student Achievement Council (WSAC)ⁱ:

- Fully and predictably fund the State Need Grant Program, ensuring that all eligible students receive the grant. (*\$60M, in year 1; \$40M in year 2*)
- Expand State Need Grant eligibility to serve students from 0-100 percent of the state's median family income. (*\$47M/year*)

Additionally, we urge that the proposed budget retain the structure of the State Need Grant that gives Washington students attending ICW campuses parity with state residents who attend our public research universities. Parity for students, regardless of whether they attend public and private institutions of higher education, is critically important and it is our hope the state will continue this policy moving forward, making permanent this proviso from section 609 in 2017-19 biennial budget:

"For the 2017-2019 fiscal biennium, grant awards given to private four-year not-for-profit institutions shall be set at the same level as the average grant award for public research universities. Increases in awards given to private four-year not-for-profit institutions shall align with annual tuition increases for public research institutions."

Reinvest in the State Work Study Program to provide students with job opportunities and support local businesses and not-for-profit organizations.

- Expand career-connected learning opportunities through the State Work Study program, resulting in more than \$8 million in wages while serving an additional 3,000 students. (*\$5M/year*)

Leverage capacity in high-demand programs at private, not-for-profit colleges and universities.

As the state seeks to expand the number of degrees awarded in high-demand areas, we ask for the opportunity to be a part of the solution. Following models from other states, Washington could implement targeted programs of support to ensure that state residents can fill available seats currently available at ICW's 10 member campuses to help meet critical state needs.

Please direct questions or comments to ICW President & CEO Terri Standish-Kuon (terri@icwashington.org, 206-623-4494) or our Olympia lobbyist Mike Burgess (mikeburg@comcast.net, 360-223-3020).

Strengthen a Public-Private Partnership that Delivers Results for Washington

Extending the Partnership Makes Sense for Washington

Working together, we can encourage more state residents to attend colleges or universities in Washington, increasing the likelihood that they will remain in the state to live and work. With targeted investments, we can reduce the need for student and family borrowing and leverage the full range of educational opportunities present in the state.

Washington's Need for Home-Grown Talent

Business leaders and state policymakers agree that a greater number of high school graduates and adults need to pursue higher education to meet the demands of our state's economy.ⁱⁱ

Companies look for the skills a liberal arts education delivers: the ability to work in a team, problem-solving skills, written and verbal communication skills and a strong work ethic.

Independent Colleges of Washington (ICW) Serving Washington

Our liberal arts-based, private, not-for-profit colleges play a critical role in the state's higher education ecosystem, **cultivating talent** and making it possible for more Washington residents to find their best fit – academically, developmentally, and socially – here at home.

With graduation rates among the highest in the nation and a commitment to educating the whole person, we are **delivering value** for our alumni and their families and for the communities we serve.

What's more, we are **championing diversity** in collaboration with public colleges, creating high-quality opportunities for students and smooth transfer pathways between sectors in preparing Washington's future workforce.

ICW member campuses are **powering economies** in many corners of the state, creating jobs and connecting students to jobs in their regions. Together they employ more than 8,000 people, making the collective one of the state's top 20 private sector employers.

With state and private support, we have the capacity to assist thousands of additional Washington residents in **completing degrees**, including in the fields of computer science, engineering, health care, and education.

ⁱ <https://wsac.wa.gov/sites/default/files/2018.23.14.02.Budget.pdf>, accessed October 31, 2018

ⁱⁱ Both the Washington Student Achievement Council (WSAC) and the Washington Roundtable have set a 70% postsecondary credential attainment goal. WSAC's goal is for adults aged 25-44 to earn a credential by 2023; WA Roundtable's goal is for students graduating high school beginning in 2030. More information at: <https://www.wsac.wa.gov/roadmap> and <https://www.waroundtable.com>.

Please direct questions or comments to ICW President & CEO Terri Standish-Kuon (terri@icwashington.org, 206-623-4494) or our Olympia lobbyist Mike Burgess (mikeburg@comcast.net, 360-223-3020).



AGENCY BUDGET REQUESTS 2019–21 BIENNIUM

Vision: All students prepared for post-secondary pathways, careers, and civic engagement.

Mission: Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity: Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Introduction

The goal of Washington’s public K–12 education system is to prepare every student who walks through our school doors for post-secondary pathways, careers, and civic engagement. To do so, we must embrace an approach to education that encompasses the whole child and breaks down systemic opportunity gaps.

We are in a highly competitive global economy and, for our students to be successful, we should glean the best practices from around the world in our redesign. Success looks like a longer school day, longer school year, or year-round learning to provide an equitable foundation of learning for all students. It looks like substantially better compensation for our educators and support staff, increased supports for the whole child, and a completely new approach to developing globally successful students. Our system redesign can only claim success if it truly provides equal opportunity and an unprecedented embrace of individual learning pathways for each student.

To do this, we will focus most of our efforts in the coming years on six foundational ideas, prioritizing schools identified for supports through the Washington School Improvement Framework:

1. Dual language
2. Inclusive and effective learning and teaching
3. Comprehensive supports
4. Multiple pathways to graduation
5. Expanded learning opportunities
6. Safe and effective school facilities

We hope you will contribute and join us on this transformation. It will take leadership from policymakers, parents and families, business, labor, and our communities. The very foundation of our economy and our people rests on the shoulders of our shared interest in high-quality public education.

Chris Reykdal
Washington State Superintendent of Public Instruction

Dual Language for All

Only a small percentage of Washington students are fluent in more than one language, while the need for a multilingual workforce is growing. Students learn languages more easily when they are younger, and dual language programs are effective strategies for developing those skills. The Office of Superintendent of Public Instruction (OSPI) aims to create opportunities for all students to have access to dual language programs beginning in kindergarten.

Long-term goal: Every student graduates bilingual by having access to universal second language learning beginning in kindergarten.

Priorities:

- A stipend for bilingual teachers and paraeducators
- The continuation and expansion of the current K–12 dual language grant program
- Financial support for student assessments necessary to earn the State Seal of Biliteracy
- Spanish Language K–12 Learning Standards adoption and workgroup

Inclusive and Effective Learning and Teaching for All

Every student must have access to effective instruction aligned to our state’s learning standards. All students must have the opportunity to learn from certificated experts in the content area. OSPI aims to ensure educators have the full support and tools they need to implement the K–12 learning standards in their classrooms so each student has access to effective educators and receives powerful instruction to support their progress.

Long-term goal: Every student has access to effective instruction and the ability to make progress in the state’s learning standards.

Priorities:

- Special education multiplier and Safety Net increases based on recommendations by the Special Education Safety Net Workgroup
- Career continuum recruitment and induction training (Beginning Educator Support Team [BEST] model)
- Increase professional development days around defined statewide topics, including:
 - Race, equity, and diversity
 - Inclusionary practices
 - Social-emotional learning and mental health

Comprehensive Supports for All

In order for students to be ready for learning, their basic physical, social, and emotional needs must be met. When schools are safe, and have a system of prevention, early identification, and intervention in place, then academic gains follow. Schools cannot do this work alone. Through partnerships with families, educators, and community providers, OSPI aims to provide districts with the capacity to implement a system of comprehensive supports for each student's success.

Long-term goal: Schools are safe places where every student has access to the health, basic needs, and other supports necessary for academic success.

Priorities:

- Increase funding for family engagement coordinators and school nurses in middle level (grades 7 and 8) comprehensive schools, as identified through the state's Every Student Succeeds Act (ESSA) accountability framework.
- Increase prototypical school model for middle school counselors
- Increase Nurse Corps funding
- Redesign funding appropriation for institutional education
- Mental health and suicide prevention
 - Expand regional coordinator pilots at the educational service districts (ESDs)
 - Provide mini-grants to high-need schools and districts to support planning and integrating tiered suicide prevention and behavioral health supports.
 - Contract with the University of Washington-Forefront to work with school districts in suicide prevention, intervention, and postvention (recovery) planning.
- Expand regional school safety centers at the ESDs to provide threat assessment, engage in safety planning, update the anti-bullying policy, and support the work of an advisory committee

Multiple Pathways for All

Today, roughly two-thirds of all jobs require more than a high school diploma but less than a 4-year college degree. Students deserve an education system with high standards and multiple pathways to graduation and post-secondary success. OSPI aims to design an education system that supports students to make informed decisions about their lives after graduation.

Long-term goal: Every student has access to a pathway to graduation that prepares them for college, industry credentials, or post-secondary training.

Priorities:

- Expand access to dual credit programs, beginning with students experiencing poverty
 - Increase funding for all dual credit programs (Running Start, College in the High School, Advanced Placement, International Baccalaureate, Cambridge, and Career and Technical Education (CTE) Dual Credit).
- Expand statewide CTE course equivalency frameworks
 - Oversee statewide development of additional equivalencies and grants
 - Oversee expansion of Core Plus curriculum and professional development
- Increase investment and access
 - Increase access to summer CTE courses
 - Increase funding for the maintenance and operations costs for CTE programs
- Industry-based career-connected learning (CCL) and all-day skill centers
 - Increase access to industry credentialing and certificates
 - Implement a pilot program for all-day skill centers

Expanded Learning for All

The traditional 180-day school calendar does not meet every student's needs. While some students are able to access necessary enrichment programs outside the school day, many are not. Expanded learning opportunities, which occur before and after school, during school, or during school breaks, provide academic and social-emotional enrichment experiences for students. OSPI aims to support school districts and share best practices to extend and expand the school year or school day so all students have access to expanded learning opportunities.

Long-term goal: Every student has access to expanded learning opportunities to reduce summer learning loss and to increase learning.

Priority:

- Small pilots to expand student learning beyond the traditional school day, prioritizing school districts with schools identified for support through the Washington School Improvement Framework

Safe, Effective Facilities for All

Washington does not have a standardized model for funding school construction in an equitable way. This means not all students attend school in buildings that are safe, of adequate size, or that meet the needs of today's students and educators. When students and educators show up to school, their primary focus should be on learning and growth. This is not possible when their school buildings are lacking. OSPI aims to ensure all school districts have adequate funding and supports to provide safe and effective learning facilities for all students.

Long-term goal: Every student has access to attend school in a facility that supports health and safety, regardless of a school district's ability or inability to raise capital project funds.

Priorities:

- New elementary school funding model to ensure schools have the space needed to meet voter-approved class size ratios, as well as space for student support, security, and safety needs
- New School Preservation Program to assist schools in preserving and maintaining buildings to provide a safe and comfortable learning environment
- Continue grant funding to purchase equipment, modernize skill centers, and create STEM classrooms and laboratories to prepare students to enter the workforce



2019-21 OPERATING BUDGET REQUEST

OCTOBER 11, 2018

To build a great quality of life in Washington, people need education past high school and good jobs right in our local communities. Community and technical colleges are affordable, accessible to all kinds of students, and connected to universities and businesses. Our students choose the educational path that's right for them, whether it's to train for a career, learn a skilled trade, earn an industry certificate or transfer to a university. Our 2019-21 operating budget request will provide more students with excellent, career-connected training in high-demand jobs.

Competitive compensation for student success (\$68 million)

Faculty are at the heart of our students' success, but we are losing them to K-12 schools and private employers. Our faculty and exempt employee salaries are at least 12.4 percent behind those in peer states.¹ To catch up, and keep top talent for our students, we request a 3 percent increase per year over two biennia (four years). These increases would be in addition to routine state general wage increases. **Outcomes:** outstanding applicant pools, improved retention and higher job satisfaction.

Pathways to jobs for all Washingtonians (\$86 million)

Community and technical colleges are a vital bridge to college for local students, especially for students of color and those who are the first in their families to go to college. We request investments to expand "Guided Pathways" — a powerful redesign of course sequencing and student advising that moves more students into careers or universities. Investments would:

- Increase student support services, including advising, counseling and navigators.
- Provide time for faculty to redesign curricula and engage in interdepartmental planning to establish career paths and program maps for students to follow.
- Establish tools to evaluate the reforms.

Funding would also be used to enroll more adult students in college and strengthen partnerships with K-12 schools and universities on issues like dual credits, comprehensive advising and transfer agreements. **Outcomes:** an estimated 2,000 new students each year, with 5,000 new annual completions by 2024.

High-demand training locally and statewide (\$35 million)

Our colleges are uniquely equipped to partner with employers to meet local workforce needs and make sure students graduate with job-ready skills. We request funding to increase the number of students in high-demand, high-cost programs like nursing, allied health, information technology, computer science and advanced manufacturing. The advanced manufacturing enrollments are particularly important to strengthen Washington's bid to produce Boeing's new mid-market airplane. Investments would also support training for local industry needs. **Outcomes:** 2,500 full-time equivalent students (5,000 headcount) in high-demand programs by the end of 2021.

¹ 1. Washington State Community and Technical Colleges: Faculty and Administrator Salary Study Update, by WWU and SBCTC, September 2018



2019-21 CAPITAL BUDGET REQUEST

OCTOBER 15, 2018

Capital investment means more opportunities for more students

Washington's system of 34 community and technical colleges appreciates the Legislature fully funding its 2017-19 capital budget request. Those projects are vital to students receiving the best education our colleges can provide.

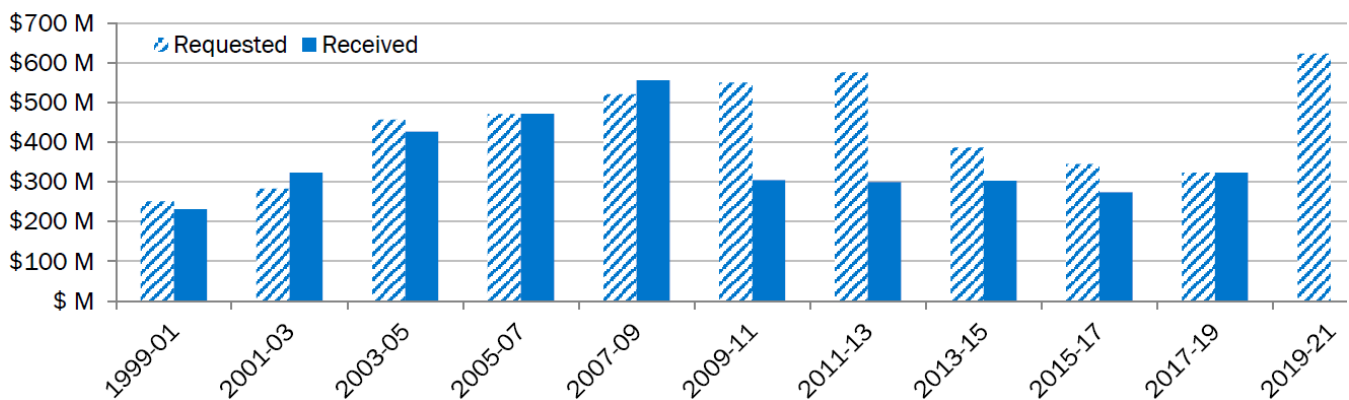
Even with the Legislature's much needed investment, colleges still face a significant backlog of capital projects¹. The list continues to grow as student and employer demand for programs change and technology improves. The college system's 2019-21 capital budget request will reduce the backlog, with many colleges ready to start construction on projects funded for design in the 2017-19 budget. The request will provide students with high-quality classroom and lab space and places for educational support so they can achieve their goals.

Washington's community and technical colleges request a \$627 million capital budget

As a state, we need to make investments to ensure our facilities are the best training ground for new and emerging industries. The community and technical college system requests \$627 million to fund its 2019-21 capital projects list. The list is in priority order and ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives and estimated cost.

The request will fund minor projects at all colleges as well as design and construction for 37 projects at 29 colleges. Fully funding these projects will help colleges expand capacity to serve more students in high-demand programs like STEM and allied health. Other projects — like those designed for student services, libraries and a new campus — focus on supporting student success.

Community and technical college capital budget funding history



Turn over for the community and technical college system's prioritized 2019-21 capital budget request.

Source: Office of Financial Management: "Higher Education Facility Comparable Framework 2016 Update" published April 2016.

CONTACT INFORMATION

Wayne Doty
Capital Budget Director
p: 360-704-4382
e: wdoty@sbctc.edu

2019-21 SBCTC capital request for new appropriations

Priority	College	Phase	Project	Amount	Cumulative
1	Statewide	Fund Swap	Preventive Facility Maintenance and Building System Repairs	\$22,800,000	\$22,800,000
2	Statewide	Complete	Minor Works – Preservation	\$23,739,000	\$46,539,000
3	Statewide	Complete	Minor Repairs – Roof	\$15,252,000	\$61,791,000
4	Statewide	Complete	Minor Repairs – Facility	\$38,527,000	\$100,318,000
5	Statewide	Complete	Minor Repairs – Site	\$3,310,000	\$103,628,000
6	Statewide	Complete	Minor Works – Program	\$39,841,000	\$143,469,000
7	Wenatchee	Construction	Wells Hall Replacement	\$29,531,000	\$173,000,000
8	Olympic	Construction	Shop Building Renovation	\$7,652,000	\$180,652,000
9	Pierce Puyallup	Design	STEM building	\$3,369,000	\$184,021,000
10	Pierce Fort Steilacoom	Construction	Cascade Building Renovation – Phase 3	\$31,592,000	\$215,613,000
11	Bellevue	Design	Center for Transdisciplinary Learning and Innovation	\$2,839,000	\$218,452,000
12	South Seattle	Construction	Automotive Technology	\$23,376,000	\$241,828,000
13	Lake Washington	Design	Center for Design	\$3,160,000	\$244,988,000
14	Bates	Construction	Medical Mile Health Science Center	\$40,828,000	\$285,816,000
15	Bates	Design	Fire Service Training Center	\$2,802,000	\$288,618,000
16	Olympic	Design	Innovation & Technology Learning Center	\$2,552,000	\$291,170,000
17	Shoreline	Construction	Allied Health, Science & Manufacturing	\$36,642,000	\$327,812,000
18	Everett	Design	Baker Hall Replacement	\$2,850,000	\$330,662,000
19	Spokane Falls	Construction	Fine and Applied Arts Replacement	\$35,663,000	\$366,325,000
20	Tacoma	Design	Center for Innovative Learning and Engagement	\$2,839,000	\$369,164,000
21	Wenatchee	Design	Center for Technical Education and Innovation	\$3,093,000	\$372,257,000
22	Clark	Construction	North Clark County	\$49,766,000	\$422,023,000
23	Shoreline	Design	STE(A)M Education Center	\$2,837,000	\$424,860,000
24	Everett	Construction	Learning Resource Center	\$45,365,000	\$470,225,000
25	Lower Columbia	Design	Center for Vocational and Transitional Studies	\$2,995,000	\$473,220,000
26	Spokane	Design	Apprenticeship Center	\$3,153,000	\$476,373,000
27	Grays Harbor	Construction	Student Services and Instructional Building	\$41,460,000	\$517,833,000
28	Columbia Basin	Design	Performing Arts Building Replacement	\$2,299,000	\$520,132,000
29	North Seattle	Construction	Library Building Renovation	\$28,579,000	\$548,711,000
30	Whatcom	Design	Technology and Engineering Center	\$2,868,000	\$551,579,000
31	Walla Walla	Construction	Science and Technology Building Replacement	\$8,796,000	\$560,375,000
32	Cascadia	Construction	Center for Science and Technology	\$37,985,000	\$598,360,000
33	Cascadia	Design	CC5 Gateway Building	\$2,993,000	\$601,353,000
34	Edmonds	Design	Triton Learning Commons	\$3,439,000	\$604,792,000
35	Renton	Design	Health Sciences Center	\$3,821,000	\$608,613,000
36	Bellingham	Design	Engineering Technology Center – Building J Replacement	\$1,295,000	\$609,908,000
37	Centralia	Design	Teacher Education and Family Development Center	\$1,897,000	\$611,805,000
38	Skagit	Design	Library/Culinary Arts Building	\$2,136,000	\$613,941,000
39	Highline	Design	Welcome Center for Student Success	\$2,957,000	\$616,898,000
40	Clark	Design	Hanna/Foster/Hawkins Complex Replacement	\$2,324,000	\$619,222,000
41	Peninsula	Design	Advanced Technology Center	\$2,103,000	\$621,325,000
42	South Seattle	Design	Rainier Hall Renovation	\$3,309,000	\$624,634,000
43	Seattle Central	Design	Broadway Achievement Center	\$2,723,000	\$627,357,000

2019-21 SBCTC capital request for financing authorities

College	Project	Authority
Columbia Basin	Student Recreation Center	\$27,000,000
Grays Harbor	Student Services and Instructional Building	\$3,200,000
Pierce Puyallup	Parking Expansion	\$2,831,000
Walla Walla	Student Recreation Center	\$6,500,000
Walla Walla	Clarkston Student Activity Center	\$1,500,000
Wenatchee	Wells Hall Conference Center	\$4,500,000
Yakima	West Campus Expansion	\$22,700,000

**Career Connect Washington:
Policy Summary for WSAC**

**CAREER
CONNECT
WASHINGTON**

Policy plan was built with a lot of help and input

Education

- Students & Parents
- Teachers & Counselors
- Superintendents
- 4-Year and Community College Presidents

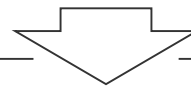
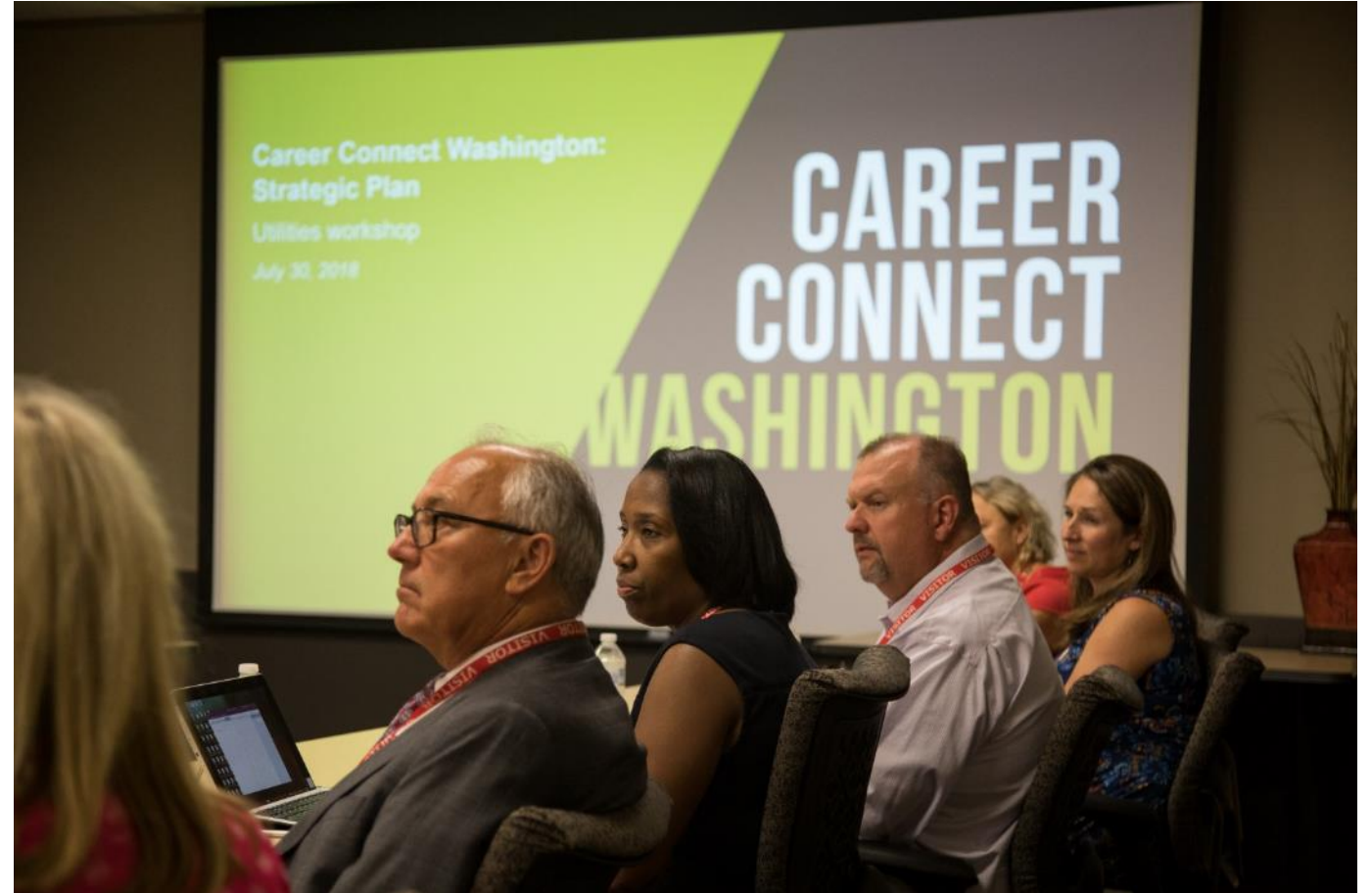
Business & Industry Leaders

Government/State Agency Staff

Labor Leaders

Community Leaders and Nonprofits

Regional Leaders



Workshopped extensively with CCW Government and Education Working Group

Career Connect Washington Policy Memo Summary (1 of 2)

Detailed Recommendations

Priority 1: Statewide System Development

- a) Formally authorize and endorse the Career Connected Learning vision including codifying clear definitions for high-quality Career Launch and Registered Youth Apprenticeship
- b) Authorize and fund a set of priority activities to be carried out by a Career Connect Washington Implementation Team under the guidance of the Governor's Office including coordinating cross sector leadership and implementing a cohesive marketing and communications agenda
- c) Fund dedicated and seconded staff capacity to support Career Connect Washington Implementation Team efforts, including seconded agency staff
- d) Fund data capacity to support regular reporting, timely research and analysis
- e) Direct the Washington Student Achievement Council to identify and align existing supports to promote equitable participation in Career Connected Learning

Priority 2: Funding to Education Partners for Student Enrollment in Career Launch

- a) Support the K-12 system and the Office of the Superintendent of Public Instruction to increase and streamline funding for student participation including increasing CTE funding and strengthening dual-credit programs to ensure equitable access
- b) Support Community and Technical Colleges and other higher education institutions to address postsecondary funding challenges for young adults participating in programs post-high school including CTC enrollment, CL/RA tuition waivers and backfill, and work study for CCL
- c) Promote innovation in equivalency and credentialing within endorsed CC and RA programs

Career Connect Washington Policy Memo Summary (2 of 2)

Detailed Recommendations

Priority 3: Regional Leadership and Program Intermediaries

- a) Support regional leadership to expand participation in Career Connected Learning including the funding of regional networks, career navigators, and equipment costs
- b) Direct support for innovative program design and expansion of Registered Youth Apprenticeship and endorsed Career Launch programs including providing grants for program design and expansion

Aligned Career Connect Washington Policy Priorities

- State Need Grant Expansion: Support expanded, sustainable, and reliable funding of SNG
- High School and Beyond Plan: Support proposals to promote a robust, technology-enabled, and dynamic (i.e. frequently revisited) HSBP that links to Career Connect Washington Plan
- Guided Pathways: Support for existing proposals to grow guided pathways and college to career advising in 2-year and 4-year institutions that link to Career Launch opportunities
- Support for New Market Airplane: Support for added workforce capability, aligned with the Career Connect Washington plan, proposed in the strategy to attract the new market airplane
- State Broadband Expansion: Rural communities need connectivity to participate in educational opportunities otherwise unavailable to them, including career connected learning

Thank you for your support throughout the system design process!



www.CareerConnectWA.org

Career Connect Washington

Policy Agenda Overview

Background

Washington State's economy is one of the fastest growing in the nation. To fuel continued growth, local employers need access to a pool of young, diverse, skilled talent. But many young adults are not prepared for the career opportunities available in lucrative fields like information technology, healthcare, advanced manufacturing, and business services. Across the state, too many high school students are disengaged and need support navigating options after graduation. There are persistent equity gaps in postsecondary education attainment and employment outcomes for young adults. Even in today's thriving economy, the path to economic self-sufficiency and fulfillment is difficult for too many young people, especially those in under resourced communities.

Increased public and private investment in Washington's young adults is essential to meet the talent needs of employers, and to address the persistent opportunity gaps for young adults. Through Career Connected Learning, young adults can build awareness of, exposure to, and preparation for the full range of career opportunities that surround them. This includes building their resumes, networks and professional connections they need to connect to jobs. At the same time, Career Connected Learning is a learning laboratory to advance academic attainment, build needed soft skills, and offer multiple pathways to economic success and life fulfillment.

That is why in 2017 Governor Inslee charged the Career Connect Washington Task Force, composed of leaders from business, labor, state government, non-profit organizations, and education, to devise strategies to expand Career Connected Learning and make it available to all young people. In February 2018 the Task Force concluded that while Washington has many excellent examples of Career Connected Learning programs, such as Registered Youth Apprenticeship, these programs lack systemic supports, such as predictable funding and reliable data, to achieve the scale needed to have a transformative impact on Washington's economy. Scale is essential to ensure that all young adults, across communities and regions, have equitable access to these high-quality opportunities.

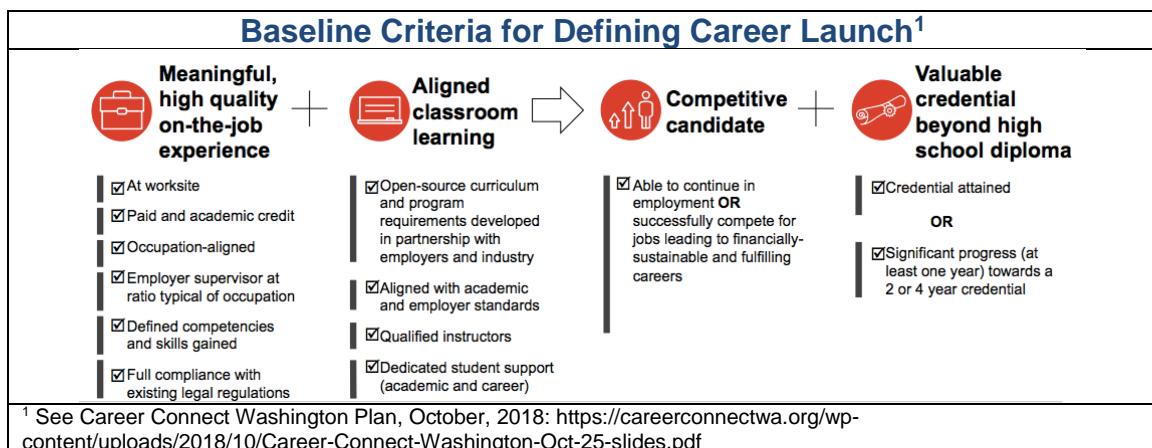
The Career Connect Washington Vision

At the direction of the Governor's Task Force, the Career Connect Washington Strategic Planning process was initiated to develop a strategy to bring a sustainable, statewide vision to life. Designed through an inclusive process convening leaders across industry, education, workforce, government and others, the vision of Career Connect Washington is ***to ensure that every young***

adult in Washington will have multiple pathways toward economic self-sufficiency and fulfillment, strengthened by a comprehensive state-wide system for Career Connected Learning.

The Career Connect Washington vision is not starting from scratch. It builds upon many examples of programs that give students on-the-job learning opportunities. These programs are offered in high schools through career and technical education systems, in community colleges, universities, and through Registered Apprenticeship. Experiences vary in approach and intensity, but generally fall into three categories:

- **Career Awareness and Exploration:** Structured activities and events can provide early exposure to new jobs and industries. This can take many forms, including job fairs, guest speakers, job shadows, job-site tours and similar activities.
- **Career Preparation:** These programs give students hands-on skills and knowledge experience within a particular business, career track or industry, and help them be more prepared for being hired in a professional setting, such as career and technical education courses, on-site internships, pre-apprenticeship programs and other similar opportunities.
- **Career Launch:** The most intensive type of career connected learning program, Career Launch programs combine paid, meaningful work experience with aligned classroom learning so students can receive college credit and an industry-recognized credential, making them job ready. This includes Registered Youth Apprenticeship and other rigorous Career Launch programs in the K-12, Community and Technical College, 4-year college and university systems.



¹As outlined in the Career Connect Washington Plan, "Career Launch" refers to a type of Career Connected Learning program that meets core criteria for the purposes of guiding goal setting, public investment, data collection, and branding. Existing programs, such as Registered Youth Apprenticeship may exceed these baseline criteria.

The Career Connect Washington Strategic Plan outlines steps to enable all Washington young adults to experience career awareness, exploration and prepare for future careers. By 2030, the plan aims to support a large enough system that 60 percent of students will choose the Career Launch experience. Meeting this goal will require cross-agency coordination at the state level, the support of regional networks and program development intermediaries and a concerted effort to activate employers and develop controls for quality, and robust communication to spread the word.

Realizing the transformational potential of achieving this scale also demands concerted efforts to ensure equitable access and outcomes for these programs across the state. This includes:

- Ensuring representation of key community stakeholders and voices within key advisory bodies related to Career Connected Learning at the state and regional level;
- Collecting and disaggregating program participation and outcomes data by race, gender, income, rurality, and other relevant categories;
- Clear targets for equity to guide action by regional partners related to program design and expansion, including specific equity focused criteria within grant funding processes and strategies;
- Funding to ensure affordable access to Career Connected Learning programming, and
- Targeted supportive services to ensure access and success for students facing barriers or living in underserved communities based upon a robust inventory of what is currently available and what is needed for student access and success.

The Role of Policy to Realize the Vision

By combining learning on-the-job and in the classroom, Career Connected Learning straddles the worlds of education and the workforce. This is uniquely valuable to the participating young adults and employers, but poses some practical challenges, and too often relies on heroic acts by local partners from education, labor, workforce, and community-based organizations.

A clear state policy agenda will help partners at the state, regional, and local levels overcome these practical challenges and make it easier for them to work together to offer more young-adults and employers an impactful experience. This collaboration allows for innovation, engagement and investment by business, while formally integrating Career Connected Learning within Washington State's existing education and workforce systems.

The Career Connect Washington Strategic Planning process engaged leaders and stakeholders across business, labor, education, state and local policymakers and agencies, non-profit and community based-organizations, as well as students and families. These same stakeholder groups are essential for

successful implementation for the Career Connect Washington vision and will be kept engaged throughout the process.

In addition to identifying key policy gaps, the process identified a number of existing policy proposals from partner agencies and stakeholders that will be critical to the formation of an impactful, sustainable system. The result is a set of policy priorities to help advance the Career Connect Washington vision.

Career Connect Washington Policy Priorities Overview

The Final Report from the Governor’s Career Connect Washington Task Force outlined the need for, “the development of a sustainable funding strategy, and a governance structure that recognizes the private sector as a co-investor of the talent pipeline.”² Realizing this vision and building an integrated system of Career Connected Learning in Washington is a long-term effort that demands both leadership and co-investment by the private sector, government, education and non-profit institutions. But action by the Governor and the State Legislature is essential today for laying the foundation for a sustainable system across these critical areas:

- 1. Statewide system development** through cross-sector coordination in priority areas including, system alignment, data and communications to promote the sustainable expansion of high-quality Career Connected Learning.
- 2. Funding to K-12 and higher education partners** to support enrollment in Registered Youth Apprenticeship and Career Launch programs.
- 3. Support for regional leadership and intermediaries** to create and implement Career Connected Learning programs, and help young adults and employers to navigate these opportunities.

PRIORITY ONE: Statewide System Development

Implementing Washington’s vision for Career Connected Learning demands high-level, cross-sector leadership, and dedicated capacity to coordinate near-term actions toward a sustainable Career Connected Learning system. Dedicated capacity creates a shared, central point of accountability for implementation progress and supports the integration of Career Connected Learning into existing education and workforce systems. It also ensures consistent guidance to make it easier for regional education, employer and workforce partners to come together to build and expand Career Connected Learning programs. This capacity will also take steps to make it possible to collect good data on programs, and send clear signals about the value of these opportunities to students and families. Specifically, the Legislature can lead by taking steps to:

² Career Connect Task Force Report, February 2018: http://www.wtb.wa.gov/Documents/CCT2018_8PgFolio_Final.pdf

a) *Formally authorize and endorse the Career Connected Learning vision by:*

- i. **Articulating the Career Connect Washington vision and the need for joint action:** The statewide vision outlined in the Career Connect Washington Strategic Plan underscores the importance of shared action and accountability across state systems. By helping shape and articulating a clear vision for Career Connected Learning, the Legislature can help government and other non-government partners align toward shared goals and support their joint action.
- ii. **Codifying clear definitions for high-quality Career Launch and Registered Youth Apprenticeship programs to guide quality assurance:** Expanding Career Launch programs demands a clear approach to quality assurance to inform public investment, data collection, and make it easier for students, parents and employers to navigate these opportunities. This starts with codifying and establishing clear, statewide definitions for the key experiences the initiative aims to expand. These include addressing the need for definitions for “Career Launch” and “Registered Youth Apprenticeship” to ensure alignment across education and workforce systems regarding these programs, integrate Career Connected Learning into existing systems for quality assurance and data collection, and to inform public investment in these experiences. Definitions to build from include:
 - o A *Career Launch* Program meets at minimum baseline criteria outlined in detail within the Career Connect Washington Strategy, including:³
 - Meaningful, paid, on-the-job work experience supervision;
 - Aligned classroom learning to academic and employer standards;
 - Culmination in a valuable credential beyond high school diploma or significant progress towards a two or four year credential.
 - o A *Registered Youth Apprenticeship* meets the criteria of a Registered Apprenticeship program, but is designed to be accessible and support the success of apprentices who are high school juniors and seniors at the start of the program, but could include participation by the broader Career

³ See Career Connect Washington Plan, October, 2018: <https://careerconnectwa.org/wp-content/uploads/2018/10/Career-Connect-Washington-Oct-25-slides.pdf>

Connection Washington target youth population (under age 29).⁴

b) Authorize and fund a set of priority activities to be carried out by a Career Connect Washington Implementation Team under the guidance of the Governor's Office, which include:

- i. Coordinating cross-sector leadership to advance strategic priorities:** Under the guidance of the Governor's Office, the Implementation Team will be responsible for convening and coordinating action across partners:
 - Key state agencies including, but not limited to the Department of Labor & Industry Apprenticeship Division, the Department of Social and Health Services, the Education Research and Data Center, the Employment Security Department, the Office of the Superintendent of Public Instruction, the State Board of Community and Technical Colleges, the State Workforce Training and Coordinating Board, Washington State Rehabilitation Council, and the Washington Student Achievement Council.
 - External, cross-sector advisory groups and leaders, including, but not limited to high-level representatives from business, labor, philanthropy, as well as students, parents and community partners.
- ii. Implementing a cohesive marketing and communications agenda:** The Implementation Team will develop and implement a robust communications strategy to help brand and promote the Career Connected Learning Vision and existing program opportunities statewide.
- iii. Mobilizing private sector and philanthropic leadership and resources to support system building:** The Implementation Team will be charged with mobilizing private sector and philanthropic investment to support near-term priorities, including

⁴ As governed by the Washington State Department of Labor and Industries and the Washington State Apprenticeship and Training Council there are clear guidelines for Registered Apprenticeship Programs. Within that framework there has been substantive innovation with Registered Youth Apprenticeship, programs designed to serve apprentices that at least at the start of the program remain in high school. But at this point there is not a clear definition to help guide further expansion of Registered Apprenticeship programs designed to serve youth. Career Connect Washington presents a set of policy priorities that will support expansion of the model. Establishing a clear statewide definition for Registered Youth Apprenticeship can make it easier to target support and investment as part of the Career Connect Washington effort, collect data on youth participation and outcomes, and provide clear guidance to prospective employer and education partners at the regional level.

increased awareness about Career Connected Learning and early stage efforts to design and implement new, exemplar Career Connected Learning programs.

- iv. **Transitioning systemic functions to key agencies and existing systems:** The Implementation Team will work across agency partners to establish key processes and rules, and transition key system responsibilities over time across various, relevant state agencies.
- v. **Reporting implementation progress to the Legislature:** The Implementation Team will abide by a regular reporting timeline on key progress metrics to the State Legislature. These reports will focus on implementation priorities established by the Legislature in consultation with the Governor.

c) Fund dedicated and seconded staff capacity to support Career Connect Washington Implementation Team efforts, including:

- i. **Seconded agency staff:** Fund dedicated staff within key agencies to serve on the Implementation Team. This capacity will help embed Career Connected Learning within existing agency operations.
- ii. **Dedicated staff to support plan implementation under the leadership of the Governor's Office:** In addition to seconded agency staff, funding for dedicated capacity is needed to coordinate with partners and be accountable for delivering on key implementation priorities within the Career Connect Washington Strategic Plan as directed by the Legislature.

d) Fund data capacity to support regular reporting, timely research and analysis through:

- i. **Dedicated Career Connect Washington data capacity to provide a clear picture of program participation:** Support the Implementation Team to collaborate with EDRC and other state partners to analyze and report on program participation disaggregated by race, income, geography to the Legislature, Governor and the broader public.
- ii. **Establishment of Data Enclave:** Support efforts to create a robust, secure, and anonymized data enclave under the Education Research and Data Center to collect, combine, and clean all relevant P-20 and workforce data for analysis. Data will be made available for independent researchers following robust student

privacy protections and access protocols. This includes carrying out efforts with external research partners to conduct impact evaluations and identify CCL outcomes.

e) Direct the Washington Student Achievement Council to identify and align existing supports to promote equitable participation in Career Connected Learning, by:

- i. Supporting statewide inventory and promotion of supportive services:** In collaboration with the Workforce Training and Coordinating Board and many other state agencies, inventory existing support systems for students and work with CCW staff to create a portal to connect students, especially those facing access barriers (e.g. rural, low-income, students of color), with existing supportive services (e.g. including transportation, materials, equipment, rural broadband, etc.).

PRIORITY TWO: Funding to Education Partners for Student Enrollment

Formally integrating Career Connected Learning within secondary and higher education is essential to promoting equitable participation statewide. New funding can support educators' critical role in program delivery, and support students' affordable access to postsecondary credit and credentials through participation in Career Connected Learning. To support the capacity and leadership of education partners to expand student participation in Career Connected Learning, the Legislature can act to:

a) Support the K-12 system and the Office of the Superintendent of Public Instruction to increase and streamline funding for student participation by:

- i. Increasing K-12 CTE Funding:** Provide up to 1.2 FTE for Career Launch programs and Youth Registered Apprenticeship to support year-round participation. Additional funding will allow schools to adequately staff programs beyond during the school year and into the summer when much work-based learning is likely to occur. Funding may be used to support teachers or work-based learning coordinators, who place students, liaise with employers and college partners, and document learning.
- ii. Strengthening dual-credit programs to ensure equitable access to dual credit courses:** Develop a sustainable funding formula to promote equitable access for students to Registered Youth Apprenticeship and Career Launch programs. This approach will reduce current costs to students that come in the form of program fees. It will also provide a clear funding solution for Washington's high schools and postsecondary institutions to form

clear, sustainable partnerships and simplify communication to all stakeholders.

b) Support Community and Technical Colleges and other higher education institutions to address postsecondary funding challenges for young adults participating in programs post-high school by:

- i. **Increasing Community and Technical College enrollment funding to build capacity for Career Launch:** To promote program participation by high school graduates or out-of-school youth, provide enrollment-based funding to Community and Technical Colleges to build their capacity to support Career Launch and Registered Apprenticeship programs for young adults. This capacity is important to support engagement with employers and state community partners in the start-up and program implementation phases, as well as ensuring that students are adequately supported while participating in programs.
- ii. **Filling Registered Apprenticeship tuition waiver funding gap and extend to Career Launch:** To ensure that education costs are not being inequitably borne by young adults participating in Registered Youth Apprenticeship and Career Launch programs, fill the funding gap for fifty percent tuition waiver for Registered Apprenticeship programs, and extend the benefit to Career Launch Programs.
- iii. **Enabling the use of Work Study funding to support Career Connected Learning:** Align the use of work-study funds to support Career Launch and Registered Youth Apprenticeship programs so that students can build meaningful work experience relevant to their career goals.
- iv. **Clarifying Financial Aid eligibility and exclusions from Caps:** Ensure participation in Career Launch and Registered Apprenticeship programs will not impact students' future eligibility for state and federal financial aid, including any financial aid caps that could adversely impact high school students participating in Registered Youth Apprenticeship or Career Launch programs.

c) Promote innovation in equivalency and credentialing within endorsed Career Launch and Youth Registered Apprenticeship programs by:

- i. **Supporting use of flexible 24-Credit diploma:** Provide funds to the Office of the Superintendent of Public Instruction to offer guidance and technical assistance to local education agencies to use 24-credit diploma flexibility to ensure students take advantage

of this flexibility, and earn high school credit for Career Launch and Youth Registered Apprenticeship.

- ii. **Supporting the expansion of portable credits and credit for prior learning:** The transferability and equivalency of course credits earned through Career Connected Learning are essential to consistency and quality across the system. Improving transferability will demand collaboration among key partners, particularly the Office of the Superintendent of Public Instructions and the State Board of Community and Technical Colleges to drive increases in portable credits across CTCs and 4-years. Agencies should additionally explore flexibility to maximize the recognition of prior learning, bearing in mind risks and limitations related to accreditation.

PRIORITY THREE: Regional Leadership and Program Intermediaries

Career Connected Learning programs should be tailored to the local needs of students and employers, but designed so that student learning is portable across education settings and across an industry throughout the state. Public and private sector partners at the regional and local level need capacity to form networks that can expand student and employer participation in Career Connected Learning. At the same time, program intermediaries working within and across regions can mobilize multiple employers to develop new and innovative programs and scale existing programs aligned to lucrative careers. To support the formation of an agile, cohesive system driven by regional and employer needs, the Legislature can act to:

a) Support regional leadership to expand participation in Career Connected Learning:

- ii. **Funding the formation of Regional Networks:** Competitive grant funds to regions aligned with Education Service District Areas to convene and manage regional, cross-sector networks that will lead expansion of the spectrum of Career Connected Learning experiences. Funds would support dedicated staff capacity and their activity at the regional level to establish connections between business and education and provide technical support to start and expand programs. These Network conveners would be selected via a formal request for proposal process designed by the Commission and agency partners. Proposals will be evaluated on a set of criteria that includes, but is not limited to:
 - Status as a trusted partner of business and education stakeholders;
 - Track record of success with Career Connected Learning and aligned initiatives, and
 - Commitment to equity.

These regional Networks will be periodically reevaluated by the Commission to assess progress. Possible lead entities could include, but are not limited to: Workforce Development, Councils, Chambers of Commerce, Regional STEM Networks, Educational Service District Areas, Economic Development Councils.

- iii. **Fund a Network of Career Navigators:** Fund community-based career navigators to work with schools to be a resource to K-12 and CTC educators to help young adults navigate local CCL opportunities. Navigators would be embedded within Regional Networks aligned with the state's Education Service Districts Areas to work with school leaders, counselors and teachers across a region.
- iv. **Fund Equipment Costs:** Fund regions to purchase equipment and materials related to the implementation of Registered Youth Apprenticeship and Career Launch programs.

b) Direct support for innovative program design and expansion of Registered Youth Apprenticeship and endorsed Career Launch programs by:

- i. **Funding for Department of Labor and Industries to build capacity in the Registered Apprenticeship system for youth Programs:** Support new, dedicated capacity at the Department of Labor & Industry to support Youth Registered and Pre-Apprenticeship expansion and data collection, including developing and disseminating clear guidance on young adult employment policies through Regional Networks.
- ii. **Providing grants for program design and expansion:** Provide competitive grants to support intermediaries to design, launch, and scale Registered Apprenticeship and Career Launch programs. Intermediaries may include, but are not limited to, new or existing industry associations, joint labor management councils, regional networks, postsecondary education and training institutions working with multiple employer partners, and other community organizations. Intermediaries will use funds to work with industry and education partners to build curriculum for new programs, and then engage Regional Network infrastructure and Career Navigators to recruit young adults and increase employer participants. Funds to intermediaries should provide clear direction to support innovation with competency-based approaches to credential structured work-based learning and should be based on programs that they will help to scale and are in high demand, high

potential pathways. All curriculum will be open sourced, and available to transfer anywhere in the state.

Aligned Career Connect Washington Policy Priorities

The Career Connect Washington policy agenda supports the leadership and action across a number of state partners. However, in addition to the core policy priorities described above, Career Connect Washington is aligned with several, broader, important policy priorities being advanced by other partners in the State. These include:

- **State Need Grant Expansion:** In order to ensure that all students can access education opportunities beyond high school, including career connected learning, expanded, sustainable, and reliable funding of State Need Grant is critical.
- **High School and Beyond Plan:** Support proposals to promote a robust, technology-enabled, and dynamic (i.e. frequently revisited) HSBP that links to Career Connect Washington Plan.
- **Guided Pathways:** Support for existing proposals to grow guided pathways and college to career advising in 2-year and 4-year institutions that link to Career Launch opportunities.
- **Support for New Market Airplane:** Support for added workforce capability, aligned with the Career Connect Washington plan, proposed in the strategy to attract the new market airplane.
- **State Broadband Expansion:** Rural communities need connectivity to participate in educational opportunities otherwise unavailable to them, including career connected learning.

Workforce Board Legislative Session Priorities

Nova Gattman

Legislative Director

Presentation to the Student Achievement Council 11/7/18

**Workforce Training and
Education Coordinating Board**





TAP Implementation Agenda

- Talent & Prosperity for All – state’s plan for workforce development system transformation.
- Implementation in process since 2016.
- Board received feedback on barriers to implementation of goals and strategies.
- TAP agenda engages all partners in solving system-wide issues.



Incumbent Worker Training

- **Problem:** Businesses aren't always getting workers with the right mix of skills and education.
 - Limited resources for "upskilling" current workers to take higher level jobs.
 - State ranks #46 in the nation for incumbent worker training investments.
- **Solution:** Double the state's investment in incumbent worker training. (\$12.5M annually)



Increased Business Engagement

- Problem: Businesses lack an understanding of the services available through the workforce system. System partners are unable to effectively target where to best offer support and interventions.
 - Estimated 4-8% of businesses use the workforce system.
- Solution: Data-driven solution to more effectively target businesses in need of support. (\$350K annually)
 - Funding would secure use of the EconoVue program, which uses multi-level data to easily identify businesses in need of support.



- Problem: Federal call for better integration of workforce system for businesses and job seekers. But limitations in agency systems are limiting this streamline of services and application processes.
- Solution: Fund a business analysis of the workforce system's IT infrastructure to recommend solutions for data sharing across systems. (Cost, TBD)



- Private career school licensing & Career Bridge upgrades. (\$801K/biennium)
 - Current system is 15 years old and has security risks for sensitive school financial data.
 - Board staff and schools duplicate entries, causing data integrity issues.
 - Funding would replace a 15 year old system with a customizable system.



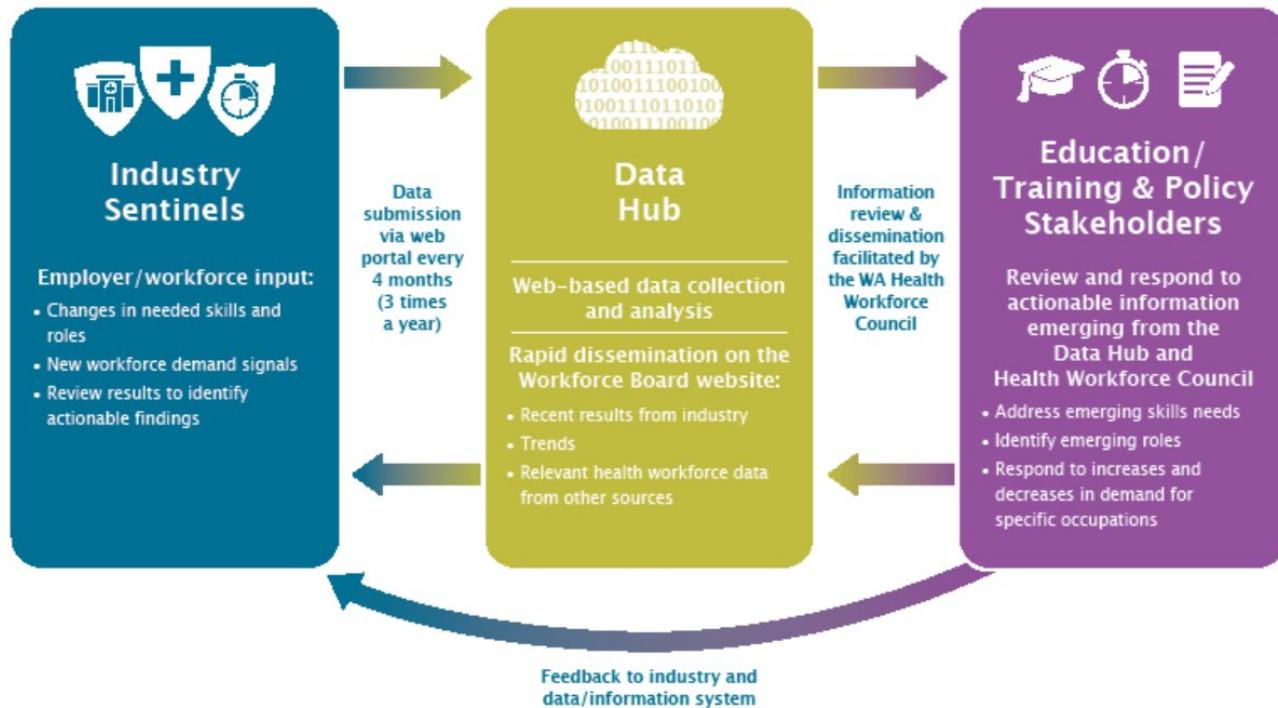
Agency-Specific Requests

- State Health Workforce Planning (\$240K/annually)
 - Continuation of the Health Workforce Sentinel Network.
 - Joint project of the Board and the University of Washington Center for Health Workforce Studies.
 - Dedicated staff support for the Health Workforce Council.



The Health Workforce Sentinel Network supports health workforce preparation and deployment by:

1. Identifying emerging health workforce demand signals and trends.
2. Rapidly disseminating information to education, training and policy partners who can take action based on findings.



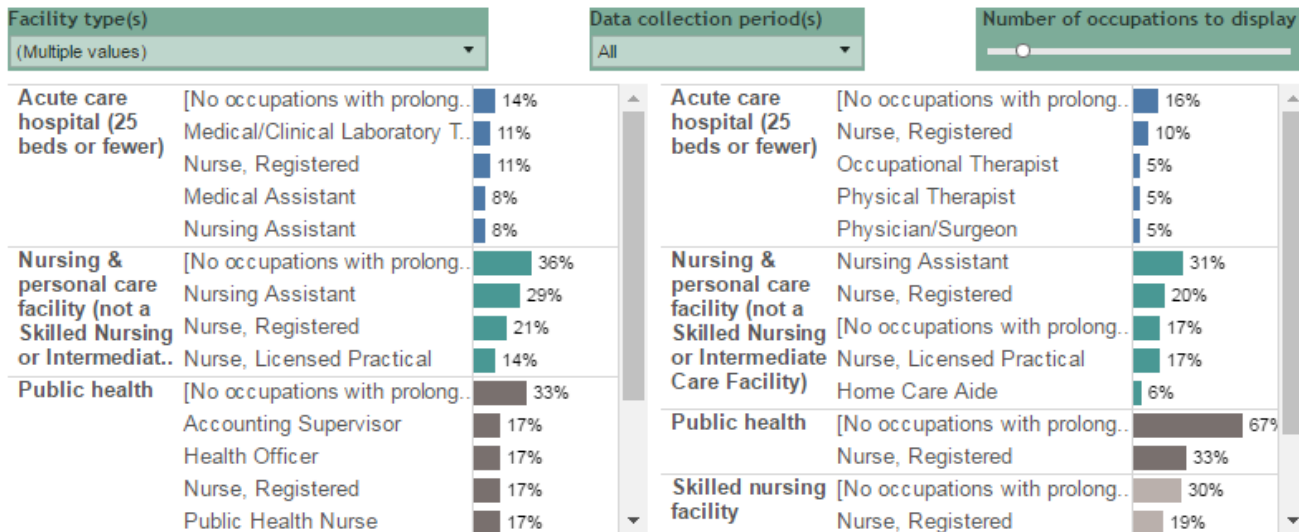


Sentinel Network: RN Example

Sentinels were asked: "Recently (in the past 3-4 months), has your facility type experienced exceptionally long vacancies for any open position? If yes, for which occupations and what are possible reasons why?"

- I. Select a facility type(s) to begin exploring data. Ctrl/Cmd + Click to show multiple facility types.
- II. Select the data collection period(s) and the number of occupations to show for the selected facility type(s).
- III. Reasons: Click on an occupation (or Ctrl/Cmd + Click on multiple occupations). Move your cursor over the bars to see respondents' comments.

Prolonged Vacancies by Facility Type



Data collected June 15, 2016 - July 30, 2016

Data collected Nov. 1, 2016 - Dec. 15, 2016



Thank you!

10

10

Thank you for your interest in the Workforce Board's legislative agenda!

For more information, contact:

Nova Gattman

(360) 709-4612

nova.gattman@wtb.wa.gov

www.wtb.wa.gov



WASHINGTON STEM | 2019 LEGISLATIVE PRIORITIES

Washington STEM supports expanding student opportunity through P-20 STEM education and career connected learning. This legislative agenda outlines public policies that our data and research indicate will drive equity and opportunity for Washington students, particularly students of color, girls and young women, students from low-income backgrounds, and students from rural communities.

Expand Career Pathways

Washington students, particularly students from underserved communities, will benefit from access to career connected learning programs that prepare them for high-demand, family-sustaining careers in Washington.

- Support increased capacity for regional STEM Network efforts to advance career connected learning through business, community, education, and government collaborations by supporting a fair and competitive grantmaking process.
- Support regional career guidance and navigation.
- Support data and measurement for career connected learning initiatives.

Expand Statewide Data and Measurement Capacity

Support transparent, timely, and clear data collection, connection, and sharing about the Washington education system and workforce in order to measure impact, effectiveness, and outcomes for students.

- Expand the capacity of the ERDC in data linking and matching, data visualization, governance, and creating a data enclave tool.

Support STEM Education Infrastructure

- Increase the Computer Science Education grant funding by \$4M for a total of \$6M over the biennium and establishing these grants as multiyear grants.
- Increase leadership and system capacity for providing impactful and equity-focused Next Generation Science Standards education through increased funding for Leadership Assistance for Science Education Reform (LASER) from \$375K to \$600K.
- Expand capital STEM education funds from \$12.5M to \$20M to develop or improve STEM teaching and learning spaces.

Contact Jesse Gilliam at jesse@washingtonstem.org or Jim Justin at jim@jimjustingov.com for more information.

2019 FULL LEGISLATIVE AGENDA

Advance policies and programs that set students on the pathway to high-demand, family-sustaining careers.

- Increasing access to career connected learning programs, like internships, apprenticeships, career exploration, job shadows, and more in- and out-of-school career-related experiences;
- Supporting increased capacity for regional STEM Network efforts to advance career connected learning through business, community, education, and government collaborations by supporting a fair and competitive grantmaking process;
- Supporting career guidance and navigation supports and data and measurement for career connected learning;
- Increasing access to computer science education from K-12 through postsecondary by funding the computer science education grant program at \$3M per year and establishing these grants as multi-year grants, creating support and incentives to expand access to computer science education for pre-service teachers, supporting computer science coordinators across the state, and requiring every school to offer a course or instruction in computer science;
- Increasing dual-credit opportunities aligned with high-demand family-wage career pathways;
- Supporting other programs that expand career connected learning for students, including expanded learning opportunities, increased K-12 CTE funding, a middle school career pathways course starting students on High School and Beyond, flexible youth apprenticeship models, and increased number of high school counselors; and
- Supporting postsecondary programs increasing education pathways to high-demand STEM careers, including investments that allow postsecondary leaders to work collaboratively with K-12 leaders to build clear handoffs within high-demand sectors.

Advance policies and programs that prepare students of color, girls and young women, and students from rural and/or low-income communities for success through a strong STEM education.

- Increasing leadership and system capacity for providing impactful and equity-focused Next Generation Science Standards education, including leadership support for the Governor's innovative Climate Science education initiative, through increased funding for Leadership Assistance for Science Education Reform (LASER) from \$375K to \$600K;
- Supporting regional STEM Network programs that engage underserved students in STEM education and career pathways experiences; and
- Supporting statewide programs that support underserved students, including the Washington State Opportunity Scholarship and Washington MESA, and supporting funding for underserved students to participate in Washington FIRST programs.

Advance policies and programs that deliver high-quality early learning, with a focus on early math and STEM education.

- Supporting OSPI early learning coordinators; who comprise a regionally-led and regionally-specific system that supports professional development, leadership, and capacity building for early learning professionals, particularly when it comes to closing early math opportunity gaps;
- Incorporating early STEM into key early learning systems;
- Supporting the Early Learning Action Alliance agenda; and
- Supporting professional development in early STEM for early learning educators.

Advocate for transparent, timely, and clear data sharing about the Washington education system and workforce.

- Working with state agencies to ensure policies and practices around data exchange are effective and accessible;
- Expanding the capacity of the ERDC in data linking and matching, data visualization, governance, and creating a data enclave tool; and
- Supporting a robust and educator friendly workforce and student data platform to inform alignment of K-12 courses with labor market data.

Expand capital STEM education funds from \$12.5M to \$20M to develop or improve STEM teaching and learning spaces.

CSF 2019 Legislative Priorities



The College Success Foundation is pursuing a 2019 legislative agenda rooted in our values and goals. Our mission is to help students navigate the pathways and overcome obstacles to higher education, focusing on the underserved youth who lack the resources and guidance needed and who face the most barriers. We work with policymakers and partners to create an education policy framework based on equity. We strive to close gaps experienced by historically and systemically underserved students—those who might not otherwise get to, and complete, college without our help. Our scholars include young people from low-income families, students of color, youth who have experienced foster care and homelessness, and first-generation college students.

CSF is asking for expansion of our college readiness high school programming and college partnerships to serve more low-income youth statewide and boost attainment rates. In addition, we believe the following legislative priorities will advance our goals:

Postsecondary Access and Completion

A credential after high school—either a certificate, two-year, or four-year degree—will be necessary for 70% of Washington jobs by 2021, and the state’s employers are estimating 740,000 job openings by that time. In order to prepare underserved and underrepresented students for enrollment in, and completion of, postsecondary programs, and access to these jobs, we prioritize:

- **Hold policymakers to their commitment to fully fund the State Need Grant (\$116 million in the four-year budget outlook, which would eliminate the waiting list by FY 2022) and advocate for a more aggressive timeline, possibly more expansive income eligibility and forecasting. State Need Grant Advocacy Day, Capitol Campus, February 2019.**

DRAFT

- **Bolster College Bound Scholarship program with needed supports.**
- **Remove barriers, including financial, to accessing dual credit and expanded learning opportunities (including Running Start, CTE and AP/IB). (Working SB 6209 with partners as basis.)**
- **Act as an intermediary for career-connected learning endeavors, support legislation as appropriate.**

Student Supports

In order to learn and thrive, low-income and first generation youth may need social-emotional, physical and security needs met, as well as additional academic support.

Following the historic passage of:

- **HB 1488: expanding financial aid for undocumented students by making them eligible for the College Bound Scholarship, support legislation that protects or expands undocumented students' access to aid and needed supports. E.g., consider legislation on undocumented student loans.**
- **SB 6274: expanding the Passport to College Promise Scholarship to *all* foster youth in WA and also to youth who have experienced homelessness, as well as adding an apprenticeship pathway, work closely with partners and policymakers to implement, support for increased funding and, if needed, additional legislation (e.g., additional support for homeless students).**
- **SB 6223: convenes a workgroup of state agencies and nonprofit partners to design a continuum of educational services for children and youth in foster care and experiencing homelessness from pre-K through postsecondary education. First report due to the legislature December 2018. Craft/support legislation resulting from the workgroup's findings.**

Other priorities:

- **Learning Assistance Program (LAP): support funding, program effectiveness and equity, lifting 5% cap on use of CBOs in LAP that restricts access to services.**
- **Support enhanced counseling, investment in High School and Beyond Plan.**
- **Legislation that promotes equity and closes opportunity gaps.**

State Need Grant Expansion and Entitlement

With an investment of \$18 million during the 2018 session, Washington State moved closer to fully funding the SNG last year and we applaud those efforts. The WSA aims to ensure the following: a) full funding happens by or before 2021 and aid the 23,000 students who are left unfunded b) the SNG has secure funding for the SNG by making the program an entitlement c) lastly, we are pushing for eligibility for the SNG to expand to from 70% of the median family income to 100% MFI.

College Without Debt

Washington State is home to 800,000 student loan borrowers who collectively owe \$24 billion dollars in student loan debt. Funding levels for public universities in Washington have not returned to pre-recession levels. We urge the legislature to develop a long-term funding plan that covers the entire the cost of attendance for undergraduate and graduate students (tuition, housing, textbooks, and living expenses). Our efforts aim to leave students with zero student loan debt once they graduate college. 11 states offer some form of free college, our goal is for WA to have the most robust program in the nation.

Undocumented Student Loan Program

With recent threats to the Deferred Action for Childhood Arrivals (DACA) program, we subsequently see the presence and retention of our undocumented students under attack. With no clear indication from the federal government that DACA students will be protected, the WSA is advocating for increased protections and financial aid programs for our undocumented student population here in Washington State. The WSA is asking the state legislature to create a state-funded loan program specifically for undocumented students to access which would create a reliable way for students to pay for higher education expenses.

Eliminate Working Requirement for Working Connections Child Care

Child care can often exceed the cost of tuition for some student parents. 25% of the student body in Washington are working parents and deserve access and increased affordability for child care services. Currently, eligibility for the Working Connections Child Care (WCCC) subsidies requires that a student works at least 20 hours a week. On-campus jobs that are most accessible to students and accommodate class schedules are limited to only 19.5 hours per week, which automatically exclude student parents from eligibility for these benefits. We believe that students shouldn't be forced to work a minimum amount of hours while going to school and taking care of a family. The WSA advocates for the work requirement for the WCCC program to be removed and allow students to access this subsidy.

###

The Washington Student Association advocates on behalf of 130,000 graduate and undergraduate students at all six baccalaureate universities in Washington State and Bellevue College. Since 1981 the WSA has worked to make our system of higher education more affordable and accessible for all current and future students.