

PRELIMINARY BOARD MEETING AGENDA
 Cascade Conference Rooms A & B
 State Board for Community & Technical Colleges
 1300 Quince Street SE, Olympia 98504
 January 26, 2012

9:00	Welcome and Introductions	<u>Tab</u>
	<ul style="list-style-type: none"> • Ethelda Burke, Chair, Higher Education Coordinating Board • Charlie Earl, Executive Director, State Board for Community & Technical Colleges 	
	Approval of November 2011 Meeting Minutes	1
9:15	Roadmap for 2012 (January to June)	2
	<p>Don Bennett, executive director, will present an overview and timeline for Board activities over the next several months, including:</p> <ul style="list-style-type: none"> • 2012 Legislative Session • Strategic Master Plan – Next Steps • Transition to Office of Student Achievement Council (or other successor) 	
10:00	Annual Update: Student Financial Aid Programs	3
	<p>The Annual Report of State Financial Aid Programs describes recent changes and trends in student financial aid and includes several program briefs. The report will be presented by Rachelle Sharpe, HECB Director of Student Financial Assistance. Carla Idohl-Corwin, Dean of Student Financial Services, South Puget Sound Community College, will provide institutional perspective regarding recent trends in student aid.</p>	
11:00	Joint Report: “A Skilled and Educated Workforce”	4
	<p>This is the third in the series of biennial reports published jointly by the HECB, SBCTC and WTECB to identify high employer demand occupations and further target growth to meet the needs of the economy. The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.”</p> <p>The joint report will be presented by staffs from the three agencies:</p> <ul style="list-style-type: none"> • Randy Spaulding, Director, Academic Affairs, HECB • Tina Bloomer, Policy Research Associate, SBCTC • Bryan Wilson, Deputy Director, WTECB 	
12:00	Board lunch	

1:00	Status Report on Program Database Washington received a US Department of Education grant in 2009 to develop a Statewide Longitudinal Data System (SLDS). A key component of that project is a complete database of approved programs of study and authorized degree programs. Jan Ignash, Deputy Director for Policy, Planning and Research, will brief the Board on the project and explain its relationship to planning and system design efforts. Staff will also present a summary of degree program approval activities in the past year.	5
1:45	Information: Key Facts The Key Facts book, which is updated annually, covers a wide range of data about higher education, including information on both public and private postsecondary institutions. Its purpose is to address questions and concerns that higher education stakeholders typically pose.	6
<u>Public Comment</u> - A sign-in sheet is provided for public comment on any of the items above.		
2:30	<u>Adjournment</u>	

Meeting Accommodations: *Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.*

2012 HECB MEETING CALENDAR

DATE	LOCATION
February 29, Wed 9:00 – 4:00	ESD 113 Thurston Room, Capital Event Center Tumwater
March 29, Thurs 9:00 – 4:00	South Puget Sound Community College Bldg 35, Room 151
April 26, Thurs 9:00 – 4:00	Olympic College HSS 119/121
May 31, Thurs 9:00 – 4:00	WSU Tri-Cities CIC, Room 120/120A
June 28, Thurs 9:00 – 4:00	Cherberg Bldg, SHR 4 Capitol Campus



January 2012

Draft Minutes of November 2011 Board Meeting

Board members present

Charley Bingham
Ethelda Burk, Chair
Roberta Greene
Jesus Hernandez
Addison Jacobs
Sam Shaddox
Sam Smith

Welcome and Introductions

HECB Chair Ethelda Burke opened the meeting at 9:00 a.m. and asked members of the audience and the Board to introduce themselves. She thanked Chancellor Kenyon Chan and his staff for hosting dinner the previous evening. Chancellor Chan offered a few words of welcome. He said UW Bothell is bursting at the seams. Built for 1,800 students, its current enrollment is at 3,700. UW's biggest issue is facilities. Developing a capital budget is a significant challenge, Chan said. The Science Tech building is ready to go, but the school needs \$63 million to build it. Despite tight budgets, he said the school would continue to grow. He thinks a case can be made for growing the Bothell campus rather than building a new university near Everett.

Consent Agenda Items Approved

Action: **Jesus Hernandez** moved for approval of the consent agenda, which included:

- The September Board Meeting Minutes
- HECB 2012 Board Officials, *Resolution 11-22*
- HECB 2012 Meeting Calendar, *Resolution 11-23*; and a
- New degree program for Bellevue College: Bachelor of Applied Science in Healthcare Technology and Management, *Resolution 11-26*

Sam Shaddox seconded the motion, which was unanimously approved.

2012 Strategic Master Plan Update

Don Bennett, Executive Director, provided an overview of the master plan update process and a summary of how current fiscal conditions are likely to impact public higher education through 2018.

Jan Ignash, Deputy Director for Policy, Planning and Research, provided a more detailed presentation on the plan update, including a progress report on degree completion goals, the probable effect of additional budget cuts on achieving those goals, and recommendations from the Master Plan Update Advisory Committee on the most critical next steps for higher education.

A panel of education leaders who have worked on the plan update discussed the top areas on which the state should focus to increase educational attainment. Panel members included:

- Mike Reilly, Executive Director, Council of Presidents;
- Charlie Earl, Executive Director, State Board for Community and Technical Colleges;
- Kathe Taylor, Policy Director, State Board of Education; and
- Chris Thompson, Director of Government and Public Relations, Independent Colleges of Washington.

Riley said the first three “next steps” outlined in the plan update reflect the goals of the four-year institutions: increase system capacity, strengthen efforts to increase transitions and completion, and maintain commitment to access for low-income students. Keeping the master plan’s original, longer-term degree goals on the table is also important, he said, but we need to focus on what can be done right now.

Making progress toward the longer-term goals means that many new groups of students will need to enroll and complete degree programs at the four-year institutions. With state funding at an all-time low, the four-year institutions wonder to what extent the state will help them in this endeavor, which will require expanded capacity.

Earl said conditions are challenging for the state’s community and technical colleges as well. Budget cuts have already forced enrollment reductions in professional/technical and job skills programs. And next year, when the first cohort of College Bound students arrives, things will be even more constrained, especially if funding cuts in the second half of this biennium are enacted. College Bound students have a contract guaranteeing admission. A large percentage of these students are expected to attend community and technical colleges.

However, Earl agreed the state should not abandon its longer-term master plan goals. Continuing to demonstrate the strong linkage between higher levels of education and more robust economic development might encourage a change in the state mindset, he suggested.

Taylor said working to reduce or eliminate conflicting goals between and among the education sectors should continue to be a priority. Students need to obtain education credentials beyond high school and “we want to think there will be capacity for them in higher education.” Citing the College Bound Scholarship program, she said access is important in all levels of education.

The State Board of Education remains interested in and committed to efforts to increase transitions and dual credit opportunities across the system.

Speaking for the independent colleges, Thompson cited the first three goals of the master plan update as the most important facing the state. The independent institutions want to continue to be seen as partners with the public institutions in achieving state goals. There are 40,000 students enrolled in the 10 major independent colleges of Washington. Transfer students are vital to their mission, as a third of their students come from the two-year public colleges.

Thompson said the state needs to move in the right direction without worrying too much about specifics. Where does it make the most sense to put limited state dollars? Where do you have the opportunity to leverage more? What are most needed? He said if independents do not receive financial aid for their students as proposed by some legislators, a few of the colleges may have to close. Those that remain may be forced to raise their price significantly, which will reduce the diversity of their student bodies.

Board member comment focused on the need to step up advocacy for higher education in face of dwindling state dollars and much-needed public support.

Jacobs – *Mobilize K-12 parents and students. Help them understand the possibilities that are worth seeking. Be passionate about the message.*

Shaddox - *We have a plan in place. What we don't have is the "why." This is the message we need to bring to the Legislature and the public.*

Bingham – *We need to get the community to realize that education is what distinguishes us from the rest of the world. We need to have a significantly higher number of people understand that the public really wants them to have a good education.*

<p>Action: Sam Smith made a motion to approve the Master Plan Update (<i>Resolution 11-24</i>). Ethelda Burke seconded the motion, which was unanimously approved.</p>
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Passport to College Promise Program

Rachelle Sharpe, Director of Student Financial Assistance, was joined by campus and non-profit organization student support managers and service providers:

- Kristi Jewell, Education Support Program Manager, Centralia College
- Colleen Montoya-Barbano, Fostering Scholars Program Director, Seattle University
- Lisa Predovich, Program Officer, College and Alumni Services, College Success Foundation

Sharpe provided a brief summary of the report, which covered the first three years of the six-year pilot of the Passport to College Promise Scholarship program. The Passport program was created to increase the number of foster youth participating and succeeding in postsecondary education. Specifically, the program:

- provides former foster youth with financial assistance beyond other state, federal, private and institutional financial aid for which they are eligible;
- provides incentive funding to postsecondary institutions that designate campus support staff, and take other steps to recruit and retain former foster youth; and
- establishes additional student intervention and retention services to foster youth through the College Success Foundation.

The report recommended the Legislature make Passport a permanent state financial aid program with a sustainable funding source.

The panelists described a wide range of support services they provide in working directly with Passport students to increase foster youth access and retention. They talked about barriers and challenges and shared success stories of students who have been helped.

Action: Jesus Hernandez moved for adoption of *Resolution 11-25*, accepting the Passport to College report and its recommendations. **Roberta Green** seconded the motion, which was unanimously approved.

Proposed Rules for the Degree-Granting Institutions Act

Randy Spaulding, Academic Affairs Director, described the proposed rules change on the Degree-granting Institutions Act, which included various fees charged to authorized schools, adding an exemption category for schools recognized by the Legislature, and providing other clarifying language.

Action: Addison Jacobs made a motion to approve *Resolution 11-27*, authorizing staff to engage in the formal rule-making process. **Sam Smith** seconded the motion, which was unanimously approved.

Guaranteed Education Tuition Program (GET)

Betty Lochner, director of the state's Guaranteed Education Tuition program, provided an update on the GET program and its future outlook. Lochner's presentation included an overview of the program, helpful statistics (135,000 total GET accounts with a total fund balance of 1.9 billion as of 6/30/11), and program demographics. She also talked about the current status of the GET program and the issues and directives impacting GET that came out of the 2011 legislative session. Providing tuition-setting flexibility to institutions has direct impact on the pricing of GET units. Another change is the establishment of a GET legislative oversight group made up of four members each from the House and the Senate.

The **meeting adjourned** at 2 p.m.

December 2011

DRAFT: Access, Affordability, Achievement: Annual Report on State Financial Aid Programs

Executive Summary

The role of financial aid in helping students enroll and succeed in college becomes increasingly important as college prices continue to rise more rapidly than family incomes. The state of Washington has a longstanding commitment to postsecondary education opportunities for all students—regardless of income.

The Annual Report of State Financial Aid Programs provides members of the Higher Education Coordinating Board (HECB) and the Legislature with an overview of the previous year's state aid and college access programs, while highlighting trends in policy and programs.

Specifically, the report describes recent state and federal legislative changes in financial aid, explains notable trends in student aid, and details the amount of aid disbursed to needy students in 2010-11. Also included are program briefs for the State Need Grant, State Work Study, GEAR UP, College Bound Scholarship, TheWashBoard.org, and Passport to College for Foster Youth programs. An implementation update for the Aerospace Student Loan Program also is included.

Highlights of the report include:

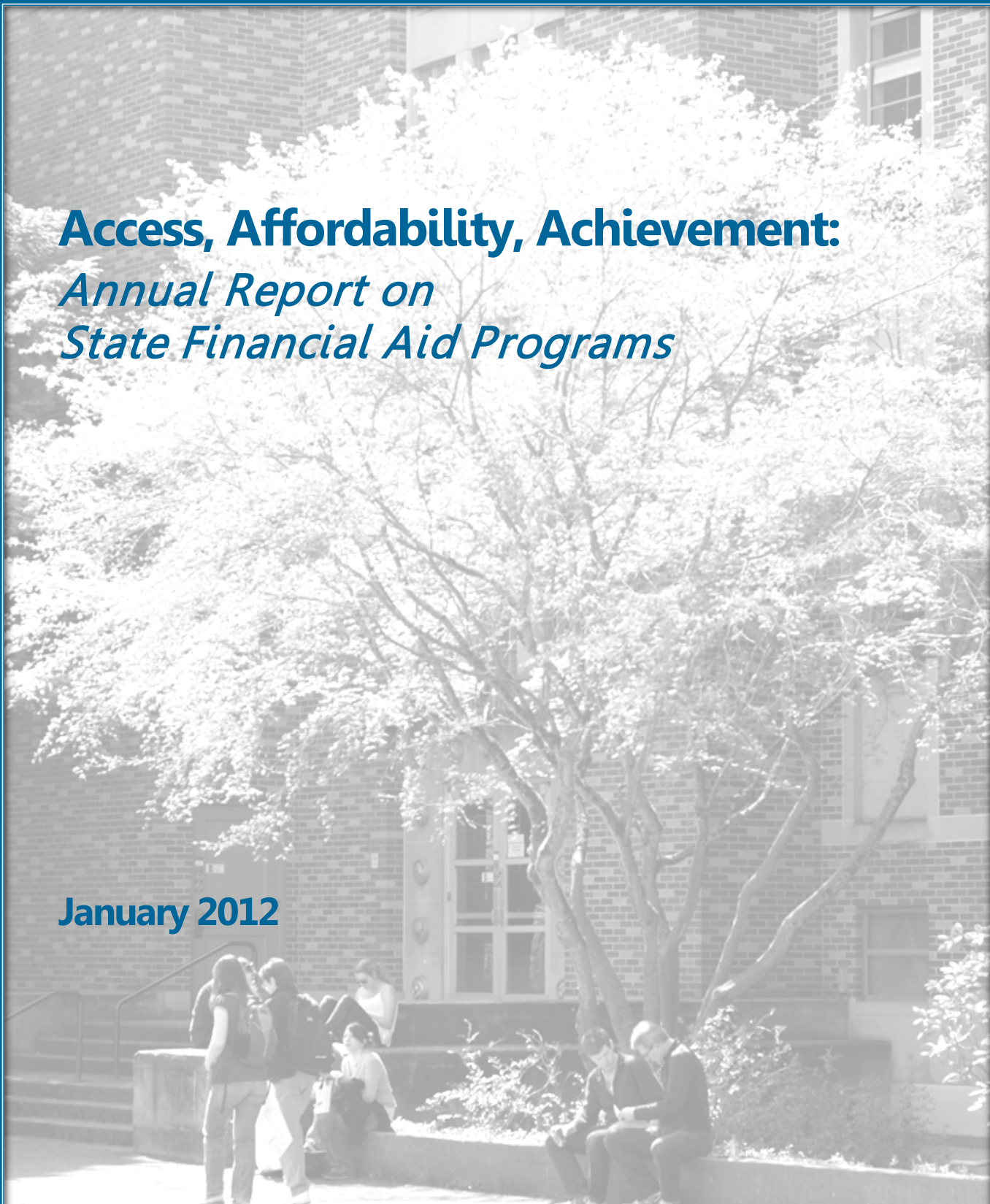
- **4,000 more students** received \$207 million more in financial aid in 2010-11, than in the previous academic year.
- **Average annual loan amounts** are increasing for all students.
- **Aid for resident, undergraduate students** has increased 34 percent over the previous two years.
- **The growth in applications for need-based aid** has begun to stabilize, but still constitutes a 64 percent rise over a three-year period.
- **The number of unserved State Need Grant-eligible students** continued to grow for a third year, reaching more than 25,000 unserved in 2010-11. A similar increase is projected for 2011-12.

- **Significant developments in the State Need Grant program include:**
 - Mid-year funding reduction of \$25 million in 2010-11 meant public institutions served more than 3,000 eligible students with their own funds.
 - The Legislature appropriated an additional \$107 million to allow lowest income students to keep pace with public sector tuition increases for 2011-13.
 - Changes to private award amount policies result in lower award amounts for students attending private institutions.
- **Several state student aid programs underwent budget reductions** and suspensions, including continued funding reductions and policy changes to the State Work Study program.
- **The Legislature appropriated new funding** to create the Aerospace Loan and Opportunity Scholarship programs.

There is little doubt that the Great Recession that began in late 2007 has had profound and far reaching impacts on the higher education system in Washington. With demand surging as resources decline and costs grow, policymakers face an unprecedented challenge in maintaining the access and affordability levels necessary to produce enough college graduates to sustain future economic growth.

Continuing Washington's longstanding commitment to the vitality of its financial aid system remains an essential component of any effective strategy for achieving the state's higher education attainment goals.

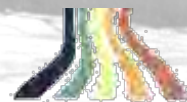
This report aims to provide decision makers with up-to-date policy context and performance information. The goal is to help ensure that upcoming policy decisions concerning financial aid and higher education generally benefit from a comprehensive picture of the student financial aid program as it exists today.



Access, Affordability, Achievement:
*Annual Report on
State Financial Aid Programs*

January 2012

WASHINGTON
**HIGHER
EDUCATION**
COORDINATING BOARD



WASHINGTON
OPPORTUNITY PATHWAYS

HECB STUDENT FINANCIAL ASSISTANCE ADMINISTRATION

The Student Financial Assistance (SFA) Division manages the college access and financial aid programs for the Higher Education Coordinating Board. The SFA division has responsibility for multiple legislatively assigned tasks, and works directly with postsecondary institutions and stakeholders to support students. Below are the vision, mission, and value statements developed for the HECB's SFA Division.

VISION

Improve Washington's future by expanding access, affordability, and achievement in higher education.

MISSION

- **Inspire** Washington citizens to aspire to and achieve educational attainment.
- **Promote** the access and affordability opportunities provided by the state of Washington to its citizens.
- **Serve** students, families, schools, institutions, and others with excellence.
- **Support** innovation and efficient administration of programs and activities.
- **Provide** oversight, communication, and technical assistance to stakeholders.

VALUES

- Professionalism and respect
- Integrity and stewardship of public funds
- Honest and transparent communication and stakeholder involvement
- Internal and external accountability
- Innovation and creativity
- Efficiency and automation



January 2012

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Continuing Washington's longstanding commitment to the vitality of its financial aid system remains an essential component of any effective strategy for achieving the state's higher education attainment goals.

This report aims to provide decision makers with up-to-date policy context and performance information. The goal is to help ensure that upcoming policy decisions concerning financial aid and higher education generally benefit from a comprehensive picture of the student financial aid program as it exists today.

I. 2011 STATE AND FEDERAL FINANCIAL AID BUDGET & LEGISLATIVE ACTIONS

As the state Legislature faced budget shortfalls in 2011, several budget actions were taken that affected student financial aid programs. The 2011 Legislative Session also authorized new financial aid programs and passed initiatives that impact affordability for students as outlined in this chapter.

2010-11 SUPPLEMENTAL BUDGET ACTION — MID-YEAR REDUCTION TO STATE NEED GRANT

Facing a budget shortfall during the 2010-11 fiscal year, the 2011 Legislature reduced funding to the State Need Grant program by \$25.385 million dollars mid-year. Public institutions were asked to offset the cut to the program by replacing the State Need Grant funds with institutional funds. More than 3,000 SNG-eligible students received replacement funds from the institutions. (See *State Need Grant Program Overview*, p. 14.)

2011-2013 BIENNIAL BUDGET ACTIONS

The 2011-13 Biennial Operating Budget provided state student financial aid programs administered by the HECB more than \$607 million for the biennium. (See *Financial Aid Program Budgets*, p. X) The majority of the appropriation (\$569 million) was provided to the State Need Grant program.

The Legislature's commitment to students from low-income families was reflected in the \$107 million increase to the **State Need Grant** program. Funding was provided to mitigate the impact of double-digit tuition increases for the lowest income students served by the program. Funding also was provided for two new programs: the **Aerospace Loan Program** and the **Opportunity Scholarship Program**. **Passport to College**, State Expanded **GEAR UP**, **CAMP**, and **Leadership 1000** also were funded.

Other remaining programs were reduced or suspended – for a total of \$44.6 million. More than two-thirds of the total reduction was applied to the **State Work Study** program, which was reduced by \$30.37 million. The two merit programs of **Washington Scholars** and **Washington Award for Vocational Excellence** had funding suspended for new students.

Funding for the **Foster Care Endowment** and **Community Scholarship Matching Grant** was suspended. In addition, **Health Professional Conditional Scholarship and Loan Repayment**, **Future Teachers Conditional Scholarship**, and the **WICHE Professional Student Exchange** had no funding provided for new students. However, commitments to previously selected students in all programs were upheld, either through direct appropriation, or via a previously dedicated account.

2011-2013 TUITION AND FEE INCREASES

For the 2011-13 biennium, State Need Grant awards are tied to the tuition and fee levels outlined in the operating budget. Tuition increases at the University of Washington, Washington State University, and Western Washington University were set at 16 percent; for Central Washington University and The Evergreen State College at 14 percent; for Eastern Washington University at 11 percent; and for the community and technical colleges at 12 percent. However, the University of Washington raised tuition by 20 percent as permitted in E2SHB 1795. (See *Higher Education Opportunity Act*, p. 3.)

CHANGES TO SNG PRIVATE SECTOR AWARD AMOUNTS

To achieve a savings, the 2011 Legislature decoupled the private sector award amounts from historical public sector benchmarks. Private institution awards grew at a rate of 3.5 percent, rather than being tied to the tuition and fee growth rate at public institutions. Additionally, the for-profit sector awards were reverted to the previous award year prior to the new 3.5 percent growth rate being applied. These two policy changes are assumed to save \$4.6 million for the first year of the biennium, and students will lose between 20 and 60 percent of the value of their award.

In addition, new students at for-profit institutions had their awards reduced by half, compared to continuing students in this sector. As a result, in 2011-12, a new student whose income falls within 50 percent of the state's median family income and attends a for-profit two-year institution is eligible for \$1,357 – compared to a community college student who is eligible for \$3,256. This policy change is anticipated to save \$1.25 million per year.

STATE NEED GRANT LESS-THAN-HALFTIME PILOT PROJECT

After a six year pilot, eligibility for students attending less-than-halftime was extended for two years in the 2011 budget. The 2011 Legislature incorporated \$500,000 in additional funding for less-than-halftime SNG- eligible students in both fiscal years. The funds are incorporated in the SNG program, thus allowing campuses to serve students at any enrollment level.

The HECB is required to report to the Legislature by December 2013, on the number of students enrolled less-than-halftime and on their academic progress including degree completion – compared to SNG students at other enrollment levels. The State Board for Community and Technical Colleges has provided data to the HECB to begin a longitudinal analysis of SNG student outcomes.

POLICY CHANGES TIED TO BUDGET REDUCTION IN STATE WORK STUDY PROGRAM

The 2011 Legislature reduced funding to the State Work Study (SWS) program in 2011-13 by about 66 percent – or \$30 million over the biennium. This funding reduction will likely translate into the loss of State Work Study opportunities for some 4,300 students in 2011-12, and the forfeiture of an estimated \$6 million in employer matching funds.

To maximize resources and minimize service reductions, the Legislature directed the HECB to raise the employer matching requirements and eliminate service to non-resident students. In addition, the HECB implemented several policy decisions to maximize State Work Study opportunities. The ability for SWS students to work full-time during school breaks was suspended and SWS Special Projects, which provide administrative dollars and higher wage subsidies were suspended for 2011-12. (See State Work Study Program Overview, p.21).

FOSTER CARE ENDOWED SCHOLARSHIP FUNDS DIRECTED TO PASSPORT TO COLLEGE

The 2011 Legislature redirected funds from the Foster Care Endowed Scholarship (FCES) for purposes of funding Passport to College Promise Scholarships. FCES was created in 2005 to help youth who have been in the Washington state foster care system attend college. It was funded through an endowment, which was to be matched with private donations.

FCES was created before the Passport program and it was determined that the endowed funds should be used to assist students from foster care through the Passport program. The Legislature transferred \$400,000 from FCES to the general fund and provided an equal amount to Passport for the 2011-13 biennium.

LEGISLATIVE CHANGES RELATED TO STATE STUDENT AID

There were two new financial aid programs created (Opportunity Scholarship and Aerospace Student Loan) as well as two higher education omnibus bills that affect student aid authorized in 2011 as outlined below.

OPPORTUNITY SCHOLARSHIP (ESHB 2088)

The 2011 Washington Legislature created the Opportunity Scholarship program to assist lower and middle-income students, and invest in high employer demand programs. The program is designed to serve both students starting at four-year institutions and those who start at two-year institutions with the intent to transfer. Two private companies: The Boeing Company and Microsoft Corporation, pledged \$5 million each per year over the next five years to the program. The 2011 Legislature provided \$5 million dollars in matching funds for the program.

The Opportunity Scholarship Board (OSB) will have seven-members including at least three selected by the Governor. The OSB will provide oversight and guidance for the Opportunity Scholarship and Opportunity Expansion program and raise additional scholarship funding. The OSB will appoint and oversee the work of the Administrator. The Administrator will staff the OSB and manage the Opportunity Scholarship program.

The HECB has designated the College Success Foundation (CSF) as the Planning Administrator. CSF is developing a scholarship process and selection criteria proposal for consideration by the OSB. The Governor named the OS Board members in December and they are expected to meet early in 2012. The HECB will manage the opportunity scholarship match transfer account.

AEROSPACE TRAINING STUDENT LOAN PROGRAM (ESHB 1846)

The 2011 Legislature created this student loan program to assist students interested in receiving training in the state's Aerospace industry. The loan amounts are a maximum of \$4,800 to cover two modules of training for the aerospace training certificate. Once coursework is completed, the graduates are given a grace period to find employment and then are expected to begin making payments toward the loan, which is to be repaid within three years.

Applicants will be accepted until the \$250,000 allocated to the program is fully committed. The December 2011 Special Legislative Budget Session provided an additional \$1 million in program funds for the 2012-13 fiscal year. (See Aerospace Loan Implementation Summary, p. 46.)

HIGHER EDUCATION OPPORTUNITY ACT (E2SHB 1795)

The 2011 Legislature provided public baccalaureate institutions with four years of flexible tuition setting authority. Campuses that raise tuition above budgeted levels must convert a larger share of tuition revenue as financial aid to needy students.

The legislation includes specific changes related to student financial aid programs:

- For many years, institutions have been required to set aside 3.5 percent of operating fees to fund institutional financial aid for needy students. All four-year institutions are now required to set aside a minimum of 4 percent for this purpose. In addition, institutions raising tuition above levels approved in the state operating budget are required to set aside five percent of their operating fees for this purpose.

- Baccalaureate institutions raising tuition above budgeted levels must provide financial assistance to State Need Grant-eligible students via a specific formula depending on tuition as a percentage of median family income for various income brackets up to 125 percent of the median family income.
- Public baccalaureate institutions must report on their methods of providing financial assistance, impacts of tuition increases on resident students including debt burdens, and plans to mitigate for tuition increases.
- The HECB, in consultation with four-year colleges and universities and the SBCTC, must develop State Need Grant award criteria and methods of disbursement based on level of need, and not solely rely on a first-come, first-served basis.

As a result, financial aid administrators from most four-year institutions have implemented campus-specific priorities such as lowest MFI range, continuing recipients, and students approaching completion. The two-year colleges award within state priorities and tend to serve students as they enroll.

RESTRUCTURING OF THE HIGHER EDUCATION COORDINATING BOARD (E2SSB 5182)

Legislation proposed to eliminate the Higher Education Coordinating Board and transfer the administration of financial aid programs and the Guaranteed Education Tuition program to a new Office of Student Financial Assistance effective July 1, 2012.

A separate Council on Higher Education was created and would be expected to take on a number of former duties performed by the HECB. A Legislative Steering Committee chaired by the Governor was asked to review the purpose and functions related to coordination, planning and communication as well as consider options related to administration and regulation of the state's financial aid and Guaranteed Education Tuition program.

The final report of the steering committee recommends creation of an Office of Student Achievement – presented with two options – see: www.governor.wa.gov/priorities/education/committee/final_report.pdf

Option A: Create a preschool through postsecondary organizational structure and incorporate the State Board of Education with the Higher Education Coordinating Board to streamline state-level education coordination and planning and improve transitions for students.

Option B: Create a secondary through postsecondary organizational structure with an emphasis on transitions between high school and postsecondary as well as transfer between two and four-year institutions.

Both options include an advisory committee with citizen members, and representatives from the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the four-year institutions, and the Workforce Training and Education Coordinating Board. Option A also included a member from the Department of Early Learning.

The report notes that under both options financial aid would be placed in the new Office as a “crucial ingredient that helps students in planning their future and provides students with access to postsecondary education or training.” The committee discussed the importance of the close connection between financial aid and planning and coordination, according to the report.

KEY DEVELOPMENTS IN FEDERAL FINANCIAL AID

Despite several major reductions or changes to federal financial aid programs to achieve savings, there has been good news for Washington in the realm of college access programs, as described in this section.

GEAR UP FUNDING

The HECB received a new six-year, \$27 million GEAR UP state grant from the U.S. Department of Education to serve nearly 6,000 students in 28 low-income school districts statewide. GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program that takes a holistic approach to student success through professional development and school reform efforts.

The program also provides academic, social and financial support services for low-income students in middle and high schools and in the first year of post-secondary education. Enrollment trends demonstrate tremendous increase in student access to higher education, especially among those of the Hispanic population. (See *GEAR UP Program Brief*, p. 34.)

COLLEGE ACCESS CHALLENGE GRANT (CACG) FUNDING RESTORED

The College Access Challenge Grant (CACG) is a federal program that supports the college access and success of low-income students and their families. Congress authorized the program in 2008 at \$66 million and then reauthorized it in 2010 for \$150 million. Washington receives about \$2 million per year. Through collaborations with other non-profit organizations and partners, the CACG grant addresses the need for broader services to low-income students in Washington.

The Washington CACG grant administered by the HECB works with institutions of higher education, the College Success Foundation, the Northwest Education Loan Association, and Metropolitan Development Council of Tacoma to deliver services ranging from college visits, informational activities on college admissions and financial aid opportunities, college core and mentor advising, and support of students and their parents in the College Bound Scholarship program. The HECB was able to collaborate with partners and supporters to successfully demonstrate that the state met its maintenance of effort requirements for the CACG program, and thereby retained funding of \$2.1 million for the current year (see *CACG Brief*, page 38).

FEDERAL LEVERAGING DOLLARS ELIMINATED (LEAP AND SLEAP)

Two federal financial aid programs were eliminated beginning in 2011-12: the federal Leveraging Education Assistance Partnership (LEAP) and Special Leveraging Education Assistance Partnership (SLEAP). LEAP/SLEAP provided matching dollars that were incorporated into both State Need Grant and State Work Study to assist more need-based students. These funds were designed to encourage states to begin or continue to provide need-based aid to eligible students by providing federal matching funds to state contributions.

As a result of LEAP/SLEAP elimination, the HECB's need-based financial aid programs will lose approximately \$1.8 million in federal Title IV funds annually. This will result in about 600 students not served in State Need Grant and further exacerbate the significant reductions to State Work Study.

In addition, the loss of Title IV funds incorporated into the State Work Study program means that earnings from the program can no longer be excluded from income benefit calculations for the purposes of the Targeted Assistance to Needy Families (TANF) program as well as for unemployment benefits calculations by the Employment Security Department.

CHANGES TO PELL GRANT AND FEDERAL LOANS

Beginning with the 2009-10 academic year, students had been able to receive “year-round” Pell, which allowed them to receive a Pell Grant throughout the academic year, including summer. As a response to federal budget cuts starting fall 2011, this option was discontinued. As a result, students can only receive Pell Grant year-round if they did not attend full-time during a term, which allows remaining funds to be available.

A federal budget bill (HR 3671) included 2012-13 funding levels for federal student aid programs and maintained the \$5,550 maximum Pell Grant, which has not increased for two years. The duration of eligibility was reduced to 12 full-time semesters from 18.

The bill also included a provision to temporarily eliminate the interest subsidy on undergraduate subsidized Stafford loans during the six-month grace period. The previous budget control act of 2011 eliminated all interest subsidies in the federal Stafford loan programs for graduate and professional students. Graduate students also lost rebates for on-time repayments.

INITIATIVES TO STREAMLINE THE FAFSA: IRS DATA MATCHING

The IRS Data Retrieval tool is a new innovation in the FAFSA online application. The tool will provide students and families a more streamlined application process and ensure applications have more accurate data, contributing to increased accuracy in awarding aid. FAFSA applicants will be able to select the IRS Data Retrieval option beginning in February of each application cycle which will allow a transfer of their financial information directly from the IRS to their FAFSA application rather than entering the information manually.

Students who file their FAFSA before April 15th have always been asked to return to their FAFSA online application to indicate they have filed their taxes and update their estimated financial information; now these data may be retrieved electronically at that time.

FINANCIAL AID ESTIMATES AVAILABLE ON CAMPUS WEBSITES – “NET PRICE CALCULATOR”

Under federal financial aid regulations, all undergraduate postsecondary institutions were required to have a “Net Price Calculator” on their website, as of October 29, 2011. This allows students to calculate approximately how much they will pay at the school after estimated financial aid has been taken into consideration. Students and families can then compare net prices for the schools they are considering to attend.

II. FINANCIAL AID TRENDS 2010-11

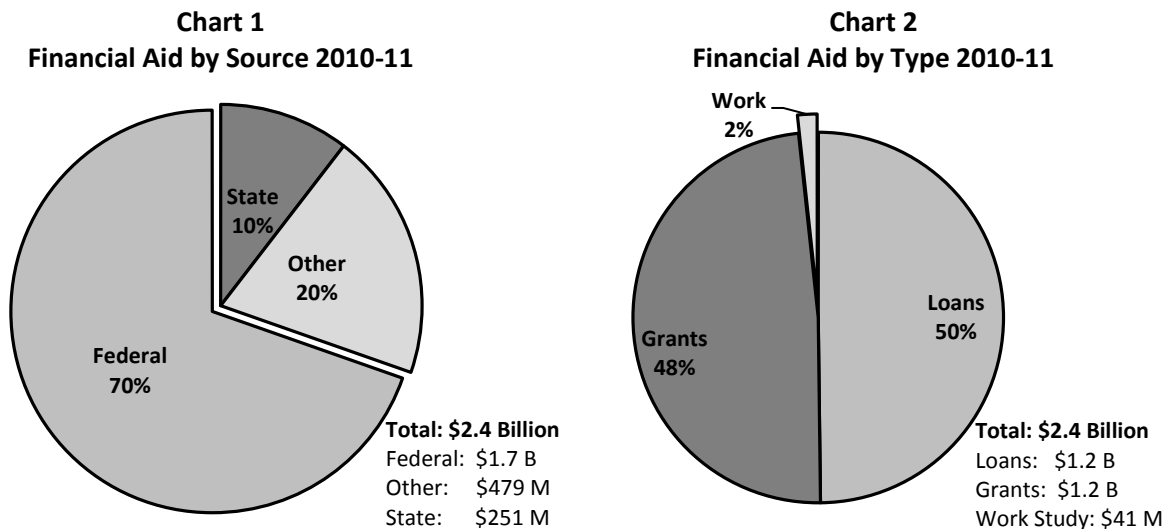
In 2010-11, a total of \$2.4 billion was provided to about 186,800 needy¹ Washington students from state, federal, and other sources. This represents an increase of about \$207 million, and 4,000 students, from 2009-10.

There has been a 34 percent increase in funding awarded to needy students in a two year period. The shift in need-based recipients attending community and technical colleges has begun to stabilize (from 46 percent in 2008-09 to 52 percent in 2009-10, versus 51 percent in 2010-11).

Total aid disbursed was in the form of grants, work study, and loans. As in previous years, the federal government provided the majority of the aid. About 69 percent of the federal aid was in the form of loans and 28 percent of federal aid consisted of Pell grants (see Charts 1 and 2).

Grants include federal and state grants, institutional grants and tuition waivers, and private scholarships received by need-based recipients. **Loans** are mostly federal and require repayment with interest, usually after graduation. Private loans are included for students who otherwise received need-based aid. **Work Study** is both federal and state – part-time employment opportunities offering subsidized wages.

State aid accounted for 11 percent of the total aid. This included \$232 million disbursed through programs administered by the HECB, consisting primarily of the State Need Grant program (See Chapter III).



Source: The 2010-11 Unit Record Report includes all aid received by students eligible for need-based aid at the 68 colleges and universities currently participating in the State Need Grant program. This report does not address alternative financing methods such as private loans, credit card debts, or federal tax credits, which may be used by some students and their families.

¹ The term *needy* is used in this context to refer to students receiving “need-based” aid. If a student’s expected financial contribution from their family is less than their total cost of attendance (tuition, room and board, transportation, etc.), they are eligible for need-based aid.

STATE AID EXPENDITURES 2010-11

In 2010-11, about \$232 million in state aid was disbursed through programs administered by the HECB. More than 87,000 students attending 83 campuses received assistance through these state programs. About 95 percent of the total program funds supported need-based programs. Of the remainder, 3 percent was directed to workforce programs and 2 percent to merit programs.

The HECB also administers several activities that indirectly benefit students but are not direct financial aid, including:

- The **Community Scholarship Matching Grant (CSMG)**, which provided \$2,000 in state funding to 100 community-based 501(c)(3) organizations. The funds were used as matching dollars for scholarships raised by the organizations. In addition, per budget proviso, \$46,000 was provided to the Northwest Dollars for Scholars organization for its work to develop community-based scholarship programs. All CSMG funds are suspended for the 2011-13 biennium.
- The **College Assistance Migrant Program (CAMP)**, which provided \$25,000 in state funds to supplement the federal CAMP program at seven colleges. The funds are used for educational services to migrant and seasonal farm workers and their children.
- The **Leadership 1000** scholarship program matches private benefactors, family foundations, businesses and corporations with selected economically disadvantaged students for the purpose of funding scholarships for such students, and providing mentoring and other support to maximize their chances of graduating with a Bachelor's degree.

The HECB contracts with the College Success Foundation for the administration of the program including fundraising, scholarship application processing, and the selection of recipients. The 2010-11 appropriation for Leadership 1000 was reduced from \$500,000 to \$400,000.

- **State Expanded GEAR UP** was provided with \$1 million in 2010-11. This funding has helped Washington leverage \$27 million in federal funding over the next six years. The state funding has supplemented GEAR UP services and helped the program meet the dollar for dollar match requirement of GEAR UP. This funding allowed the HECB to serve an additional 13 high poverty school districts – addressing the college preparation and readiness needs of more than 1,000 students and their families.
- **Child Care Matching Grants** provide funding for public four-year institutions to address the need for high quality, accessible and affordable child care for students. This program was suspended in 2010-11, but funding was added back for the 2011-13 biennium at \$75,000 per year.

Table 1 provides expenditures by program administered by the HECB, which served students in 2010-11 and anticipated funding for 2011-12.

Table 1
State Financial Aid Program Funding to Students: 2010-11 and 2011-12

Public Purpose	Program	2010-11		2011-12	
		Dollars Expended	# of Recipients ⁴	Estimated Expenditures	Estimated # of Recipients
Access	State Need Grant Need-based grant for low-income undergraduates whose current income is 70% or less of median family income. Includes less-than-half-time students.	\$204 m	72,000	\$267 m	70,000
	State Work Study Part-time work for financially needy undergraduate and graduate students.	\$14.3 m	7,557	\$7.8 m	3,500
	Educational Opportunity Grant¹ Need-based grant for transfer students.	\$940,074	457	N/A ¹	N/A ¹
	Passport to College Program for Foster Youth Scholarships for eligible former foster youth.	\$1.2 m	381	\$1.4 m	432
Affordability & Merit	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Scholarships Scholarships to students who participate in an early awareness and outreach program.	\$738,000	261	\$416,000	150
	American Indian Endowed Scholarship Funds scholarships for needy undergraduate students with close social and cultural ties to American Indian community.	\$7,750	12	\$14,800	14
Merit	Washington Scholars Four-year merit scholarships to high school students in the top 1% of their class from each legislative district.	\$2.8 m	377	\$2.3 m	268
	Washington Award for Vocational Excellence² Two-year merit scholarship for outstanding vocational students from each of legislative district.	\$.95 m	205	\$1 m	188
Targeted to Employment Shortages	Alternative Routes to Teaching² Supports prospective and current teachers to obtain shortage area endorsements.	\$1.75 m	531	\$1.5 m	450
	Future Teachers Conditional Scholarship³ Conditional loans or repayments toward federal loans for students pursuing or in high demand teaching fields.	\$380,774	73	\$40,000	8
	Get Ready for Math & Science^{2&3} Conditional loans for a cohort of students who major in math or science and work a related field in-state.	\$703,000	98	\$969,500	99
	Health Professional Loan Repayment & Scholarship Programs³ Loan repayment assistance students pursuing or in primary care health fields.	\$4.3 m	244	\$3 m	218
	WICHE Professional Student Exchange Conditional loans to study optometry or osteopathy, programs not offered in Washington.	\$159,400	9	\$71,000	4
Total		\$232 m	82,205	\$285 m	75,331

¹Educational Opportunity Grant was eliminated as a separate program in 2009. The eligibility criteria went into the State Need Grant statute, however, the sub-program has not been funded. Only continuing students were served in 2010-11 and no future commitments to new students were made.

²The HECB is the fiscal agent for these programs.

³The expenditure represents funds appropriated from previous years. Appropriations are committed at the time they are received to eligible students for the anticipated duration of their academic program which may extend over multiple years.

⁴The numbers included in headcount totals may include duplicative students.

DEMAND FOR STATE NEED GRANT CONTINUES

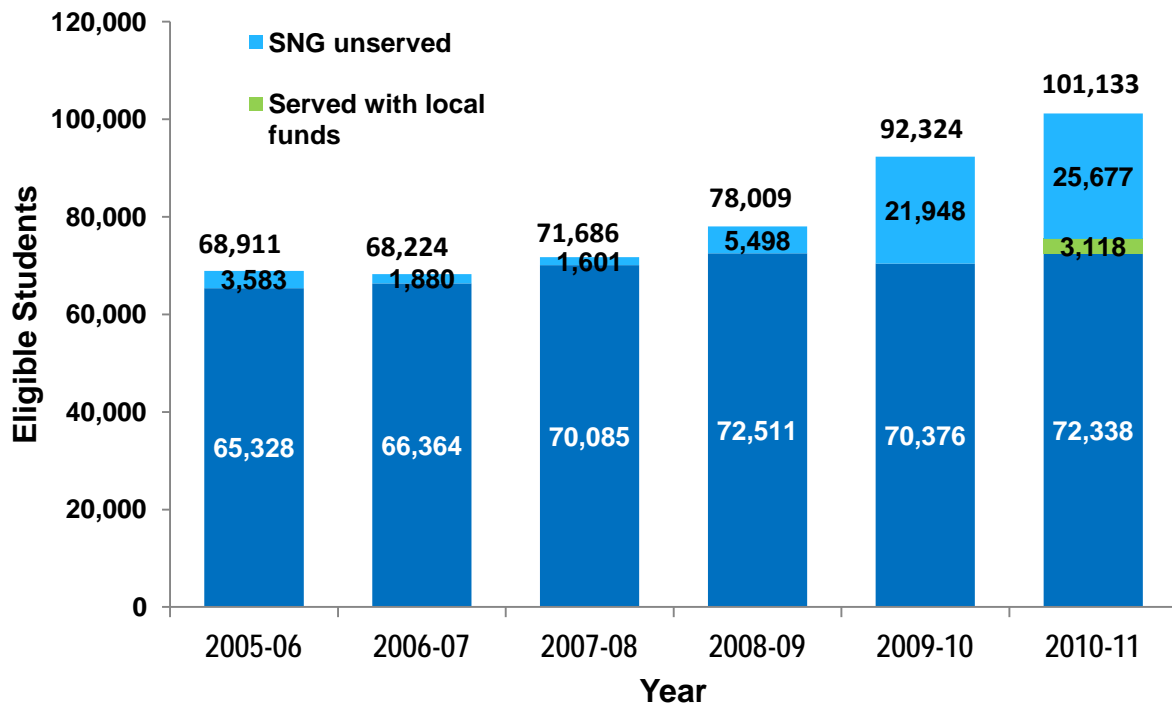
Eligibility for the State Need Grant (SNG), the state’s largest financial aid program, continued to increase for the 2010-11 academic year – reaching the highest demand in program history. More than 101,000 students were eligible for SNG in 2010-11, which is 10 percent higher than the previous year, and 30 percent higher than 2008-09 when 78,000 students were eligible.

About 72,000 students received the grant in 2010-11, which increased by more than 2,000 students over the prior year. A shift in eligible students to the community and technical colleges, where awards are lower, enabled more students to be served. However, nearly 29,000 students enrolled and were eligible for the grant but did not receive it due to insufficient funds in 2010-11.

The amount of unserved students was just under 26,000 (this does not include just over 3,000 students attending public institutions whose SNG amount was covered by local funds due to the mid-year funding reduction of \$25.38 million were served). This is still a four-fold increase from two years prior and nearly 14 times greater than the number of unserved students in 2007-08. Based on fall 2011 reporting, the trend of unserved students is expected to continue in 2011-12.

Analysis of FAFSA and other data indicate unserved students have significant differences from served students. The majority of unserved students are in the lowest income category (81 percent had incomes below 50 percent of the state median). The unserved start attendance later in the year and attend fewer terms, receive less grant aid, and borrow more. The unserved are slightly more likely to attend two-year colleges (69 percent).

**Chart 3
Eligible SNG Students over Time**



GROWTH IN APPLICATIONS

The number of students completing the Free Application for Federal Student Aid (FAFSA) has increased significantly during the economic down turn. Total applications received for 2010-11 were 494,000 — a 61 percent increase from 2007-08. FAFSA applications had been basically flat from 2003 to 2007. The 2011-12 applications have shown a 6 percent increase over the previous year as of December. However, that follows a 22 percent increase from 2009-10, and a 51 percent increase from 2008-09 at the same point in time.

STUDENT LOAN TRENDS

Despite the availability of other forms of financial aid, many low- and middle-income students need to borrow to help offset the rising costs. Student borrowing is increasing at all income levels as described below.

TYPES OF STUDENT LOANS

Federal loans offer lower interest rates, favorable repayment terms, and annual loan caps by year-in school. The programs require both entrance and exit counseling for students to understand their rights and responsibilities.

The majority of borrowing is through the federal **Direct Stafford** student loan program. Nearly all state aid participating campuses offer federal direct student loans with the exception of several community colleges. Students with financial need may borrow subsidized loans for which no interest accrues while the student is enrolled. The interest rate is currently 3.4 percent. All students may borrow unsubsidized **Stafford** loans, which accrue interest immediately with an interest rate of 6.8 percent.

Another federal loan program is **Perkins**, which is a limited appropriation to participating campuses — the interest rate is 5 percent. The federal **PLUS** loan is offered for parents and graduate students with a 7.9 percent interest rate that is not subsidized.

Private loans allow students who need to borrow more the opportunity to do so; however, typically at much higher interest rates and with less flexible repayment terms. As a result of the decline in the credit market, private loans have been less broadly available to students and there has been a decrease in borrowing of private loans for need-based recipients.

For several years, through 2007-08, private loan borrowing by needy students was essentially constant at about \$43 million per year. Since then, private loan volumes for needy undergraduate students have steadily declined to \$27 million in 2010-11. There is not a solid data source that captures all private loan borrowing for Washington students.

ANNUAL BORROWING IN 2010-11 FOR RESIDENT UNDERGRADUATE STUDENTS

Table 2 shows the average level of borrowing by resident undergraduates who received need-based financial aid or non-need-based loans in 2010-11. The average loan amount incurred by non-needy students was slightly higher than for need-based recipients (\$9,600 versus \$7,700 respectively). In 2009, institutions began reporting all federal borrowing to the HECB, including borrowing for non-need based aid recipients.

Table 2
Annual Student Loan Debt 2010-11 Resident Undergraduates

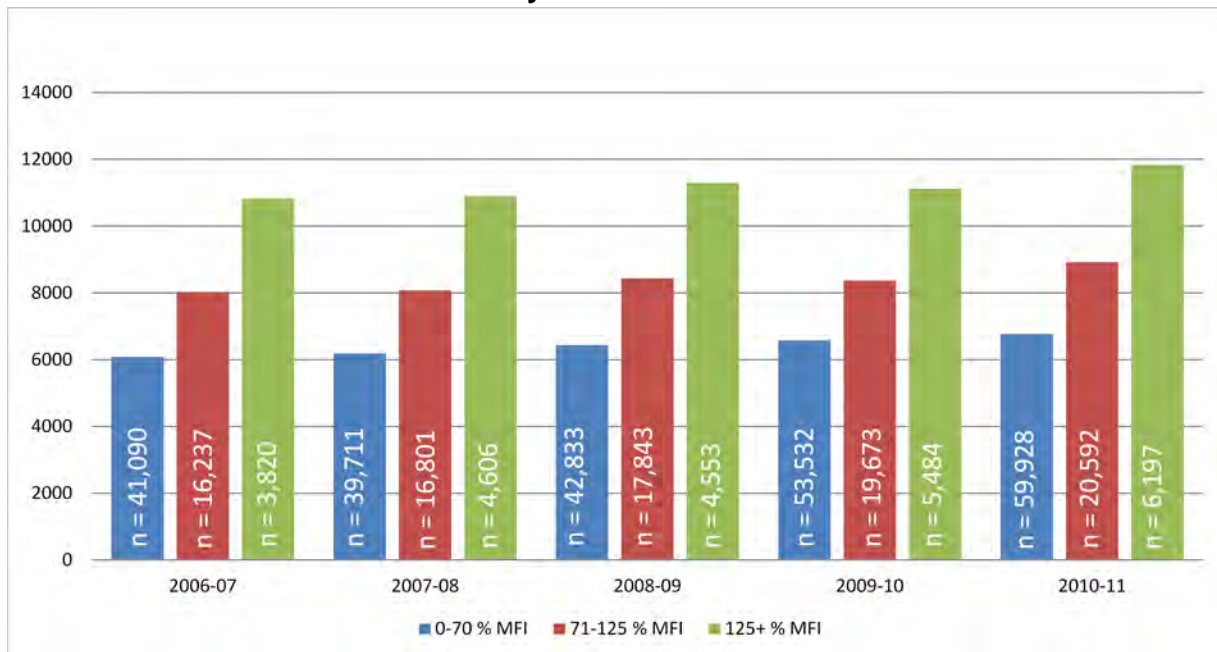
Sector	Need-Based Aid Recipients with Loans*	Average Annual Loan	Non Need-Based Loan Recipients*	Average Annual Loan
Four-Year Public	36,930	\$8,385	7,990	\$11,195
Two-Year Public	34,115	\$5,485	3,515	\$4,930
Four-Year Private	10,370	\$11,140	2,265	\$8,295
Private Career	6,265	\$9,065	350	\$9,975
Total	87,680	\$7,630	14,120	\$9,140

BORROWING INCREASING REGARDLESS OF INCOME LEVEL

Needy students from higher income families who borrow take out higher amounts of loans than their peers, but fewer students borrow at the higher income levels. In addition, the amounts students borrow have been increasing more quickly for students from lower income families.

Average annual loan amounts for the lowest MFI group increased by 11.6 percent while it increased by 9 and 6 percent for the middle and highest income groups, respectively (Chart 4). However, federal loans have annual limits, which means students who are already borrowing at the upper limits (as the higher income are) have less room to continue to increase borrowing within the federal programs.

Chart 4
Annual Loan Award by Income Level 2006-07 to 2010-11



GRADUATE STUDENT BORROWING

The majority of graduate students receiving need-based aid are borrowing because graduate students are not eligible for most federal and state grants. However, 11 percent of the total aid needy graduate students received was in the form of institutional aid and scholarships — often as fellowships.

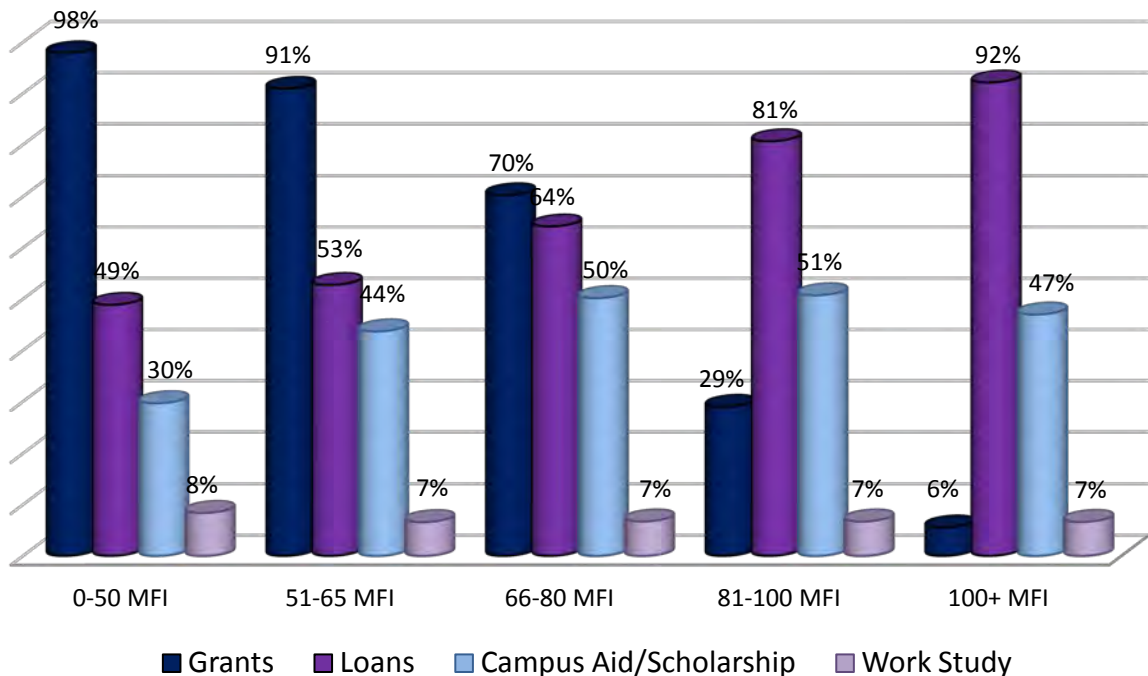
Nearly 12,300 graduate students borrowed a federal student loan for an average of \$21,700 in 2010-11. In addition, more than 1,000 graduate students who were not eligible for need-based loans borrowed unsubsidized federal loans at an average of \$16,200.

TYPE OF AID RECEIVED BY INCOME

As income rises among need-based recipients, the percent of students receiving grants dramatically decreases while the percentage borrowing increases (see Chart 5). The percentage who participate in work-study programs is relatively constant; however, institutional and private aid is provided to students “in the middle” who are less likely to receive grant aid.

In addition, the average amounts change by income category. Loan awards increase as income rises, while federal and state grant awards decrease as income rises. However, campus aid and scholarship award amounts also are much larger for middle and upper income students who are less likely to receive grant aid. And with the “return to aid” provisions outlined in HB 1795, campus aid is expected to increase for low and middle income students attending public institutions.

**Chart 5
Type of Award by Income 2010-11**



III. STATE NEED GRANT PROGRAM OVERVIEW

The State Need Grant (SNG) is Washington's largest financial aid program assisting low-income resident undergraduate students with the cost of college. State Need Grant is a broadly accessible program serving a diverse group of students, including young students just graduating from high school, returning adult students, recently unemployed, and students with children.

The State Need Grant program forms the base of support for several early outreach initiatives offering an early promise of the grant including the College Bound Scholarship offered to middle school students, and the Opportunity Internship program for high school students in technical career pathways.

SNG funds are distributed to campuses based on a "fair share" formula that ensures that funds will follow students to where the demand is greatest. This ensures that students have equitable access to funds no matter which participating institution or sector that they choose to attend. Funds can be shifted within the year based on where the demand is. The institutions identify eligible students and package SNG awards.

BUDGET SUMMARY

The HECB had \$205 million available for 2010-11 after a mid-year reduction. The funding included about \$1.5 million in federal matching funds which has been eliminated beginning in 2011-12. This level of funding allowed the program to serve more than 72,000 students attending 68 institutions. The total funding is more than \$266 million in 2011-12, and is expected to provide about the same service level.

In 2010-11, SNG experienced a mid-year budget rescission of \$25.385 million. The public institutions were directed to provide local institutional funding to replace the lost state funding so that students were not impacted. The HECB worked with the SBCTC and the public campuses to manage the reduction either through the SNG award payment or campus systems to reconcile eligible students at year-end.

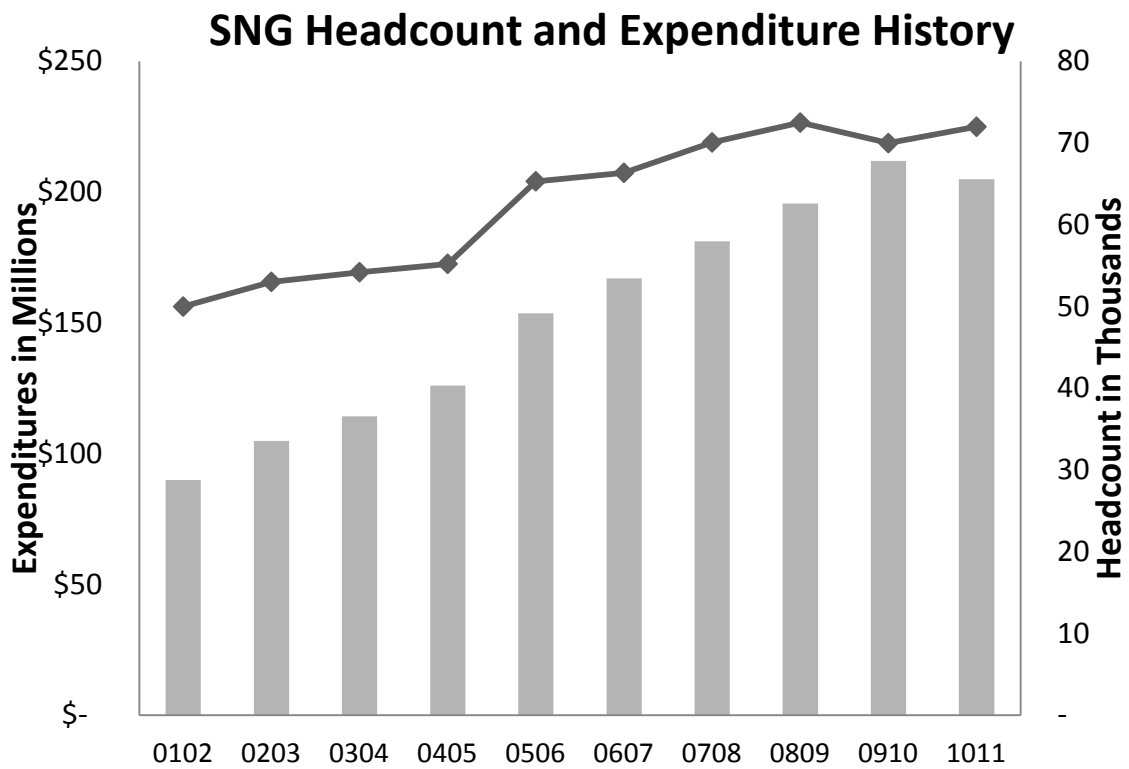
Table 3
State Need Grant Budget Summary

	2010-11	2011-12
Initial State Appropriation (without less-than-half-time funding)	\$227,197,101	\$266,003,183
Mid-Year Rescission	\$25,385,000	n/a
Federal LEAP/SLEAP Funds	\$1,737,535	\$0
Carry Forward/Transfers	\$1,494,097	\$295,293
SNG Available for Grants	\$205,043,733	\$266,298,466
Carry Forward SNG	\$295,293	\$0 (est.)
Students Served (headcount)	72,338	70,000 (est.)
Unserved eligible students (FTE) excluding less-than-half-time	26,000	Over 25,000 (est.)

SNG FUNDING OVER TIME

The State Need Grant program has had historical funding increases due to the Legislature’s long-standing commitment to hold the lowest income students harmless from tuition increases. There have been periodic adjustments to the income cutoff for eligibility and funding levels before the great recession attempted to provide sufficient resources to serve the total population of eligible students.

Chart 6
State Need Grant Historical Expenditures and served students
FY 2001-02 through FY 2010-11



DEMAND FOR SNG

As discussed earlier in this report, a record 26,000 State Need Grant-eligible students were not served in 2010-11. This unprecedented demand for SNG began in 2009, and is a continuing trend according to fall 2011 reports. About 60 percent of these unserved students attended community or technical colleges.

SNG AWARD AMOUNTS

The income cutoff for State Need Grant is 70 percent of Median Family Income (MFI). In 2009, the Legislature created five income categories to prorate the award by five income categories (see Table 4). Students in the highest eligible income category receive a maximum of 50 percent of a full award. Awards are further prorated for part-time students (75 percent for students in 9 to 11 credits, 50 percent for students in 6 to 8 credits, and 25 percent for students in 3 to 5 credits).

Table 4
SNG Award Prorations by MFI, 2010-11

MFI Ranges	0-50%	51-55%	56-60%	61-65%	66-70%
Percent of Award	100%	70%	65%	60%	50%

AWARDS AS PERCENTAGE OF TUITION

SNG award amounts vary by sector and as a percentage of tuition, as displayed in Table 5. Last year, the awards ranged from 91 percent of tuition at the public research institutions to 98 percent of tuition at the community and technical colleges. The Governor and Legislature provided sufficient funding to raise grant amounts to cover all public sector tuition increases on a dollar-for-dollar basis. However, there has been a gap between award amounts and the total tuition and fee costs.

Table 5
State Need Grant Awards as a Percent of Public Tuition by Sector, 2010-11 & 2011-12

Sector	Max. SNG Award 10-11	SNG Award as % of Tuition 10-11 ²	Max. SNG Award 11-12	SNG Award as % of Tuition 11-12 ²
Research	\$7,717	90.4%	\$9,280	93.9%
Comprehensive	\$5,575	91.2%	\$6,446-\$6,751	95.3%
Community & Technical Colleges	\$2,682 ¹	97% ¹	\$3,256 ¹	96% ¹

¹The CTC sector has for the past several years been implementing a credit-by-credit tuition policy. Therefore there is a different tuition and SNG award for each credit level between 12 and 15 credits; the average SNG award covers 96 percent of the average tuition between 12 and 15 credits.

²The SNG awards have been lowered to accommodate for a "Pell offset" that considered federal increases. The further expands the gap to tuition covered by SNG.

STATE NEED GRANT OPPORTUNITY INTERNSHIP

Opportunity Internship Graduates are low-income students who successfully complete an approved high school internship program. Based on 2009 legislation, these students became eligible for up to one year of the State Need Grant. If they remain income eligible, they can continue to receive the grant beyond their first year of higher education. The first cohort of Opportunity Internship Graduates completed their first year of higher education in 2010-11. There were 46 Opportunity Internship Graduates who received State Need Grant and there were 13 SNG eligible but unserved Opportunity Internship Graduates.

SNG STUDENT PROFILE

About 87 percent of SNG recipients enrolled in fall were enrolled full time. About 63 percent were considered to be financially independent from their parents, based on federal criteria. In addition, 49 percent were over the age of 23. About one-third of SNG recipients have children.

Table 6
State Need Grant Student Profile, 2010-11

Age Categories		Students with Families	
< 21	35%	Married	4%
21 - 23	16%	Married with Children	12%
> = 24	49%	Single Parents	21%
Median age =	23	Race/Ethnicity	
Gender		American Indian	3%
Female	59%	Black	8%
Male	41%	Other/Unknown	9%
Dependent Students		Hispanic	11%
% Dependent	37%	Asian/Pacific Islander	13%
Average Parent Income	\$28,570	White	57%
Independent Students		<i>Source: 2010-11 Unit Record Report</i>	
% Independent	63%		
Average Income	\$14,295		

SECTOR AND INSTITUTION SNG SUMMARIES

Tables 7 through 10 reflect dollars expended in 2010-11 and dollars committed to each institution and sector for 2011-12.

Table 7
State Need Grant by Sector, 2010-11 Expenditures & 2011-12 Reserves

Sector	2010-11		2011-12
	Amount Expended	Served FTEs*	Amount Reserved
Research	\$66,062,487	10,064	\$88,215,003
Comprehensive	\$38,993,726	7,685	\$46,234,566
Private Four-Year	\$24,567,464	3,602	\$26,540,382
Community & Technical Colleges	\$69,426,326	29,042	\$99,591,735
Private Career	\$5,371,771	2,237	\$4,834,139
Total	\$204,421,774	52,630	\$265,415,824

*Full-time equivalent enrollment, not headcount.

Source: 2010-11 Portal General Ledger and 2010-11 SNG Final Interim Report. Excludes local institutional expenditures and less than half time funds.

Table 8
State Need Grant in Four-Year Institutions
2010-11 Expenditures & 2011-12 Reserves

	2010-11		2011-12
	Amount Expended	Served FTEs*	Amount Reserved
Public Four-Year			
University of Washington	\$40,603,978	6368	\$55,139,505
Washington State University	\$25,458,509	3696	\$33,075,498
Central Washington University	\$11,641,290	2341	\$13,082,854
Eastern Washington University	\$11,783,295	2320	\$13,761,976
The Evergreen State College	\$6,053,419	1190	\$7,980,921
Western Washington University	\$9,515,722	1833	\$11,408,815
Private Four-Year			
Antioch University	\$351,733	51	\$383,899
Bastyr University	\$316,454	43	\$339,852
Cornish College of the Arts	\$943,537	127	\$1,049,110
DigiPen	\$387,513	57	\$301,689
Gonzaga University	\$2,544,501	373	\$2,515,013
Heritage University	\$3,073,566	429	\$3,467,461
Northwest College of Art	\$139,723	21	\$84,782
Northwest University	\$1,064,475	158	\$1,089,037
Pacific Lutheran University	\$3,963,927	660	\$3,837,273
Saint Martin's University	\$1,635,851	237	\$1,992,323
Seattle Pacific University	\$2,676,234	376	\$3,161,498
Seattle University	\$2,965,040	412	\$3,605,640
University of Puget Sound	\$884,199	115	\$785,470
Walla Walla University	\$789,648	114	\$784,602
Whitman College	\$444,495	64	\$487,742
Whitworth College	\$2,386,568	365	\$2,654,990

*Full-time equivalent enrollment, not actual headcount

Source: 2009-10 Portal General Ledger and 2009-10 SNG Final Interim Report. Excludes local institutional expenditures and less than half time funds.

Table 9
State Need Grant in Community and Technical Colleges
2010-11 Expenditures & 2011-12 Reserves

Community & Technical Colleges	2010-11		2011-12
	Amount Expended	Served FTEs*	Amount Reserved
Bellevue Community College	\$1,812,163	748	\$2,759,354
Big Bend Community College	\$1,460,831	604	\$1,975,614
Cascadia Community College	\$469,796	211	\$845,048
Centralia College	\$1,440,536	619	\$1,985,959
Clark College	\$4,469,929	1806	\$7,487,383
Columbia Basin College	\$2,401,461	1014	\$2,870,204
Edmonds Community College	\$2,718,655	1138	\$3,389,180
Everett Community College	\$2,077,276	896	\$2,559,881
Grays Harbor College	\$1,183,504	499	\$1,940,021
Green River Community College	\$2,297,709	1048	\$3,323,146
Highline Community College	\$1,949,237	799	\$3,903,351
Lower Columbia College	\$2,420,044	1028	\$3,114,352
North Seattle Community College	\$1,127,351	468	\$1,604,328
Northwest Indian College	\$237,068	90	\$207,722
Olympic College	\$1,795,018	747	\$3,139,893
Peninsula College	\$1,070,010	433	\$1,515,509
Pierce College	\$2,403,355	988	\$3,979,239
Seattle Central Community College	\$2,631,887	1099	\$3,312,038
Shoreline Community College	\$1,612,266	690	\$2,269,340
Skagit Valley College	\$1,661,999	800	\$2,521,655
South Puget Sound Community College	\$2,053,359	911	\$2,928,304
South Seattle Community College	\$1,176,908	485	\$1,620,813
Spokane Community College	\$6,247,801	2532	\$6,714,892
Spokane Falls Community College	\$4,096,477	1645	\$5,086,468
Tacoma Community College	\$3,365,182	1396	\$4,735,856
Walla Walla Community College	\$1,535,154	658	\$2,007,109
Wenatchee Valley College	\$2,321,010	961	\$2,676,622
Whatcom Community College	\$1,542,718	645	\$2,670,896
Yakima Valley College	\$2,966,356	1259	\$4,107,906
Bates Technical College	\$794,706	313	\$939,676
Bellingham Technical College	\$1,313,966	558	\$2,444,151
Clover Park Technical College	\$2,427,424	968	\$3,975,724
Lake Washington Technical College	\$1,249,939	521	\$2,127,002
Renton Technical College	\$802,960	352	\$1,458,691
Seattle Vocational Institute	\$292,260	113	\$394,409

*Full-time equivalent enrollment, not actual headcount

Source: 2010-11 Portal General Ledger and 2010-11 SNG Final Interim Report. Excludes local institutional expenditures and less than half time funds.

Table 10
State Need Grant in Private Career Institutions
2010-11 Expenditures & 2011-12 Reserves

Private Career School	2010-11		2011-12
	Amount Expended	Served FTEs*	Amount Reserved
Art Institute of Seattle	\$1,200,623	508	\$936,899
Divers Institute of Technology	\$44,630	17	\$27,397
Everest College	\$580,005	230	\$326,573
Gene Juarez Academy	\$662,661	271	\$ 493,392
Glen Dow Academy	\$184,388	76	\$150,708
Interface Computer School	\$212,752	85	\$159,464
International Air & Hospitality Academy	\$257,030	122	\$206,447
ITT Technical Institute-Seattle	\$262,028	104	\$0
ITT Technical Institute-Spokane	\$1,180,436	477	\$1,274,411
Lucas Marc Academy (formerly Clares)	\$123,922	47	\$129,257
Perry Technical Institute	\$663,294	301	\$1,129,590

*Full-time equivalent enrollment, not actual headcount

Source: 2010-11 Portal General Ledger and 2010-11 SNG Final Interim Report. Excludes local institutional expenditures and less than half time funds.

IV. STATE WORK STUDY PROGRAM OVERVIEW

Washington's State Work Study (SWS) program, the second oldest of its kind in the nation, enabled more than 7,500 students to earn over \$20.5 million in 2010-11. State Work Study is designed to assist low and middle income students with subsidized work opportunities, and complements grant and scholarship aid.

The majority of SWS students are from families with low incomes who qualify for the State Need Grant or federal Pell grants. However, SWS also is available students with slightly higher family incomes who have need-based eligibility. Additionally, SWS is the only state need-based aid program serving graduate and professional students. In 2010-11, about 10 percent of participating students were graduate or professional students and they earned roughly 14 percent of total gross SWS earnings.

SWS work experiences often relate directly to academic or career interests, providing students the opportunity to help pay for college while developing real-world job skills for future careers. SWS Special Projects facilitate placements in high demand fields, math and science classrooms, and community service organizations.

The HECB assigns institutional SWS allocations based on student needs and institutional capacity to develop positions. Individual award amounts are then determined by the institution, based on each student's demonstrated financial need and packaging policies.

Participating employers pay the students and are reimbursed for a portion of these earnings, typically between 40 and 70 percent depending on employer type. This year, 55 institutions and more than 1,500 employers contracted to participate in the SWS program.

RECENT POLICY CHANGES

Accompanying a fiscal year 2010-11 budget reduction to SWS of more than 30 percent, the Legislature implemented policy directives designed to offset the reductions' impact to needy resident students. These included removing non-resident eligibility and a directive to increase employer match rate requirements.

As a result, for-profit SWS employer matches were increased from 35 to 50 percent and non-profit employers, including all public institutions of higher education, increased from 20 to 30 percent. These match rates led to \$6 million in employer contributions — providing a 40 percent enhancement to appropriated state dollars.

More than 8,900 students earned SWS dollars in 2009-10, while only 7,600 earned award money in 2010-11, a 15 percent decrease. However, compared to the 30 percent reduction in state appropriations to SWS in 2010-11, the increased match rates appear to have offset roughly half of the student service impact that would have been otherwise been expected.

Active employer participation declined by approximately 25 percent from the 2009-10 academic year. Off-campus SWS activity also declined from historical averages. Typically, about 40 percent of SWS dollars are earned off-campus, yet that portion dropped to roughly 35 percent in 2010-11.

These changes can be attributed to a variety of inter-related factors including:

- Fewer overall program dollars resulting in less SWS participants for employers to hire
- Increased match rates/costs for employers, and especially at for-profit businesses
- Non-resident limitations at institutions with historically high levels of off-campus placements and large non-resident enrollments
- Reduced institutional resources devoted to job location and development

Additional budget reductions occurred for fiscal year 2011-12. The annual appropriation is \$7.4 million — a 66 percent reduction from funding levels two years ago. Employer match rates were required to be increased again and the HECB implemented several other policies to maximize the number of students who can be served, including the suspension of Special Projects funding and suspension of full-time SWS options during school breaks.

It is too early to fully assess the likely impacts to SWS in 2011-12; however, initial estimates indicate student service levels of about 3,500 resident students.

SWS BUDGET SUMMARY

Table 11 shows that in 2010-11, about 7,600 students earned nearly \$20.6 million through State Work Study. The employer match represented about \$6.3 million of this total. The remainder came from state appropriations and a small amount of federal matching dollars. The average earnings were about \$2,700 per student. With a 2011-12 appropriation of \$7.8 million for SWS operations, the HECB expects to serve an estimated 3,500 students.

Table 11
SWS Budget Summary, 2010-11

Earnings	
State Portion of Wages	\$14,259,224
Employer Match	\$6,325,024
Total Earnings	\$20,584,248
Funding Sources	
SWS Appropriation	\$16,107,605
SFA Transfer	-\$1,494,097
Federal Funds	\$349,870
Prior Year Carry Forward	\$1,157,123
Agency Savings	\$18,000
	\$16,138,501
Expenditures	
State Portion of Wages	\$14,259,224
SWS Special Project Administrative Grants	\$104,699
Admin. Allowance to Public Institutions	\$314,099
HECB Administration	\$225,506
Total Expenditures	\$14,903,528
Carry Forward to 2011-12	\$1,234,972

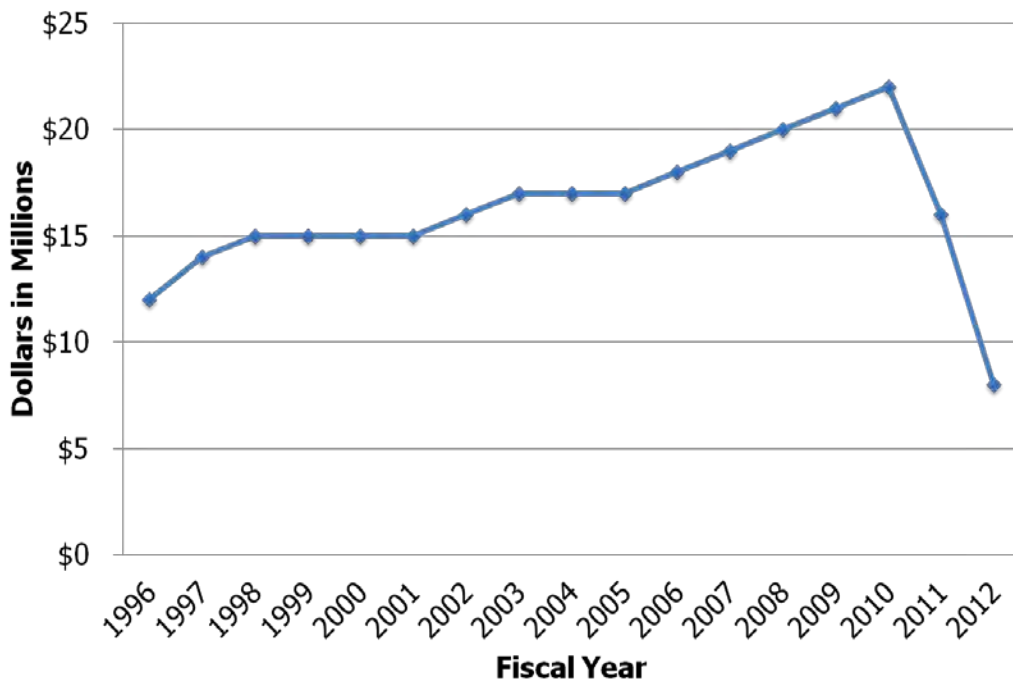
Historically, the vast majority of SWS appropriated funds have been fully expended. However, SWS operations are still adjusting to the unprecedented level of change the program has been experiencing since late 2009-10. In response to deep state funding cuts to SWS in both 2010-11 and 2011-12, many SWS institutions altered their normal awarding practices, including eliminating summer SWS awards. This early action in both years resulted in less than optimal expenditure levels in both 2009-10 and 2010-11.

Despite the challenges outlined above, staff members are working to increase institutional/student demand for SWS dollars and manage the overall program adjustment to significant recent policy changes. Absent further changes, these efforts should act to stabilize expenditure patterns going forward.

SWS HISTORICAL APPROPRIATIONS

The Legislature has historically provided stable funding to State Work Study and then has provided an increase to align with cost and student enrollment increases. The program had received increases over a period of five years until the significant reductions began in fiscal year 2010, as displayed in Chart 7.

**Chart 7
State Work Study Historical Appropriations
FY 1995-96 through FY 2011-12**



RATIO OF NEEDY STUDENTS SERVED

As college costs increase and the number of needy students grows, combined with recent appropriation reductions, the proportion of needy students being served by the program has declined. One in 18 needy students earned money through State Work Study in 2010-11 — compared to one in 12 ten years previously — and one in 34 projected for 2011-12. In addition, the proportion of college costs offset by SWS earnings has decreased over time, moving from 15 percent in 2001-02, to 12 percent in 2010-11.

SECTOR AND INSTITUTION BREAKDOWN

Tables 12 and 13 reflect the 2010-11 earnings and number of SWS students by sector and by institution.

Table 12
Gross Earnings of State Work Study Students, by Sector, 2010-11

Sector	Amount Earned	# Students*	Avg. Earnings
Public Four-Year	\$6,811,545	2,712	\$2,511
Private Four-Year	\$5,887,926	1,968	\$2,991
Community & Technical Colleges	\$7,884,777	2,874	\$2,743
Total	\$20,584,248	7,546	\$2,727

* Students who transfer between sectors are counted in each sector while the total is an unduplicated count.

Source: 2010-11 Unit Record Report

Table 13
Gross Earnings of State Work Study Students, by Institution, 2010-11

Sector Institution	Amount Earned	# of Students
Research		
University of Washington	\$1,603,886	456
Washington State University	\$1,372,752	885
Comprehensive		
Central Washington University	\$1,256,932	391
Eastern Washington University	\$1,127,557	459
The Evergreen State College	\$401,049	146
Western Washington University	\$1,049,369	375
Private Four-Year		
Antioch University	\$8,523	2
Bastyr University	\$123,768	127
Cornish College of the Arts	\$323,705	125
Gonzaga University	\$147,875	68
Heritage University	\$1,298,614	346
Northwest University	\$137,508	35
Pacific Lutheran University	\$608,044	193
Saint Martin's University	\$81,103	26
Seattle Pacific University	\$558,746	217
Seattle University	\$1,302,254	274
University of Puget Sound	\$687,448	214
Walla Walla University	\$166,051	72
Whitman College	\$171,369	150
Whitworth University	\$272,918	120

Table 13 (Cont.)
Gross Earnings of State Work Study Students,
by Institution, 2010-11

Sector Institution	Amount Earned	# of Students
Community & Technical Colleges		
Bellevue Community College	\$227,330	125
Big Bend Community College	\$160,850	72
Cascadia Community College	\$64,962	25
Centralia College	\$108,196	31
Clark College	\$563,267	175
Columbia Basin College	\$268,617	68
Edmonds Community College	\$156,537	43
Everett Community College	\$334,147	149
Grays Harbor College	\$109,758	44
Green River Community College	\$0	0
Highline Community College	\$246,895	107
Lower Columbia College	\$524,927	214
North Seattle Community College	\$281,638	115
Northwest Indian College	\$20,655	8
Olympic College	\$98,435	26
Peninsula College	\$80,797	28
Pierce College	\$238,566	71
Seattle Central Community College	\$181,144	54
Shoreline Community College	\$221,920	84
Skagit Valley College	\$118,298	42
South Puget Sound Community College	\$80,772	28
South Seattle Community College	\$63,941	24
Spokane Community College	\$618,746	223
Spokane Falls Community College	\$552,355	190
Tacoma Community College	\$807,039	183
Walla Walla Community College	\$75,282	17
Wenatchee Valley Community College	\$218,669	113
Whatcom Community College	\$297,913	98
Yakima Valley College	\$555,045	203
Bates Technical College	\$134,251	84
Bellingham Technical College	\$91,925	31
Clover Park Technical College	\$82,955	30
Lake Washington Technical College	\$167,045	63
Renton Technical College	\$114,098	99
Seattle Vocational Institute	\$17,802	9

Source: 2010-11 Unit Record Report

SWS STUDENT PROFILE

State Work Study serves a broad range of students including resident undergraduate and graduate students from low- and middle-income families. About 52 percent of SWS students met the federal definition of an "independent" or nontraditional student in 2010-11, as noted in Table 14. These students had an average family income of \$11,600. This is about \$700 less than the previous year. For dependent students, family income averaged \$42,600 — a reduction of nearly \$2,500 from the previous year.

Table 14
State Work Study Student Profile, 2010-11

Age Categories		Students with Families	
< 21	42%	Married	12%
21 - 23	19%	Married with Children	8%
> = 24	39%	Single Parents	14%
Median age =	21	Race/Ethnicity	
Gender		American Indian	2%
Female	65%	Asian/Pacific Islander	11%
Male	35%	Black	7%
Dependent Students		Hispanic	11%
% Dependent	48%	Other/Unknown	11%
Avg. Parent Income	\$42,631	White	59%
Independent Students			
% Independent	52%		
Average Income	\$11,644		

Source: 2010-11 Unit Record Report

SWS EMPLOYERS

For nearly forty years, thousands of Washington employers have partnered with SWS to provide students with employment opportunities that increase future employability, reduce loan burdens, and improve persistence and graduation outcomes. Because the state reimburses employers for a portion of student wages earned, SWS leverages significant additional aid to needy students.

In 2010-11:

- SWS employers contributed more than \$6 million of their own funds in student wages, as well as covering all benefit costs.
- At average earnings of about \$3,000 per student, employer contributions translated into an additional 2,000 needy students served by SWS.
- Employer matching funds delivered more than a 40 percent return on investment for taxpayers.

SWS employers have helped to minimize the impact of funding reductions to needy students through substantially increased matching contributions.

Despite current challenges, most employers continue to report substantial value in SWS participation as evidenced by the following comments received in response to a 2011 survey:

"We have over ten SWS students currently employed at Seattle Biomedical Research Institute. These students serve in several essential roles in various departments and labs. Many of our graduated SWS employees have transitioned into regular, full-time roles at Seattle BioMed."

~ Seattle Biomedical Research Institute

"On average the United Way of Pierce County employs 10-12 SWS students in our call center. Each year our students connect more than 75,000 people in need with health and human services programs within the community. We have always maintained a lean operating budget and the State Work Study program makes this possible."

~ United Way of Pierce County

"When hiring, work experience is the most valuable asset an applicant can possess. We've hired two of our former SWS students and they have been with us for more than seven years now."

~ Cascade Family Medical Clinic

"The Washington Access Fund was established to promote access to technology and economic opportunity for individuals with disabilities throughout Washington state. We could not do what we do without the assistance of SWS students. Non-profits rely upon work study students to help them provide vital community services. There is no "extra" money in our budgets to hire other workers. Without a work study program, we too will be faced with the prospect of cutting back on services."

~ Washington Access Fund

"In just over three years, Green Cupboards, an online retailer of environmentally friendly products, has grown to over 40 employees and is expected to generate over \$6.5 million in revenues this year. We could not have achieved this growth without the SWS Program. SWS enabled Green Cupboards to cost effectively and successfully build and market a website by employing students from Spokane area colleges and universities. Since inception, Green Cupboards has employed a total of 26 SWS students, 14 of which are currently working for the company."

~ GreenCupboards.com

"SWS provides a valuable service to non-profits such as our daycare association. Our area children have been designated at high risk for school failure and this year our program served a population that was 85% below poverty level. The SWS students that work with us are looking at professions that involve working with children and youth. At a time when quality early childhood education is such a concern, SWS provides the opportunity for future educators to experience what it means to be highly engaged in the business of shaping the future in the real world."

~ Tacoma Daycare and Preschool Association

"Spokane Public Schools employs about 80 college students in various positions throughout the district working in many areas including broadcasting, accounting, marketing, community relations, office work, as well as in classrooms assisting teachers. With budget reductions in K-12 education, programs like SWS have become even more valuable."

~ Spokane Public Schools

"After hiring and working with SWS students over the past nine years, I have seen how a significant work experience can change the lives of these young people. Students gain important skills and work experience, boosting their confidence and preparedness to enter the work force after graduation. Providing the opportunity to work, and to make significant contributions in an organization, is a benefit to us all by preparing our young people in ways that a college education in itself is unable to do."

~ Agros International

The following are more examples of off-campus SWS employers, by type of business:

Private For-Profit	Private Non-Profit	Public / Federal Employers
<ul style="list-style-type: none"> • Array Health Solutions • Getty Images • Law Office of William Harris • Netlink.com • Northwest Hospital and Medical Center • SHKS Architects • State Farm Insurance • Sound Native Plants • Zymogenetics 	<ul style="list-style-type: none"> • American Red Cross • Better Business Bureau • Blue Mountain Humane Society • Boys and Girls Clubs • Camp Fire USA • Fred Hutchinson Cancer Research Center • Salvation Army • Seattle Children’s Theatre • Seattle Institute for Biomedical Clinical Research • World Relief Corporation 	<ul style="list-style-type: none"> • Clark County District Court • City of Wenatchee • Kennewick General Hospital • Lewis County Public Works • School Districts - Seattle, Spokane, Tacoma, Tri-Cities • State Agencies (e.g., Transportation, Fish & Wildlife) • Spokane Public Library • Tacoma Public Utilities • U.S. Forest Service

MATH AND SCIENCE TEACHER PROJECTS

The State Work Study Math and Science Teachers (MST) program, established during the 2007 Legislative Session, provides SWS-eligible students with teaching experiences in secondary school math and/or science classrooms. As a result of these classroom experiences, participating students are better able to clarify their interest in a teaching career.

In 2010-11, eight institutions operated nine projects across the state, as shown in Table 15. A total of 121 participating students earned nearly than \$251,000 in SWS wages while gaining valuable classroom teaching experience. All SWS Special Projects have been suspended for 2011-12 in order to serve more students within reduced funding.

Table 15
SWS Math/Science Projects, 2010-11

School Name	Project Title
Central Washington University	Excellence in Science and Mathematics Teaching
Central Washington University	Kittitas Valley Mentoring Project
Clark College	Math & Science Teachers Project
Eastern Washington University	Mathematics and Science Tutoring Collaborative
Everett Community College	Tutor to Teaching in Math & Science
Lower Columbia College	TEAMS - Tutors Eager to Assist in Math and Science
Seattle Pacific University	Seattle Schools Math & Science Teachers Project
The Evergreen State College	Millennial Math and Science Teacher Explorers
Whatcom Community College	College to Community - Students Teaching Students: Math & Science

Separate funding for SWS Math and Science Teacher projects was suspended in 2010-11. Despite this reduction, SWS continued to fund projects from general program resources to continue the momentum in this area developed since 2007.

As an example of 2010-11 MST activity, Seattle Pacific University’s “Seattle Schools Math & Science Teachers Project” placed State Work Study students in math and science classrooms in the Seattle school district. SWS students were trained by the SPU Project Director, spent time with their teacher/mentor planning their role in the classroom, and then actively promoted better math and science performance for secondary school students — all while they learned more about what it takes to be a teacher.

STATE WORK STUDY COMMUNITY SERVICE PROJECTS

For more than a decade, the SWS program has funded colleges to conduct more than a hundred community service projects. Projects address community needs such as literacy advancement, first-generation and ethnic minority outreach, elementary and middle school tutoring, community health and mental health care, drug education and public safety, and environmental improvement.

In 2010-11 about \$293,500 in SWS funds were earned by 123 students working on twelve projects operated by ten institutions as shown in Table 16. Projects focused on community improvements in the areas of health care, early education outreach, community service infrastructure improvement, local business sustainability, and other community needs. As mentioned, of all SWS Special Projects have been suspended for 2011-12 in order to serve more students within reduced funding.

Table 16
SWS Community Service Projects, 2010-11

School Name	Project Title
Central Washington University	Strengthening the Connections Among the Community, Students, and Faculty Through Academic Service-Learning
Clark College	SHARE - Serving the Hungry & Homeless - Educating the Community
Eastern Washington University	Collaborative Services to Implement Evidence-Based Drop-Out Prevention
Eastern Washington University	Smile Spokane - It All Starts Here
Everett Community College	EVCC Community Service Work Study Project
Seattle Pacific University	Washington Initiative for Supported Employment Project
Seattle Pacific University	Seattle Schools AVID Tutorial Project
Spokane Falls Community College	Volunteers for America Support Project
South Puget Sound Com. College	The Community Service Immersion Experience
The Evergreen State College	Evergreen Student Community Action Coordinators
WWU/Campus Compact	Western Washington University Mentoring Initiative
Whatcom Community College	Preserving Community Through Neighborhood Connections

As an example, Spokane Falls Community College’s “Volunteers for America Support Project” partnered with Volunteers of America of Eastern Washington to provide SWS students with direct service learning work opportunities that linked to classroom learning in a range of positions providing critical services to foster youth, battered women, homeless women and children, and other at-risk youth.

STATE WORK STUDY HIGH EMPLOYER DEMAND PROJECTS

The 2009 Legislature established a new SWS placement priority for high employer demand positions². In order to assist institutions in growing the number of placements meeting this priority, institutions were offered the opportunity to apply for additional SWS wage and administrative support funds to implement projects focused on developing and placing SWS students in high employer demand occupations.

In 2010-11, about \$208,000 in SWS funds were earned by 97 students working on seven projects operated by five institutions as shown in Table 17. Projects focused on community improvements in the areas of health care, early education outreach, community service infrastructure improvement, local business sustainability, and other community needs. As mentioned, of all SWS Special Projects have been suspended for 2011-12 in order to serve more students within reduced funding.

Table 17
SWS High Employer Demand Projects, 2010-11

School	Project Title
Central Washington University	Alternative Energy Systems and Technology
Eastern Washington University	Field Based Experiences for School Psychologists
Eastern Washington University	Fast Track Dental Hygiene
Eastern Washington University	Community Dental Hygiene Assistant
Everett Community College	High Demand Health Occupations
Lower Columbia College	Information Technology Infrastructure Project
The Evergreen State College	Linking Theory & Practice Through High-Employer Demand Jobs

As an example, Central Washington University's "Alternative Energy Systems and Technology" project partnered with city and state organizations to provide SWS students with the opportunity to develop practical work skills in this high employer demand field. SWS students expanded their understanding of the past, current, and future landscape of alternative energy policy, production, and distribution as they focused on direct field experience, grant writing, and engagement with programs promoting homeowner and business energy efficiency improvements.

² The Local Area Demand/Decline website used to determine high demand fields (maintained by Employment Security Department and local Workforce Development Councils) at www.wilma.org/wdclists/.

V. COLLEGE ACCESS PROGRAMS

The HECB manages a variety of college access programs, in collaboration with many stakeholders, to provide early information and support to students in middle school and high school. Each is described in this chapter.

COLLEGE BOUND SCHOLARSHIP BRIEF

Now in its fifth year, the College Bound Scholarship program provides financial assistance to low-income students who want to achieve the dream of a college education. Students who meet income requirements for the free and reduced price lunch program may apply during their seventh or eighth grade year.



The application includes a pledge to graduate from high school with a minimum 2.0 cumulative GPA, be a good citizen in school and the community and not commit a felony, and apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) in their senior year of high school.

For students who fulfill the pledge, meet the income eligibility requirements as determined by the FAFSA, have remaining need, and enroll in an eligible institution, the scholarship will combine with State Need Grant to cover the cost of tuition and fees at the rate of public institutions plus \$500 for books.

The Legislature allocated \$7.4 million in 2007, which was invested in the GET pre-paid tuition program. The funds have grown to more than \$12 million and are expected to cover the first two years of payouts beginning in fall 2012.

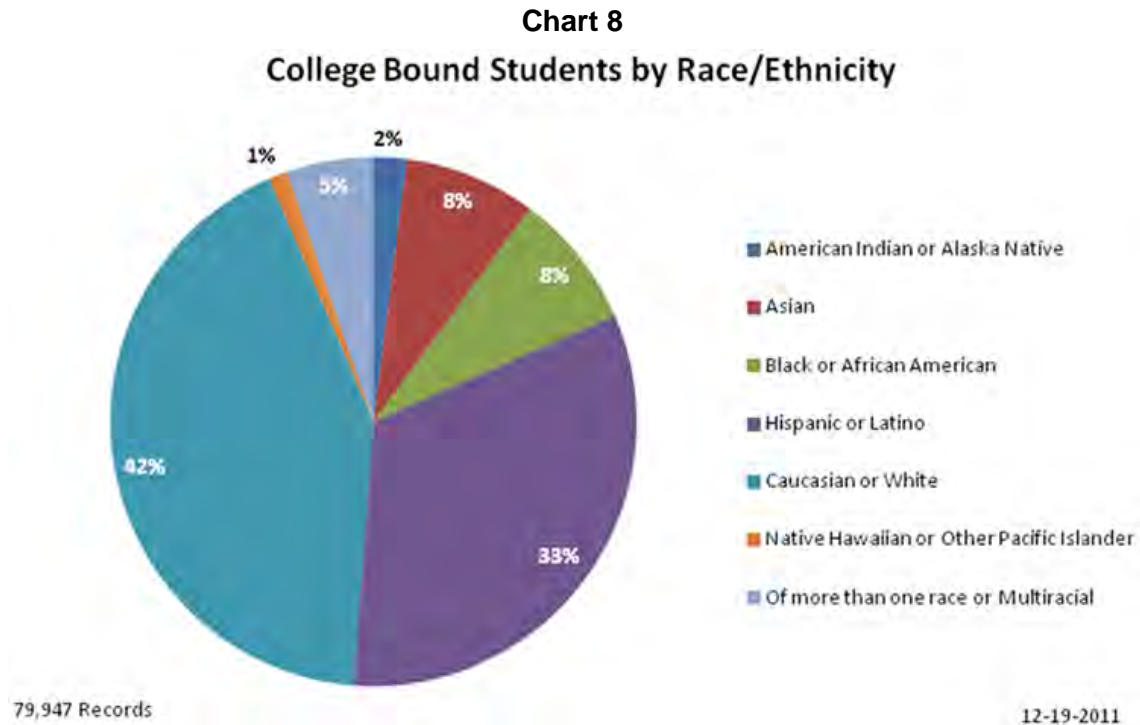
As of December 2011, more than 90,000 students, in four cohorts, have applied for the College Bound Scholarship. For the first two cohorts (the classes of 2012 and 2013), about 56 percent of eligible students applied, which increased to 75 percent for the fourth cohort. These increases reflect the commitment made by administrators, educators, and partners to sign up eligible students.

Table 18
College Bound Sign-Ups by Academic Year & Cohort 1/23/2012

Cohort	1	2	3	4	5	6	Total Sign-ups by Academic Year
Expected Graduation Year	2012	2013	2014	2015	2016	2017	
Eligible Students	28,093	28,600	29,856	30,549	31,923	N/A	
Academic Year 07-08	8	7					15,130
Complete	9,026	6,104					
Academic Year 08-09	9	8	7				27,460
Complete	6,914	9,737	10,809				
Academic Year 09-10			8	7			21,660
Complete			9,566	12,094			
Academic Year 10-11				8	7 ¹		24,327
Complete				10,827	13,500		
Academic Year 11-12					8	7	7,525
Applied					2,597	4,928	
% of Total Eligible	56.7%	55.4%	68.2%	75.0%	N/A	N/A	
Total Sign-up by Cohort Year	15,940	15,841	20,375	22,921	16,097	4,928	96,102

STUDENT DEMOGRAPHICS

About one-third of College Bound students are Hispanic/Latino according to the Office of Superintendent of Public Instruction (OSPI) as displayed in Chart 8. About 53 percent of College Bound applicants are female.



DATA SHARING AND AUTOMATED SYSTEMS

A data-sharing agreement with OSPI allows K-12 schools and the HECB to monitor the progress of College Bound students. The OSPI data show more than half of the College Bound scholars are students of color. Additionally, nearly 73 percent have GPAs of 2.0, and 18 percent have 3.5 or better.

The HECB developed an online application that is more accurate and administratively efficient. The use of the online application continues to grow each year. Online applications increased by 6 percent from the previous year to 33 percent.

The HECB recently implemented a self-service report tool for school staff and partners that allows them to have secure access to reports, which provide information on students in their school or district (with valid College Bound applications) about whether or not they filed the FAFSA.

Other technological solutions have been developed in preparation for the awarding and payment of the College Bound Scholarship. College financial aid offices will have access to a tool that will confirm that students have a valid application, have filed their FAFSA, and met high school graduation and GPA requirements. A payment system has been developed to integrate College Bound payments into the State Need Grant payment system.

CASELOAD FORECAST COUNCIL

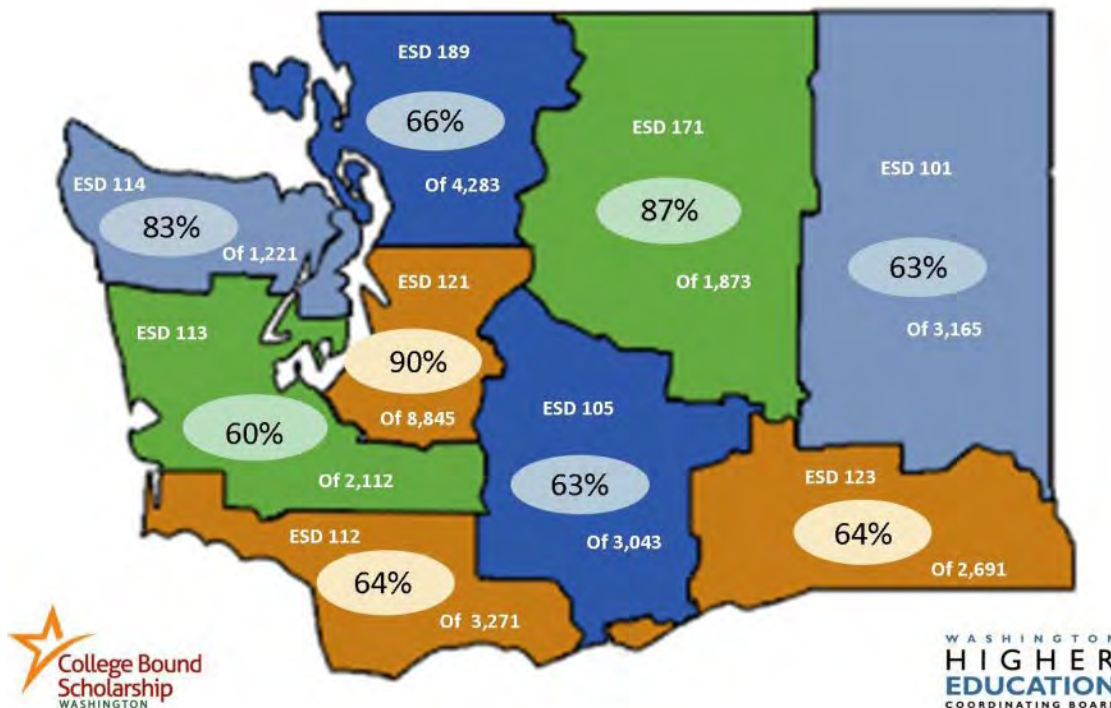
The 2011 Legislature authorized the Caseload Forecast Council to forecast the number of students who will be eligible for the College Bound Scholarship program and will attend postsecondary education. The information will assist in the budget process for future years.

PARTNERSHIPS

The commitment and hard work of College Bound partners continues to provide outreach and support College Bound students statewide. The College Success Foundation, OSPI, GEAR UP, College Access Challenge Grant recipients, Washington College Access Network, Seattle Alliance for Education, Seattle College Access Network, Tacoma College Support Network, and the Community Center for Education Results are some of the groups that are working in their communities to help middle school students apply for College Bound, assist with FAFSA filing, and other communications necessary for the students to receive their scholarships.

The chart below reflects the outreach efforts to middle school students statewide.

Chart 9
Complete College Bound Applications
Graduating Class of 2015 *September 2011*



CLASS OF 2012 – PREPARATIONS TO SERVE FIRST COHORT

The first cohort of College Bound students, the Class of 2012, graduates this spring and will attend college in the fall. To this end, several major projects are underway.

- HECB staff are communicating via workshops, Webinars, clock-hour trainings, and conferences with our partners to ensure that families and students understand the process to access the scholarship and the importance of completing the FAFSA by February 1.
 - In October more than 300 high school counselors, teachers and mentors attended a webinar to learn how students will access their scholarships and ways to identify College Bound students at their school.
- The HECB has implemented a task force of financial aid administrators to develop the systems and policies required to award College Bound students.
- In June, the HECB hosted a one-day conference for college and university staff members from admissions outreach, advising, and student services, to provide them with information they will need to welcome the Class of 2012.
- As noted, electronic student identification and payment systems have been developed.

GEAR UP PROGRAM BRIEF

GEAR UP is designed to take a holistic approach to school reform and student achievement, and to raise educational aspirations among very low-income students beginning in middle school. GEAR UP provides support and services to help students graduating from high school get prepared and motivated to enroll and succeed in postsecondary education.



With recent changes in the Higher Education Opportunity Act of 2008, GEAR UP is now the only federal college access program that spans the education system to provide services to students in middle and high schools and into their first year of college. GEAR UP programs, offered in more than 70 school districts in Washington, also help students gain access to financial aid and financial literacy information.

NEW GEAR UP GRANT

In 2011, the HECB received a new six-year, \$27 million GEAR UP state grant from the U.S. Department of Education to serve low-income schools statewide.

Washington State GEAR UP partners with 28 school districts, covering all geographic regions to serve diverse populations with higher than state averages for Latino and American Indian populations. Three schools are on reservations, and many others are near reservations.

Over the course of this project, the program will serve 6,000 students through direct service in these schools. The schools have at least a 50 percent free and reduced lunch-eligible population, with many exceeding 70 percent.

GEAR UP services typically include:

- Personalized tutoring and mentoring
- College and career planning information
- Access to financial aid
- Summer programs
- College visits
- Teacher training and professional development

The Washington State GEAR UP Program administered by the HECB, delivers services in collaboration with the Office of the Superintendent of Public Instruction, the University of Washington, the College Success Foundation, Washington State Employees Credit Union, local school districts, and a number of other local, state, and national organizations.

In addition to the **State GEAR UP** program, Washington is home to multiple **GEAR UP Partnership** programs. In addition to the continuing six GEAR UP partnership grants statewide, four new partnership programs also received awards this year. With the dollar-for-dollar cost share requirement, the state and partnership programs combined deliver more than \$200 million in service in schools, making it one of the largest investments in college access in Washington.

GEAR UP OUTCOMES

According to a 2008 study by the Social and Economic Sciences Research Center at Washington State University, “GEAR UP students have more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment.”

- First year college enrollment rates were substantially higher in the GEAR UP group than the comparison group (72 percent vs. 45 percent).
- GEAR UP students persisted into the second year of college at higher rates (about 4 percentage points).
- Credential attainment within the five year period was proportionately greater among the GEAR UP students (more than 65 percent).

GEAR UP provides several key enrichment activities for participating students. GEAR UP continues to enjoy very high student and family participation rates. For the most recent grant cycle, which served the Class of 2011 from 7th grade through graduation, **the following outcomes were documented as evidence of the success of the program:**

- 96% of GEAR UP students read at grade level by the end of 11th grade.
- 100% of GEAR UP students attended information sessions related to college admissions, financing, and scholarship opportunities during their junior year of high school.
- 92% of GEAR UP students had fewer than 5 unexcused absences during the first two quarters of 12th grade.
- 97% of GEAR UP students took the ACT or SAT.
- 100% of GEAR UP students were on track to graduate on time.
- 100% of GEAR UP students attended planned information sessions and financial aid nights.
- 98% of GEAR UP students completed the FAFSA.
- 100% of GEAR UP students visited an in-state college during their junior and senior year of high school.

2010-2011 GEAR UP UPDATE

A total of 271 students received scholarships totaling \$738,136 – as a result of their participation in Washington State’s first GEAR UP program (1999 - 2005). The maximum scholarship award amount is \$4,000.

As of November 2011, 438 students are participating in Washington State’s second GEAR UP program (2005 - 2011) and will receive GEAR UP scholarships totaling \$994,705. Table 19 shows the scholarships awarded by educational sector for 2010-11.

Table 19

GEAR UP Grant I (1999-2005) Scholarship Recipients by Sector, 2010-11

Sector	Amount Paid	# of Students
Public Four-Year	\$323,428	111
Private Four-Year	\$70,781	24
Community & Technical Colleges	\$304,202	121
Private Vocational	\$39,725	15
Total	\$738,136	271

BUILDING OUTREACH AND ACCESS NETWORKS

A primary goal of the Washington State GEAR UP program is to engage in and encourage outreach and networking activities throughout the state, region, and nation.

- Washington State GEAR UP co-hosted the fifth annual GEAR UP West Regional Conference in Portland, OR in October of 2011. About 350 participants from Washington, Oregon, Nevada, Wyoming, Idaho, Arizona, Utah, Hawaii, and Montana attended the three-day conference. More than 40 breakout sessions were held on topics ranging from fostering student academic success to working effectively with students in poverty and students of color.
- Washington State GEAR UP also organized statewide directors’ meetings to formulate a policy for the GEAR UP community and coordinate college awareness and readiness campaigns.
- Washington State GEAR UP and partners played an important role in helping develop and support grassroots campaigns for national college access programs such as College Goal Sunday and KnowHow2GO.

COLLEGE READINESS PROFESSIONAL DEVELOPMENT PROJECT

In 2011, Washington State GEAR UP finished a new initiative engaging college readiness project partners and 13 GEAR UP partner schools. Extending the work of the HECB College Readiness initiative, GEAR UP partnered with the College Readiness Project English Team, the Transition Math Project, and ACT to provide targeted math and language arts instruction, intervention, and support services to the Class of 2011 GEAR UP cohort through research-based and well-designed professional development opportunities.

The project was designed to test and evaluate intervention methods in math and language arts that result in improved college readiness among participants as evidenced by increased college placement test scores. By using treatment and control groups at GEAR UP schools to collect, compare, and assess data through pre- and post-ACT COMPASS tests, the HECB analyzed the effectiveness of academic interventions and identified other factors that impact student performance.

Other project objectives included:

1. Incorporating rigor in the delivery of math and language arts.
2. Providing additional support to students to better prepare them for college curriculum and coursework.
3. Evaluating students to determine barriers and effective intervention methods for math and language arts.
4. Evaluating models that strengthen curriculum design and development through university/school collaborations.
5. Establishing promising GEAR UP services to foster program innovation and improvement.

Thirty-five math and English teachers participated in the intervention. Findings from the teacher surveys and focus group include:

- Teachers agreed more strongly over time that they had good working knowledge of the College Readiness Standards and that they designed activities that addressed these standards.
- Teachers were more comfortable over time teaching College Readiness Standards and developed strategies for working with students regarding student attributes.
- Teachers agreed less strongly over time that that they designed lessons to more directly address student attributes. The evaluators often see similar declines in reported knowledge and confidence as respondents acquire a more thorough understanding of the depth of content promoted by an intervention.
- Teachers reported that they spent between one hour per week and 200 hours per semester preparing lessons that addressed College Readiness attributes and outcomes, and that they redesigned between two and all of their lessons to do so.
- Teachers reported increasing utility and satisfaction with the key elements of project-related professional development.
- Teachers expected that student outcomes will include increased, understanding of College Readiness Standards, engagement, and self-efficacy.

About 1,589 GEAR UP students in the 13 participating schools took the ACT COMPASS, a standard college readiness assessment used by many two-year postsecondary programs and institutions in Washington.

Students performed better on the ACT COMPASS assessments when they:

- Believed they would graduate early from high school.
- Took AP, Honors, or International Baccalaureate classes.
- Were enrolled in college preparation classes.
- Were enrolled in AP English or Calculus classes.
- Planned to enroll in a 2-year community college or higher after high school graduation.
- Expected to obtain a 2-year college degree or higher.
- Had families that wanted them to go to college (both who could and could not afford it).

The findings will be used to inform future GEAR UP programming, both at the school level and as a statewide initiative to support educator professional development.

COLLEGE ACCESS CHALLENGE GRANT BRIEF

**COLLEGE ACCESS
CHALLENGE GRANT**
WASHINGTON

The HECB has administered the federal College Access Challenge Grant (CACG) program since 2008. The purpose of CACG is to provide services and support to low-income, first-generation students and their families in preparation for college and careers.

The 2010-11 year began a new five-year grant cycle that requires the state to submit an application each year. The formula funding is based on the number of low-income population in Washington. In 2011, Washington received \$2 million federal funding. As a condition to receive funding, the state must meet the annual maintenance of effort in supporting higher education, and provide a 50 percent match for the project.

The goals of CACG align well with the HECB's strategic master plan to add more degrees and help prepare underserved students to attain postsecondary education. The HECB set three priorities for CACG: 1) Support the Washington College Bound Scholarship; 2) Increase college awareness and financial aid opportunities for low-income, underrepresented students and families through targeted activities statewide and increase FAFSA completion rate; and 3) Work with non-profit organizations and other college access and success programs to deliver services to both K-12 and postsecondary students.

Currently, services are delivered to students and families by the following sub-grantees who were selected through a competitive application process:

- College Success Foundation
- Western Washington University Campus Compact
- Northwest Education Loan Association
- Educational Service District 101
- University of Washington Office of Minority Affairs
- Washington State University's Imagine U Program
- Metropolitan Development Council

These organizations made excellent progress in reaching increased numbers of low-income students and their families and working collaboratively with college access programs statewide.

1. Support the Washington College Bound Scholarship program.

Of the seven sub-grantees, five provide direct support to the students who have signed a College Bound Scholarship commitment letter with the state. These services include events and seminars to address topics such as choosing the right course work in high school, college selections, admissions applications, and the financial aid process, etc.

The services have been developed specifically for College Bound Scholarship students and families through events held at larger school districts, municipalities, and community-based organizations. Such statewide support services reached 28,773 students and 7,270 family members. CACG continues to support the counselor positions created in the Education Service Districts.

2. Increase college awareness and financial aid opportunities for low-income, underrepresented students and families through targeted activities statewide, and increase FAFSA completion rate.

Several program components are developed specifically to address increasing needs for low-income, underrepresented students and families.

- ***I'm Going to College*** – a school-based program targeting low-income students at 6th grade – through a collaboration between elementary, middle and high schools, and postsecondary institutions. The program has served 7,853 students to date, and more than 1,000 have visited a college campus.
- ***College Goal Sunday*** – events have seen a 149% increase in participation over that of 2010.
- ***Conocimiento de Colegio*** – A program designed for Hispanic families, conducted 27 multilingual workshops reaching 722 participants.
- The ***Imaging U@College*** program – delivers key information and experiences to communities and schools. It reached 510 students and more than 40 family members.
- ***Washington Campus Compact*** – expanded its AmeriCorps Retention Project to develop partnership between middle and high schools and college campuses, to provide targeted tutoring and mentoring services.
- **Financial aid and literacy workshops** – designed to address FAFSA filing have seen participation rates go up 500%. Such workshops include topics like FAFSA filing, aid packages, and student loans.

3. Work with non-profit organizations and other college access and success programs to deliver services to both K12 and postsecondary students.

All sub-grantees are non-profit organizations that offer college access and success programs. Some are administrators of other federally funded programs with goals and objectives similar to CACG's goals. These federal programs have become important outreach facilitators for CACG programs. They have expanded their scopes of services beyond their other federal grants. For instance, CACG provides support to expand service through both TRIO and AmeriCorps administrators so that the network of grant recipients may serve more geographic areas or students.

AmeriCorps has increased to 22 additional sites using the AmeriCorps model to reach students in the K-12 system. The TRIO Talent Search and Upward Bound programs added four additional sites to work with increased numbers of students. One unique sub-grantee is the Rural Alliance for College success, an ESD-based professional development and regional college access coaching program. This alliance covers a large region in Eastern Washington and works with 42 rural school districts. Their focuses are on better curriculum design, support for students, and engaging families.

Washington CACG took the leadership role in forming FEdNet – a network of Washington's federally funded education programs, to add value to the existing programs in state. CACG works with eight other federal programs to offer services ranging from tutoring for middle school students to professional development opportunities for K-12 educators; and from support services for college students to financial aid workshops.

The programs participating in this collaborative are: 21st Century Community Learning Centers, AmeriCorps, Carl D. Perkins Career and Technical Education, College Access Challenge Grant, Educators for the 21st Century (Title II), GEAR UP, and TRIO. The mission of the FEdNet is to serve as a statewide network of experienced leaders in college and career readiness and student success.

PASSPORT TO COLLEGE PROGRAM BRIEF

Foster youth are among America's most disadvantaged groups in terms of their ability to access higher education and achieve the benefits of a postsecondary education. The Passport for Foster Youth Promise program was created by the 2007 Legislature to help students from foster care attend and succeed in college.

The program is authorized as a six-year pilot, and completed its third full year of operation in July 2011. The HECB recently completed a report based on the first three years of the program, which may be viewed at: www.hecb.wa.gov/sites/default/files/PassportReport-FinalPDF_0.pdf

KEY REPORT FINDINGS

- During the program's first two years, the maximum Passport award (based on tuition at the state's highest-priced public university) was \$6,793. During the third and current academic years, maximum awards were reduced to \$3,000 to allow existing funds to serve an increasing number of students and provide support services. In 2010-11, students received 92% of the maximum award versus 81% the previous year, which indicates Passport is filling the gap not met by other student financial resources.
- Efforts to retain Passport students have increased the number of former foster youth enrolling in higher education and working toward college degrees and certificates. Several methods utilized by the HECB, the Department of Social and Health Services, and local campuses are now in place to successfully identify eligible students without requiring them to complete lengthy applications disclosing personal information.
- About one-third of eligible students enroll in Passport, and the numbers have been increasing each year. About two-thirds of Passport students who enrolled during the program's first two years re-enrolled for a second year. Approximately 75 percent of Passport recipients attend community and technical colleges.
- Among those who failed to attain a college degree, the majority reported they did not meet satisfactory academic progress requirements. The data suggest that continued work with campuses and the College Success Foundation is needed to improve enrollment and retention of Passport-eligible students.

PROACTIVE STUDENT IDENTIFICATION

The authorizing legislation anticipated the difficulty of identifying this population due to privacy laws and the sensitive nature of self-disclosure, and required early and accurate identification of former foster youth. There are four methods used to identify eligible students: 1) Passport Consent Form that allows students to authorize the HECB to verify eligibility with DSHS and other providers; 2) the Common Application used by both the Education & Training Voucher Program and Passport; 3) the Free Application for Federal Student Aid (FAFSA); and 4) college admissions and registration materials.

The HECB develops a list of potentially eligible students via its secure web portal, and DSHS accesses the system to indicate whether students are eligible for Passport. More than 6,500 students identified as potentially eligible for Passport have been processed by DSHS, and more than 1,200 have been determined eligible. The majority of those eligible students were identified through the FAFSA.

ENROLLMENT, PERSISTENCE, COMPLETION

In addition to the verification of student eligibility, Passport provides a unique opportunity to evaluate the educational pipeline and outcomes of youth from care. Data exchanges between the HECB and SBCTC, as well as the national Clearinghouse (a database of enrollments nationwide), provide more details about student academic progress.

The number of emancipated youth estimated to be eligible for Passport is about 500 to 600 students per year. About 60 percent of eligible youth express an intention to enroll by submitting an application (completing the FAFSA or Passport consent form). Of those who express intent, more than half ultimately enroll in that year.

During the 2010-11 academic year, 381 enrolled students received Passport services. Overall, these students were young – and more than half were female (62 percent). The average age was almost 19 at the time of FAFSA filing. About 8 percent (32 students) had dependents. Each year, the majority of enrollments have been in the public two-year colleges (see Table 20).

Table 20
Enrollment by Cohort of Emancipated Passport Eligible Youth

Sector	2008-09	2009-10	2010-11
Research	9	14	22
Comprehensive	15	30	41
Private Four-Year	10	18	22
Community & Technical Colleges	119	244	297
Private Career	4	12	6
Total	157	318	381

More than half of the 200 continuing students in 2010-11 have been enrolled for two or more years. About 41 percent of persisting students continued from the previous year; 37 percent have attended for two years; and the remaining 23 percent have attended all three years. It is important to note the program served students in 2008-09 who had already begun their college attendance and did not receive Passport support services at the start of their postsecondary career.

SUPPORT SERVICES

Passport eligible students receive intensive support services from the institutions they attend and from the College Success Foundation (CSF). Institutions play a key role in supporting student engagement and success, and in improving retention rates. Forty-nine institutions participate in the Passport “viable plan” offering intensive support services and designating a staff member to work directly with students.

Viable plans must include a commitment by the institution to assist in the identification of students; designate a campus support staff member; provide students with a full financial aid package; strive to create a lasting institutional commitment to continue services; and connect with social services and independent living providers. As Passport students progress each term, institutions receive \$500 (\$750 per semester) incentive payments.

The HECB contracted with the College Success Foundation to provide outreach, student intervention, and community integration services beginning in 2009-10. The CSF has worked to increase college retention of Passport students by implementing their intrusive support model — an alert system that identifies six hurdles students from foster care face. The CSF also provides campuses with regular support and assistance in further developing their viable plans.

The CSF holds consortium meetings with education professionals and social service providers in each region to coordinate services to youth from foster care. In addition, CSF works with institutions to share best student services practices, and meets directly with Passport students during campus visits. CSF is expanding its student services to include a campus-based peer mentoring program for Passport students. The mentoring program, called Peer Navigators, will begin assisting students during the winter 2012 term, and will be piloted on 11 campuses throughout the state.

THEWASHBOARD.ORG BRIEF

In 2009, the Washington Scholarship Coalition (WSC)³ launched an online scholarship clearinghouse at www.theWashBoard.org. This is a student-centered website that supports finding and applying for scholarship opportunities in Washington. Free for both students and providers, the online resource streamlines access to scholarships by matching scholarship applicants with providers in one, easy-to-access website.



TheWashBoard.org site enables scholarship providers statewide to share their scholarship information more efficiently with qualified students without adding to their marketing budgets. This is especially valuable for small, community-based groups who have seen donations to their scholarship programs decline during the recession.

As of December 2011, the program has 210 registered scholarship providers and has listed more than 1,000 scholarships. More than 80,000 registered scholarship seekers use theWashBoard.org to aid in their scholarship search – compared to 36,000 in the last annual report.

June 2010 Survey results that show 75 percent of users would recommend theWashboard.org to friends, and 67 percent of providers rated their experience as “very good” or “great” – a 12 percent increase over the prior year.

For the 2010-11 academic year, approximately 10,000 individual scholarship awards were made totaling \$28 million dollars. By June 2012, theWashBoard.org anticipates having more than 300 registered scholarship providers with more than \$40 million in available dollars.

On behalf of the Washington Scholarship Coalition, the HECB hosts theWashBoard.org software application, develops and manages site content, provides free customer support services via web and telephone, and conducts limited data analyses. In cooperation with the marketing consultant hired by the Washington Scholarship Coalition, HECB staff members provide presentations and individual consultations to interested providers statewide.

In 2011 the *College Spark Washington* provided a grant to the HECB to contract for software programming and project management to upgrade the scholarship matching software, provider tools, and administrative enhancements. The grant is intended to increase access to private scholarships for Washington students by achieving the following outcomes:

- Increase awareness of financial aid and scholarship opportunities and simplify the application process, particularly for low-income students.
- Increase donor funding for private scholarships by increasing applicant-matches.
- Improve availability of data on private scholarships.

³ The Washington Scholarship Coalition is a public-private partnership that includes nine organizations committed to increasing access to scholarships in Washington: College Planning Network, College Spark Washington, College Success Foundation, Greater Tacoma Community Foundation, Higher Education Coordinating Board, Independent Colleges of Washington, Northwest Dollars for Scholars, Northwest Education Loan Association, and Seattle Foundation.

VI. HECB SFA ADMINISTRATIVE DEVELOPMENTS AND EFFICIENCIES

The HECB has undergone several budget reductions and worked to develop operational efficiencies to continue to manage the various programs and activities while maintaining quality within reduced resources. This chapter highlights some of the recent initiatives in the HECB financial aid administration.

COLLEGE BOUND STATE NEED GRANT AWARD WAREHOUSE (CSAW)

HECB staff developed and recently launched the College Bound/State Need Grant Award Warehouse (CSAW), to private institutions participating in the SNG program. Colleges use this new web-based system to manage SNG awards, request reimbursements, and submit quarterly reports to HECB. Beginning in 2012-2013, the public sectors also will begin using CSAW to report their quarterly data. After further programming is complete, CSAW will accommodate the payments in the College Bound Scholarship.

CSAW offers the colleges enhanced features not available in the previous system, and will provide colleges with the ability to request funds for and report data on SNG and College Bound simultaneously. In addition, with full CSAW implementation in 2012, HECB staff will see administrative efficiencies with the movement of all colleges into one reporting system. HECB staff have received positive feedback on CSAW thus far and continue to fine-tune the system based on user feedback.

ELECTRONIC FUND TRANSFERS FOR PRIVATE INSTITUTIONS

As of July 2011, all participating SNG institutions are receiving Electronic Fund Transfers (EFTs) in lieu of individual student paper checks. The new process for private institutions involves a reimbursement system where they pay the SNG to their eligible students and then the HECB reimburses them with an EFT within five business days.

This conversion has saved the state thousands of dollars in warrant processing fees and many hours of staff time in the handling of the paper warrants. The HECB is in the process of converting smaller financial aid programs to EFTs with the ultimate goal of using paper warrants only in emergency situations.

IMAGING UPDATE

HECB SFA staff members have worked to move hard copy files into a new imaging system. The highlight of this conversion effort is that forty years of unsatisfied SNG repayment files are now imaged. All participating programs are imaging current files and working their active prior year files into the new system. Ease of access to file information is saving considerable amount of staff time and creating significant operational efficiencies.

PERFORMANCE-BASED CONTRACTING

The HECB is issuing contracts on a performance basis where payment is made based upon an agreed set of performance measurements or deliverables. New contracts include:

- **College Spark Washington** has contracted with the HECB to issue two subcontracts for the WashBoard version 2.0 upgrade. One contract is for a project manager and the other for the software development to implement the upgrades.
- **The Aerospace Loan Program** has an Interagency Agreement was set up between the HECB and Edmonds Community College to help implement the new Aerospace Loan Program that is used for Edmonds students attending the Aerospace Training Program offered through the colleges' Business Training Center.
- **The Leadership 1000** contract performance is based on scholarship fund development and scholarship application processing and awarding.
- **The Passport to College** contract with the College Success Foundation continues strategies that increase retention and postsecondary success of Passport students through student intervention and community integration.
- The HECB continues contract management for **GEAR UP** and **College Access Challenge Grants**.

DATA EXCHANGES

The HECB has developed innovative, efficient and secure data exchange protocols for several programs. Examples in the financial aid area include:

- **College Bound:** The Office of Superintendent of Public Instruction (OSPI) and the HECB share data to ensure valid applicants to the College Bound program are identified to the schools and districts for the purposes of assisting students. Data also will be exchanged to verify these students have met the graduation and GPA eligibility requirements to receive the scholarship. OSPI and HECB staff meet regularly to ensure data protocols are understood and discuss emerging issues.
- **GEAR UP:** OSPI and the HECB entered into a data sharing agreement in fall 2011 to support the data collection, reporting, and evaluation needs of the six year federal GEAR UP project. OSPI provides GEAR UP with student level information for the 28 school district partners. This will allow GEAR UP to track student, family, and staff participation in GEAR UP activities in order to measure the impact of GEAR UP services on high school graduation rates, postsecondary enrollment rates, enrollment and success in rigorous coursework, and student and family knowledge of college preparation and financial aid requirements.

ERDC is providing longitudinal outcomes for former GEAR UP students to measure postsecondary outcomes. This will allow GEAR UP to further assess the impact of participation in program services as they directly relate to postsecondary enrollment and persistence as compared to non-GEAR UP students of poverty.

- **Passport:** A unique secure data-share procedure developed by the Department of Social and Health Services (DSHS) Children’s Administration and the HECB is used to determine student eligibility. The authorizing legislation anticipated the difficulty of identifying this population due to privacy laws and the sensitive nature of self-disclosure, and required early and accurate identification of former foster youth.

The HECB develops a list of potentially eligible students from several methods such as the Passport Consent Form and FAFSA that is then uploaded into the HECB secure web portal. DSHS then accesses the system to indicate whether students are eligible for Passport. More than 6,500 students identified as potentially eligible for Passport have been processed by DSHS, and more than 1,200 have been determined eligible.

- **Opportunity Internship:** High school graduates who are eligible for the Opportunity Internship Program are uploaded via a secure file upload to the HECB Portal system by the Workforce Development Councils. This data is used to match against regular State Need Grant to track these students.

PARTNERSHIPS

The Student Financial Assistance Division works collaboratively with many partners statewide to extend and enhance services to students. Partnerships involve communicating on shared projects; exchanging best practices; requesting input on program development and implementation; presenting HECB information at meetings and conferences and collaborating on grants and reports.

Statewide partners include entities such as:

- Association of Washington School Principals
- College Success Foundation
- College Trio Programs
- Department of Health
- Department of Social and Health Services
- DigiPen University
- Metropolitan Development Council
- Northwest Education Loan Association
- Office of Superintendent of Public Instruction
- Professional Educator Standards Board
- The Scholarship Coalition for The WashBoard
- Washington Association of Financial Aid Association
- Washington College Access Network
- Washington State Employees Credit Union
- Western Washington University Campus Compact
- Workforce Development Councils
- Workforce Training and Education Coordinating Board
- University of Washington

Regional partners include:

- School Districts
- Seattle College Access Network

VII. AEROSPACE LOAN IMPLEMENTATION SUMMARY

The Aerospace Training Student Loan Program was formed in the 2011 Legislative Session



(28B.122 RCW) with the intent of providing low interest tuition loans to students who otherwise could not afford the cost of the Aerospace training program. Standard financial aid sources are not available to students in short certificate programs.

The HECB is the program administrator. Program design is being done in consultation with representatives from aerospace employers, aerospace workers, and the Washington Aerospace Training and Research Center (WATRC).

WATRC offers three different Aerospace related certificate programs that have a over 80 percent placement rate in the Aerospace industry. The typical certificate involves a 12 week training course that is comprised of a four week core skills component that is done online; an eight week specialty component such as assembly mechanic or electrical assembler that is done in a hybrid format of four weeks online and four weeks on site at the training facility. The core skills and specialty components each cost \$2,400 – for a combined cost of \$4,800 – the total maximum loan amount.

HECB staff worked with Training Center staff, as well as the Aerospace Future's Alliance, to establish the beginning phases of the program in summer 2011.

IMPLEMENTATION PROCESS

An interagency agreement was established between the HECB and Edmonds Community College Business Training Center, which oversees WATRC. The agreement focuses on prescreening of potential applicants, the loan payment application process, and collaboration on annual reports. Student loan payments go straight to Edmonds Community College Business Office once the students have enrolled in the Aerospace Training program.

The HECB has established contracts with two different vendors for the purposes of gathering criminal history information and credit bureau information on the loan applicants. HECB staff reviewed the Fair Credit Reporting Act and worked with other loan entities to develop information that is required to be presented to potential loan recipients.

STUDENT ELIGIBILITY

Several of the eligibility criteria (listed below) were taken directly from the WATRC program requirements. Consideration for the applicant's ability to find work when the certificate is completed was incorporated into the eligibility. Legal eligibility to work in the U.S. as well as felony criminal history in particular, can prevent a candidate from being hired.

PROMOTION

As a new program, additional efforts are being made to generate awareness of the Aerospace Loan Program. WATRC is doing significant promotion for the program. Interested loan applicants are directed to the HECB website to learn about program eligibility requirements and to download an application if desired. The HECB staff is promoting the loan program with Worksource participants through Employment Security.

APPLICANT REVIEW AND AWARDING

A Program Manager reviews all applications for completeness and sends missing information letters. A review committee reviews all completed applications to evaluate for eligibility. Now that program operational processes are fully implemented, a completed application is processed within two to three weeks and either sent an acceptance packet, a co-signer needed letter, or a denial letter.

A maximum of 51 loans can be offered in the 2011-12 academic year, a small amount is reserved for loan processing costs. Loans are being committed on a first-come basis once an applicant is determined eligible. As Promissory Notes are returned, loan dollars are set aside for recipients' tuition payments for the next available training session. The first cohort began training on January 3, 2012.

The program is funded at \$250,000 for the 2011-12 academic year. The December 2011 Special Legislative Budget Session provided an additional \$1,000,000 in program funds for the 2012-13 fiscal year. It is anticipated that available funds for 2011-12 will be fully awarded in January 2012.

Recipients, upon graduation, will be given a three month grace period to find work. At the completion of the grace period or sooner, the loan recipients are expected to begin loan payments. Recipients are expected to repay the loan within a three year timeframe. The interest rate is the same as the federal education loan interest rate (6.8 percent).

APPLICATIONS RECEIVED TO DATE

As of January 9, 2012, more than 120 applications have been received – 26 of these have been awarded, and the remaining 25 slots will be filled over the next two weeks. Once the funds have been fully committed, interested borrowers will be asked to apply for 2012-13 funding.

Applicant demographics

Gender: 86% male, 14% female

Age range:

- 46% between 18 and 25
- 14% between 26 and 35
- 31% between 36 and 45
- 9% are 46 and over

Applicant income range: \$0 and \$2000 per year

Unemployed applicants: 66%

Applicants with dependents: 26%

Keeping college affordable: Annual report on student financial aid



January 26, 2012

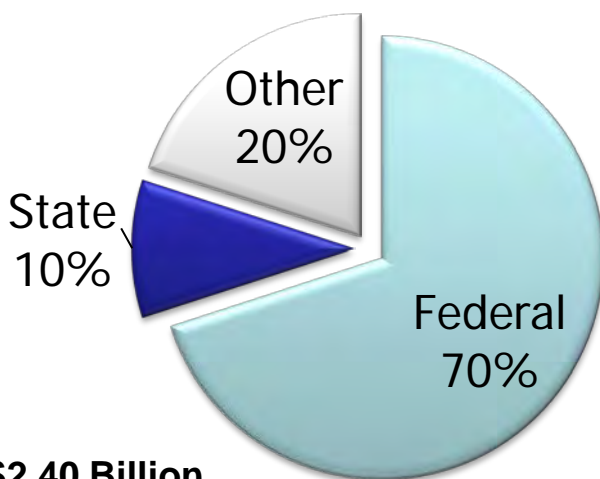
Rachelle Sharpe, Director of Student Financial Assistance, HECB
Carla Idohl-Corwin, Dean of Student Financial Services, SPSCC

- Context of the Annual Report on State Aid
- Trends in Student Financial Aid
- Key Program Briefs
- Notable Issues at the Campus Level

- Even in the great recession, the Legislature has maintained the commitment to keep pace with tuition in SNG funding
 - In 2011, the program experienced a mid-year cut of \$25+ million
 - Significant growth of eligible student enrollments outstripped funding
 - The 2011-13 SNG appropriation included an additional \$107 million
 - Made reductions in SNG to student awards at private institutions
- State Work Study was reduced by 2/3 from previous levels
- Suspended funding for new students in merit and conditional scholarship programs; maintained funding for previous recipients
- New funding for Opportunity Scholarships & Aerospace loans
- Current interest in “SNG Reform”

\$2.40 billion expended on 186,800 need-based recipients in 2010-11

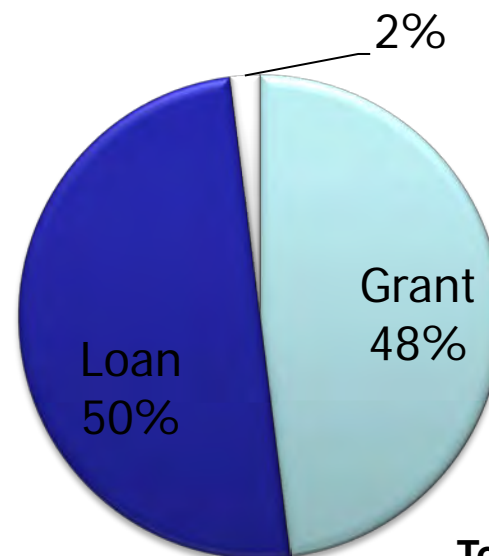
By Source



Total: \$2.40 Billion

Federal: \$1.67 billion
State: \$251 million
Other: \$479 million

By Type



Total: \$2.40 Billion

Grant: \$1.17 billion
Loan: \$1.2 billion
Work: \$41 million

- This represents an increase of \$200 million and 4,000 students compared to 2009-10, and a 33% increase in a two-year period.
- State aid was 10% of total, including \$232 million administered by HECB that served 78,600 students.

State aid budgets 2011-12

Public Purpose	Program	Est. Expenditures	Students Served
Need-Based	State Need Grant	\$267 m	70,000
	State Work Study	\$7.8 m	3,500
	Passport to College	\$1.4 m	432
Merit-Based	WA Scholars	\$2.3 m	268
	WAVE	\$1 m	188
	GEAR UP Scholarships	\$.4 m	150
	American Indian Endowed Scholarship	\$14,800	14
Targeted Workforce	Future Teachers Conditional Scholarship	\$40,000	8
	Alternative Routes to Teaching	\$1.5 m	450
	GET Ready Math & Science	\$.97 m	99
	Health Professionals	\$3 m	218
	WICHE Professional Student Exchange	\$71,000	4
Total State Funding		\$285 m	75,300

- The number of students filling out the FAFSA (Free Application for Federal Student Aid) has increased significantly during the economic downturn.
 - Total applications received for 2010-11 were 494,000 – a 61% increase from 2007-08.
 - Total applications for 2011-12 are 474,000 – 7% above this time last year.
- About 51% of need-based students attended community and technical colleges in 2010-11.



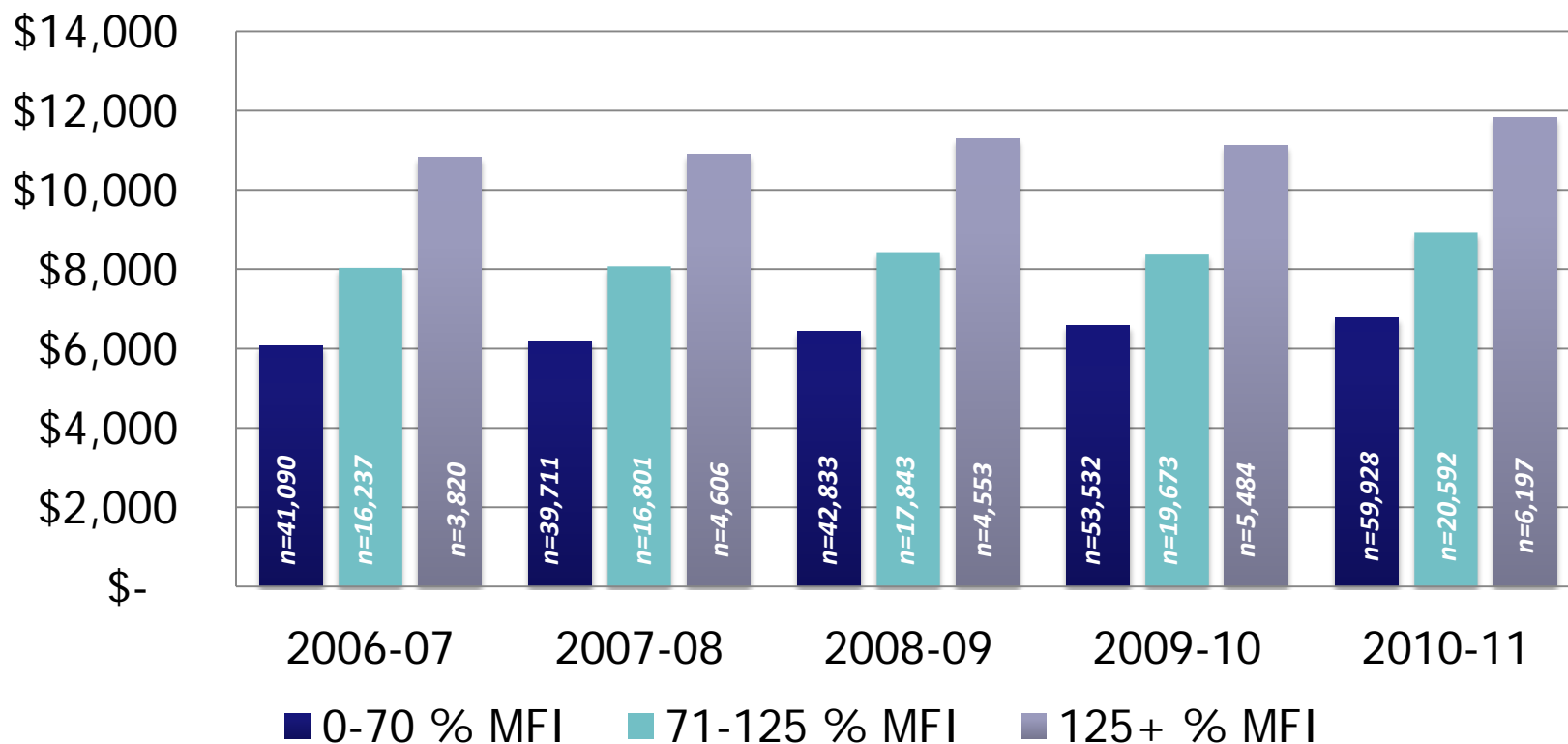
- About 113,000 needy students borrowed.
- Average loan amounts were slightly higher for non-needy students.

Resident Undergraduate Borrowing 2010-11

Sector	Needy Borrowers	Average Annual Loan	Non Needy Borrowers	Average Annual Loan
4-Year Public	36,900	\$8,400	8,000	\$11,200
2-Year Public	34,100	\$5,500	3,500	\$4,900
4-Year Private	10,400	\$11,100	2,300	\$8,300
Private Career	6,300	\$9,100	400	\$10,000
Total	87,700	\$7,600	14,100	\$9,100

Note: The HECB began collecting data from campuses on ALL federal loans, not just need-based recipients, for 2008-09 and beyond.

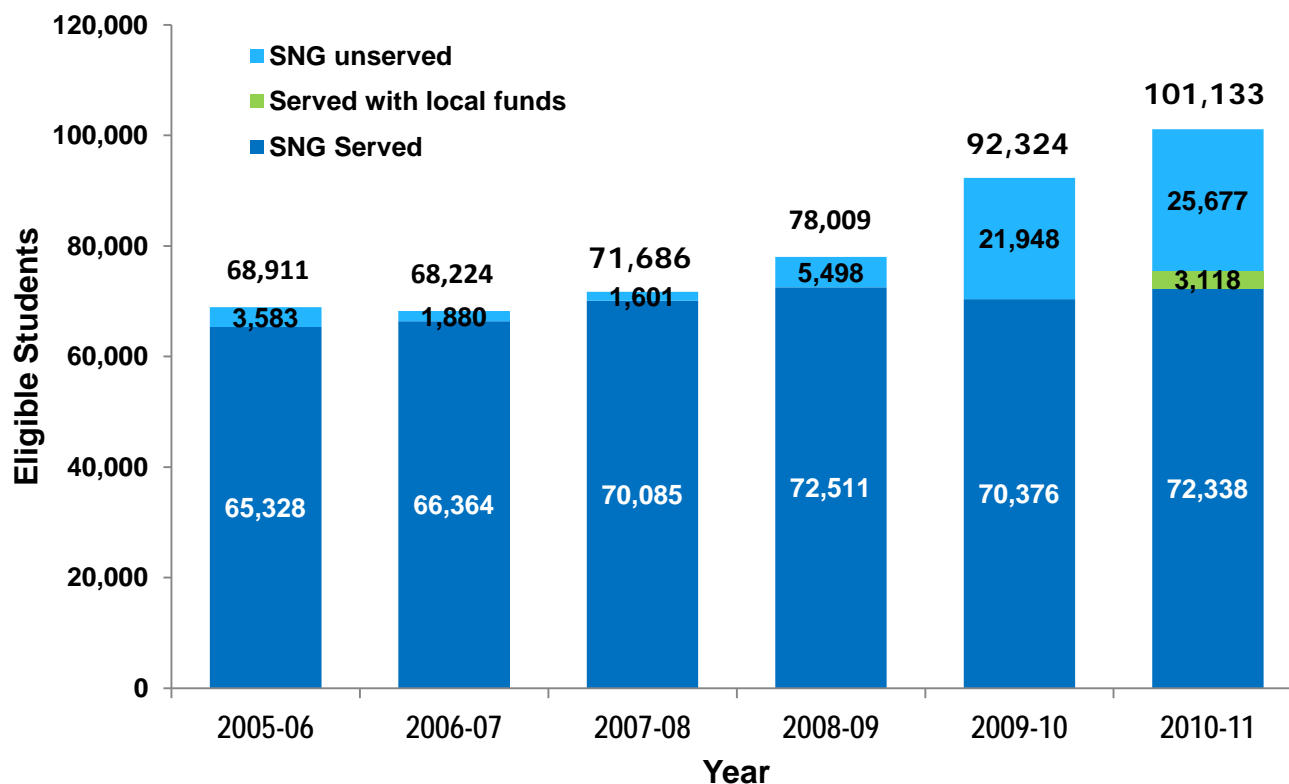
Average Annual Loan Award by Income Level 2006-07 to 2010-11



Source: HECB Unit Record Report submitted by 68 SNG participating institutions
Notes: Washington resident undergraduates students receiving need based aid.

State Need Grant demand remains high

- The enrollment of students qualifying for a State Need Grant has increased sharply, outpacing the available SNG funding.
- The number of eligible students increased 26% in a two-year period, creating a four-fold increase of un-served students.
- The served students in 2010-11 below includes the “local fund” replacement required of public institutions due to a mid-year \$25 M rescission.



Differences in the un-served students

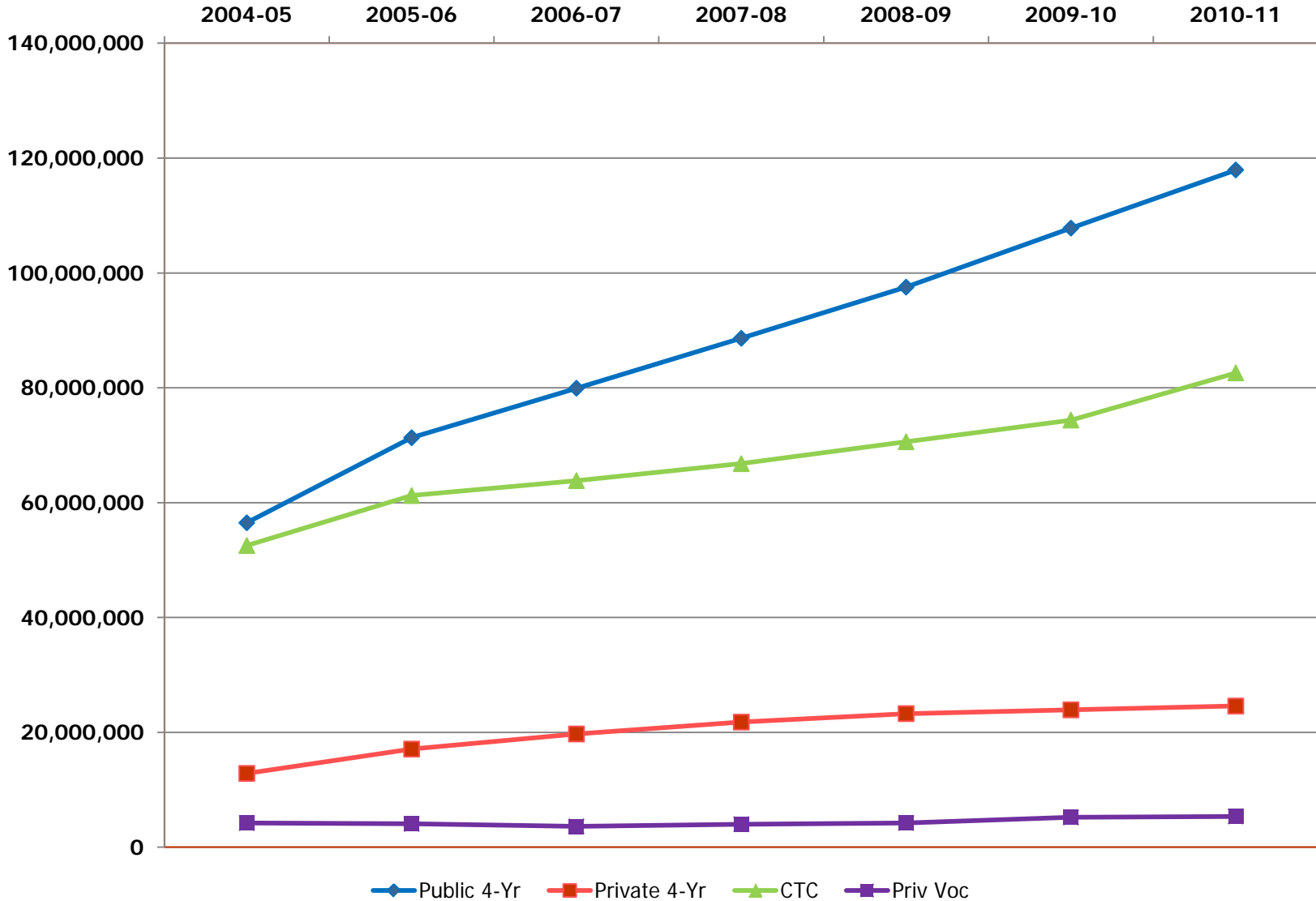
- The un-served students filed their FAFSAs later (May/August versus Feb./March for two and four-year students respectively).
- The un-served start attendance later in the year and attend fewer terms.
- The served students are receiving two times the amount of grant aid.
- The un-served students borrow \$2,500 more per year.
- The un-served students attend two-year colleges in greater proportions:
 - 75% attend community and technical colleges
 - 18% attend public four-year
 - 4% attended private four-year

SNG Historical View

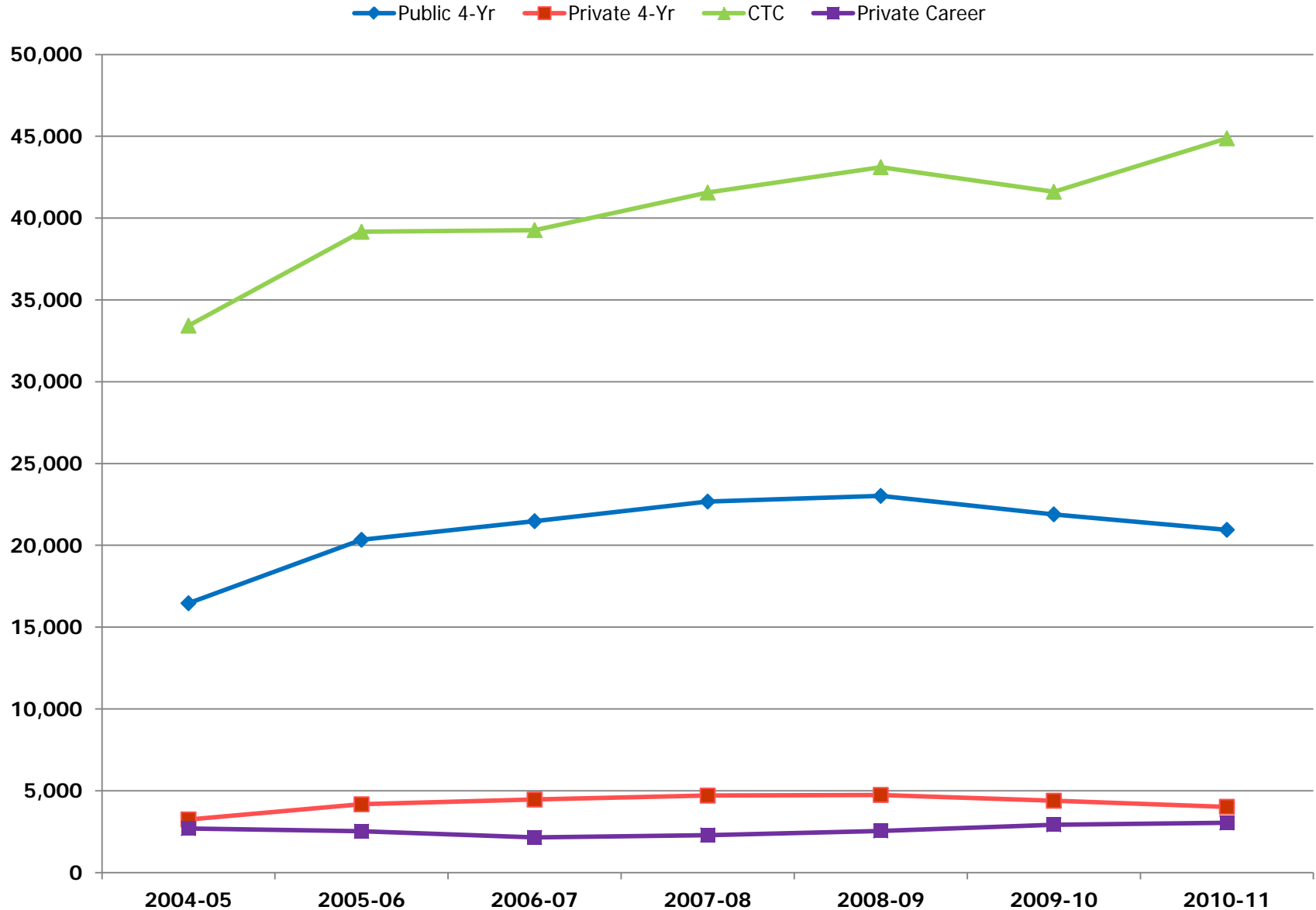
	2006-07 Funding		2010-11 Funding		Variance
Research	\$ 46,503,800	28.2%	\$ 75,572,356	32.8%	4.6%
Comprehensive	\$ 31,879,350	19.4%	\$ 42,365,151	18.4%	-1.0%
Private Four Yr	\$ 19,958,130	12.1%	\$ 24,582,877	10.7%	-1.4%
CTC	\$ 62,562,959	38.0%	\$ 82,597,514	35.8%	-2.2%
Private Career	\$ 3,812,831	2.3%	\$ 5,372,370	2.3%	0%
Total	\$164,717,070		\$230,490,268		

	2006-07 FTE		2010-11 FTE		Variance
Research	11,429	17.0%	13,519	16.5%	-0.5%
Comprehensive	10,048	14.9%	10,510	12.3%	-2.6%
Private Four Yr	4,461	6.6%	4,833	5.5%	-1.1%
CTC	39,267	58.3%	41,879	61.6%	3.3%
Private Career	2,145	3.2%	2,991	4.2%	1.0%
Total	67,348		73,731		

SNG expenditures by sector over time



SNG recipients by sector over time



SNG web-based portal

Student has no QER for award (7 edits)

Name	Term	Enrollment	Main Awd Amt	Max Awd Amt	QER	MFI
	Spring	Full time	1368.00	\$0.00	-0.5000	50%
	Spring	Full time	4107.00	\$0.00	-1.7500	50%

Total awards exceed maximum eligible amount (2 edits)

Name	MFI	QER	Total Awards	Total Awarded	Max Amount
	65%	7.5000	2	\$8,214.00	\$5,568.00
	65%	1.5000	2	\$8,214.00	\$5,568.00

Award Amount exceeds max award amount, most likely because of an enrollment status issue (61 edits)

Name	Term	Enrollment	Main Awd Amt	Max Awd Amt	QER	MFI
	Fall	Half time	2054.00	\$1,547.00	13.5000	50%
	Spring	Half time	2053.00	\$1,547.00	12.2500	50%
	Fall	Half time	1027.00	\$773.00	9.250	70%

- Requires campuses to address ineligible edits
- Recommends replacement award amounts when applicable

- Offers early promise of financial aid to middle school aged students from low-income families.
- Scholarship combines with SNG to cover tuition (@ public rates) plus a small book stipend.
- More than 92,000 students have applied.



Expected Graduation Year	2012	2013	2014	2015
Eligible Students	28,093	28,600	29,856	30,549
Complete applications	15,941	15,840	20,376	22,922
Percentage of eligible	57%	55%	68%	75%

- Second-oldest state program in the country – serving students and employers for more than 35 years.
- Research correlates part-time work experiences with improved retention, persistence, and completion.
- Requires positions that relate to students' academic and career interests whenever possible – real world learning while in college improves the quality of career choices.
- Nearly 2,000 participating employers provide matching funds that leverage state assistance to working students.
- In 2010-11, employer contributions provided \$6.3 million in additional aid to resident students.

SWS earnings 2010-11

Sector	Amount Earned	State Share	Employer Share	# Students	Avg. Earnings
Public Four-Year	\$6,812,000	\$4,818,000	\$1,994,000	2,712	\$2,500
Private Four-Year	\$5,888,000	\$3,949,000	\$1,939,000	1,968	\$3,000
Community & Tech.	\$7,885,000	\$5,492,000	\$2,392,000	2,874	\$2,700
Total	\$20,585,000	\$14,259,000	\$6,325,000	7,546	\$2,700

- **7,546 students** earned State Work Study in 2010-11.
- **Employer contributions** provided \$6.2 million in additional aid to resident students last year (40% of total wages).

- Funding was reduced by 66% from FY 2009-11.
 - About 5,000 fewer students provided work opportunities in 2010-11 compared to 2009-10.
 - An estimated 3,500 students will earn \$11 million in wages in 2011-2012.

- Governor's budget proposal suspends SWS in 2012-13.
 - Would mean that nearly 2,000 Washington employers would lose productivity generated by SWS student employees.

Survey of employers indicates:

- Many graduates hired full-time with same organization.
- Employers value and prioritize past work experience when making hiring decisions.
- Organizations who partner with and contribute to State Work Study.
 - Provide vital community services
 - Achieve growth as a business
 - Employ hundreds of students
 - Provide opportunity to future educators
 - Offer opportunities for students to gain significant skills and experiences



United Way
of Pierce County



Spokane Public Schools
excellence for everyone



green
cupboards



Washington Access Fund
Independence is priceless. We make it affordable.

Tacoma Day



Serving the Community
Since 1911



Aerospace Loan Program Funding

- **Fiscal Year 2011-12: \$250,000**
 - Funds about 51 loans at \$4,800 per recipient.
 - Initial funding is fully committed.
 - First cohort began training on January 3, 2012.
 - Interested applicants being told to apply for 2012-13 funding cycle.
- **Fiscal Year 2012-13: \$1,250,000**
 - Will cover approximately 250 loans.



January 2012

Joint Report: *A Skilled and Educated Workforce*

Information Item

The *Master Plan for Higher Education* sets aggressive goals for degree production. The Plan acknowledges a need for growth in STEM and Health related programs as the system grows overall to meet the needs of students and Washington. This report is designed to identify high employer demand occupations and further target growth to meet the needs of the economy.

The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.” The Higher Education Coordinating Board “shall produce, jointly with the State Board for Community and Technical Colleges and the Workforce Training and Education Coordinating Board, an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce.” This is the third in the series of biennial reports published by the three agencies in response to the 2004 statute.

The results of this report indicate that looking over the long range, gaps between current degree production and employer demand are expected. The analysis looks at current numbers of completers entering the labor force and average annual demand in 2014-2019. The analysis does not make any adjustment to account for net in-migration of educated workers.

The report finds that:

- To meet the projected needs of employers, we will need an additional 9,000 completers at the mid level, 10,000 at the bachelor’s level, and 9,000 at the graduate level annually by 2019.
- At the mid level, high demand fields are identified as health shortage occupations; installation, maintenance and repair; manufacturing and production; accounting and bookkeeping; human and protective services; and science technology.
- At the baccalaureate level, high demand fields are identified as computer science, engineering, and health, life sciences and agriculture, and physical science occupations.
- At the graduate level, high demand fields are identified as computer science, engineering, health, life science and agriculture, physical science, and human and protective service occupations.
- Further analysis is required of education fields at all levels. In addition, it appears there may be shortages within the social science and media and communication occupation groups.

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A Skilled and Educated Workforce 2011 Update

Higher Education Coordinating Board

January 26, 2012

Randy Spaulding, Higher Education Coordinating Board

Tina Bloomer, State Board for Community and Technical Colleges

Bryan Wilson, Workforce Training and Education Coordinating Board

Purpose of this report

The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.”

The report addresses this mandate using the long range occupational forecast and estimates of program graduates who would likely be entering the workforce. It should be noted that:

- The report does not fully address the impact of new and emerging occupations and industries (due to limitations of the forecast).
- The report looks at the post-recessionary period expected during 2014-2019.
- The report assumes no net in-migration into Washington of certificate and degree holders.

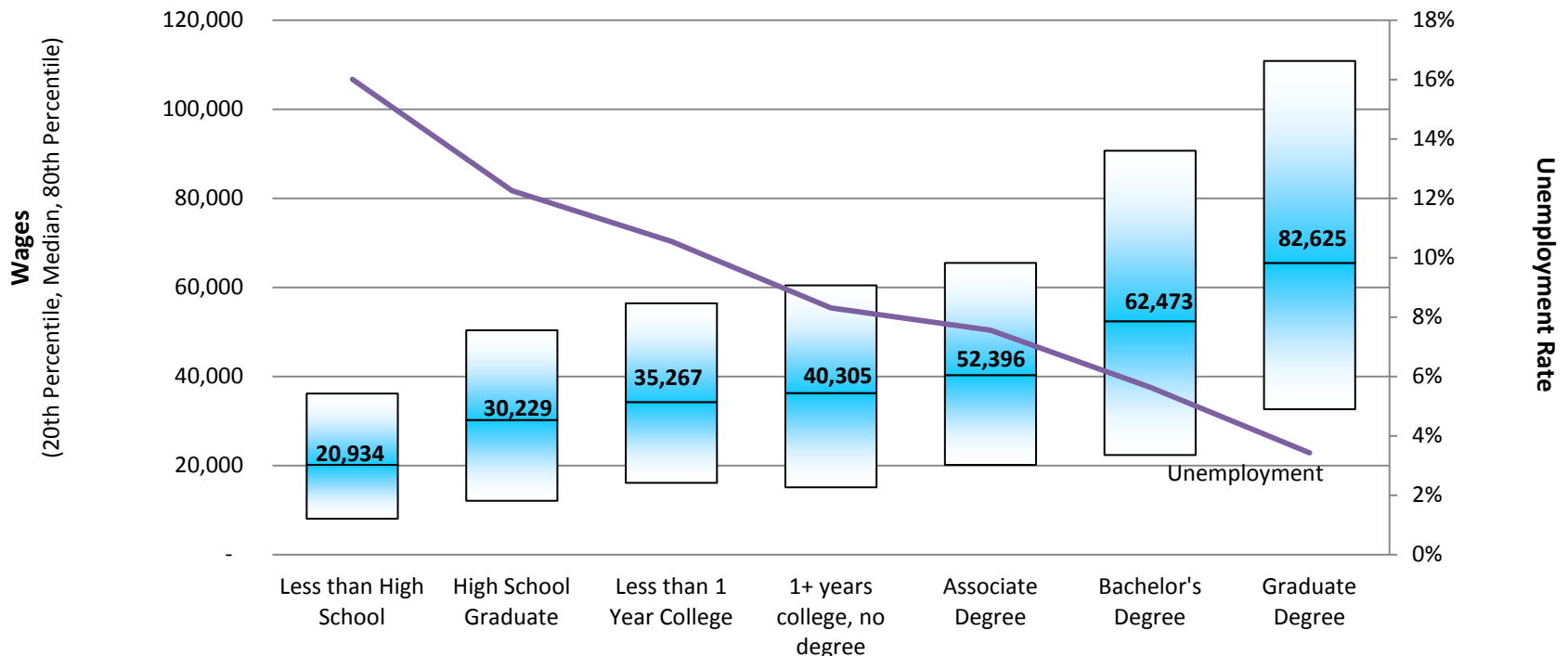
The report addresses two major issues

- 1) Identification of High Employer Demand Occupations
- 2) Aggregate Demand for higher education degrees and certificates

Education Level

- Workers with higher levels of education tend to earn more and experience lower rates of unemployment.
- At each level there is a range of earnings that varies by field of study and occupation.

2010 Wages and Unemployment by Education Level



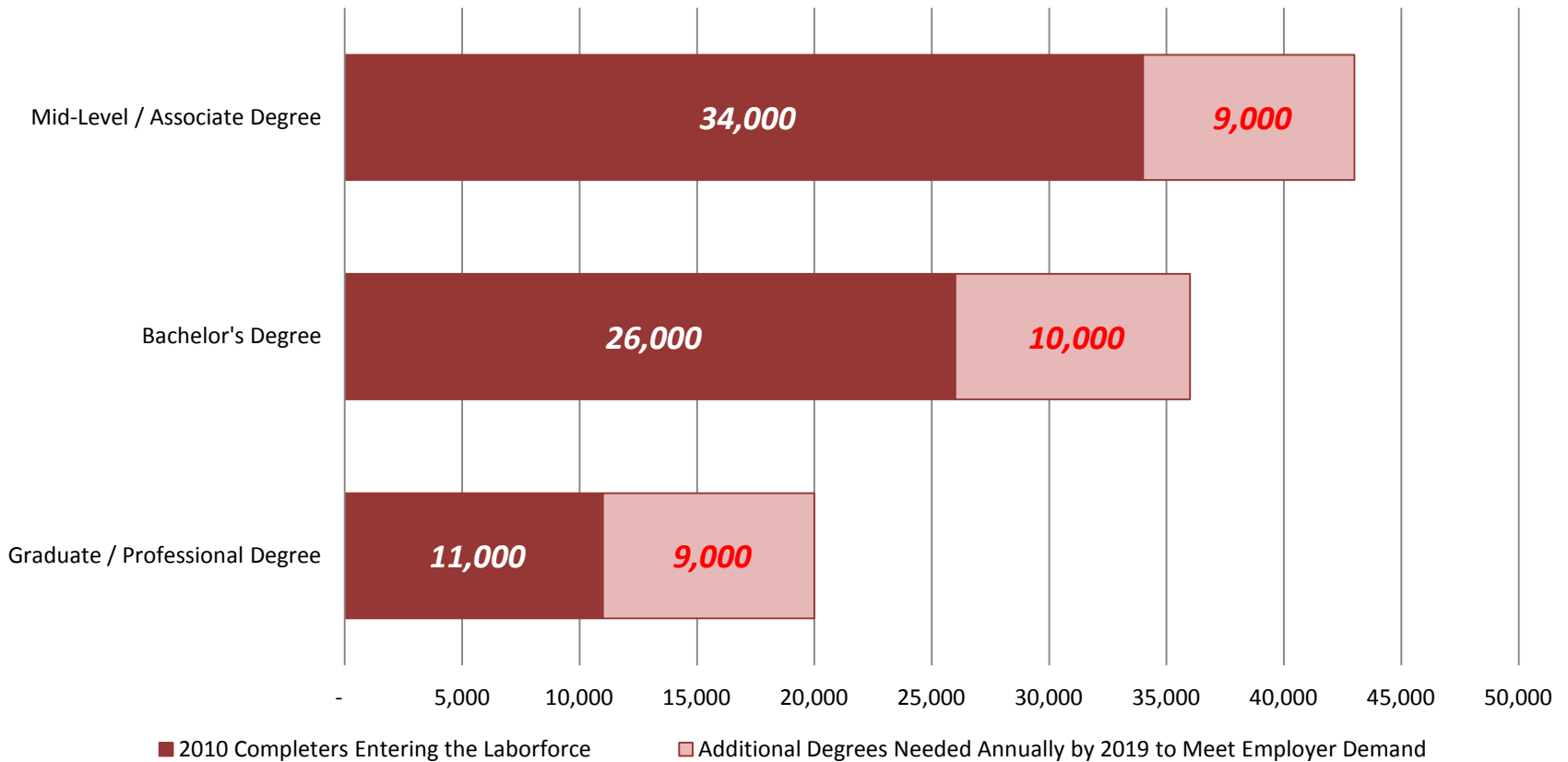
Source: 2010 American Community Survey. Wages include civilian employed WA residents age 25-64. Unemployment rate reflects civilian labor force for WA residents age 25-64.

Gap Analysis

- Gaps are calculated based on current supply and anticipated annual demand by education level in 2014-2019.
- For occupations the analysis looks at the size of the gap and occupations with unique education and training requirements.
- The analysis recognizes that training at a variety of levels is required for some occupations.

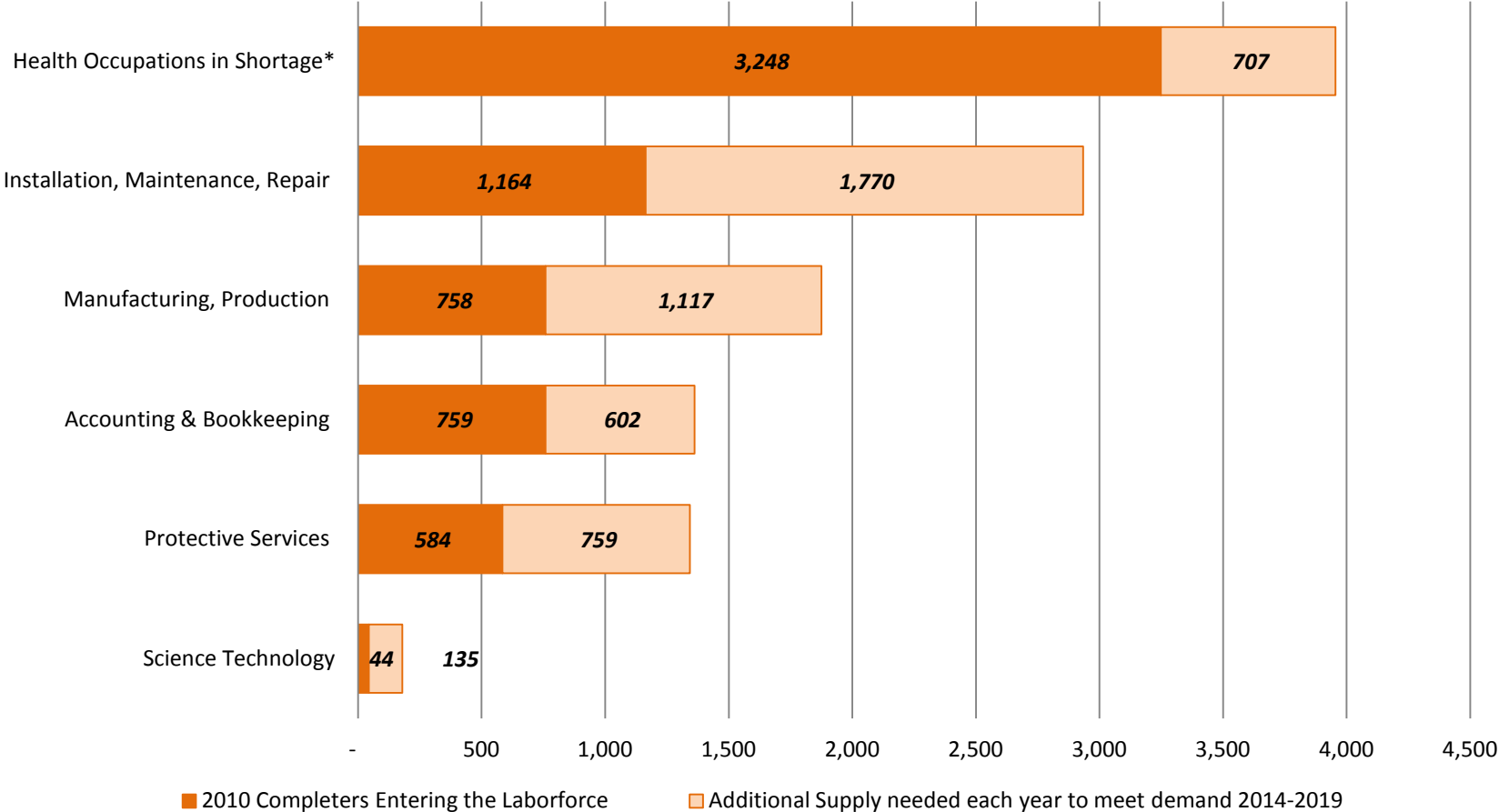
Supply and Demand

**Annual Supply and Demand of Workers by Education Level
2010 Supply and Annual Average Openings 2014-2019**



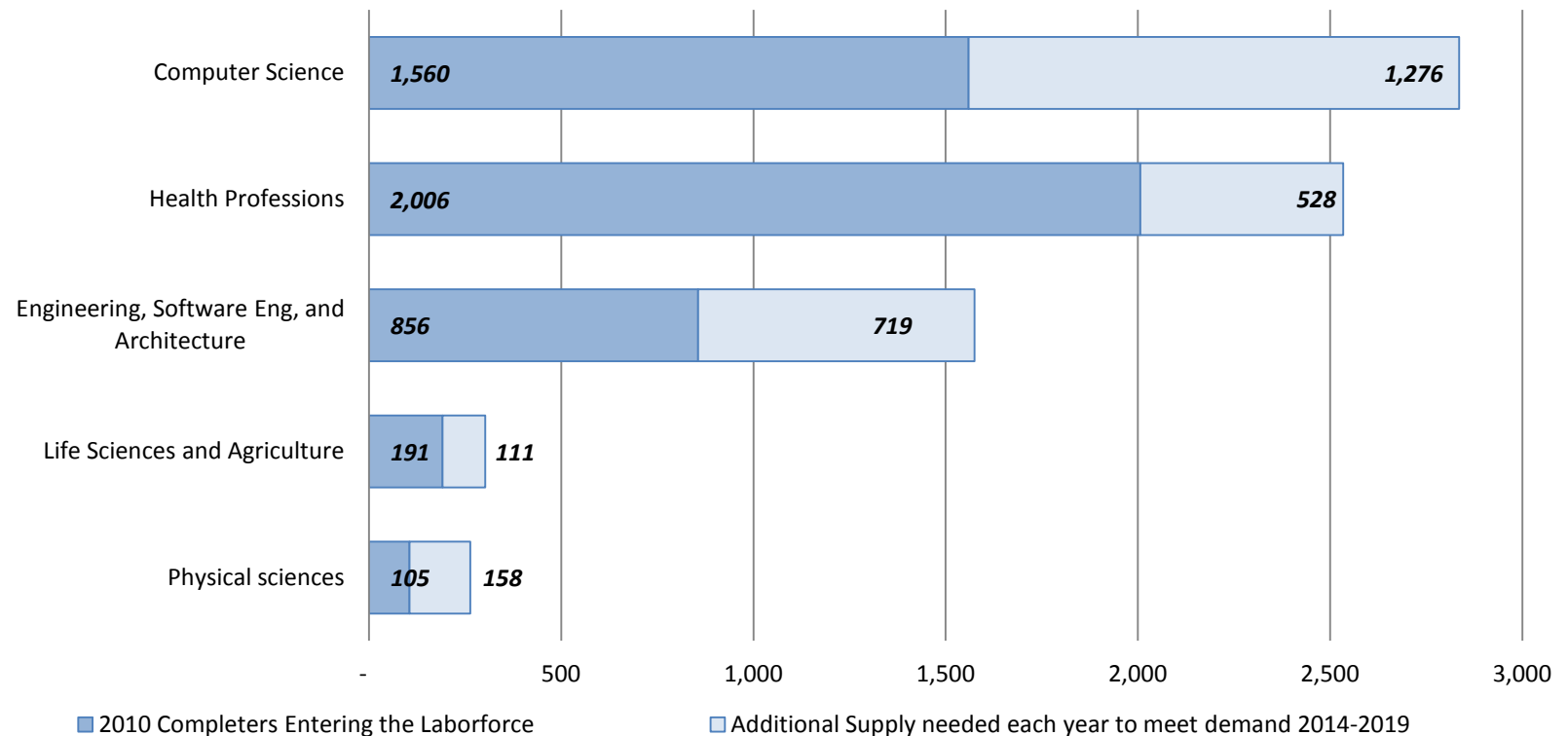
Mid Level Gap Analysis

**High Employer Demand Occupations at the Mid Level
2010 Supply compared to 2014-2019 Demand**



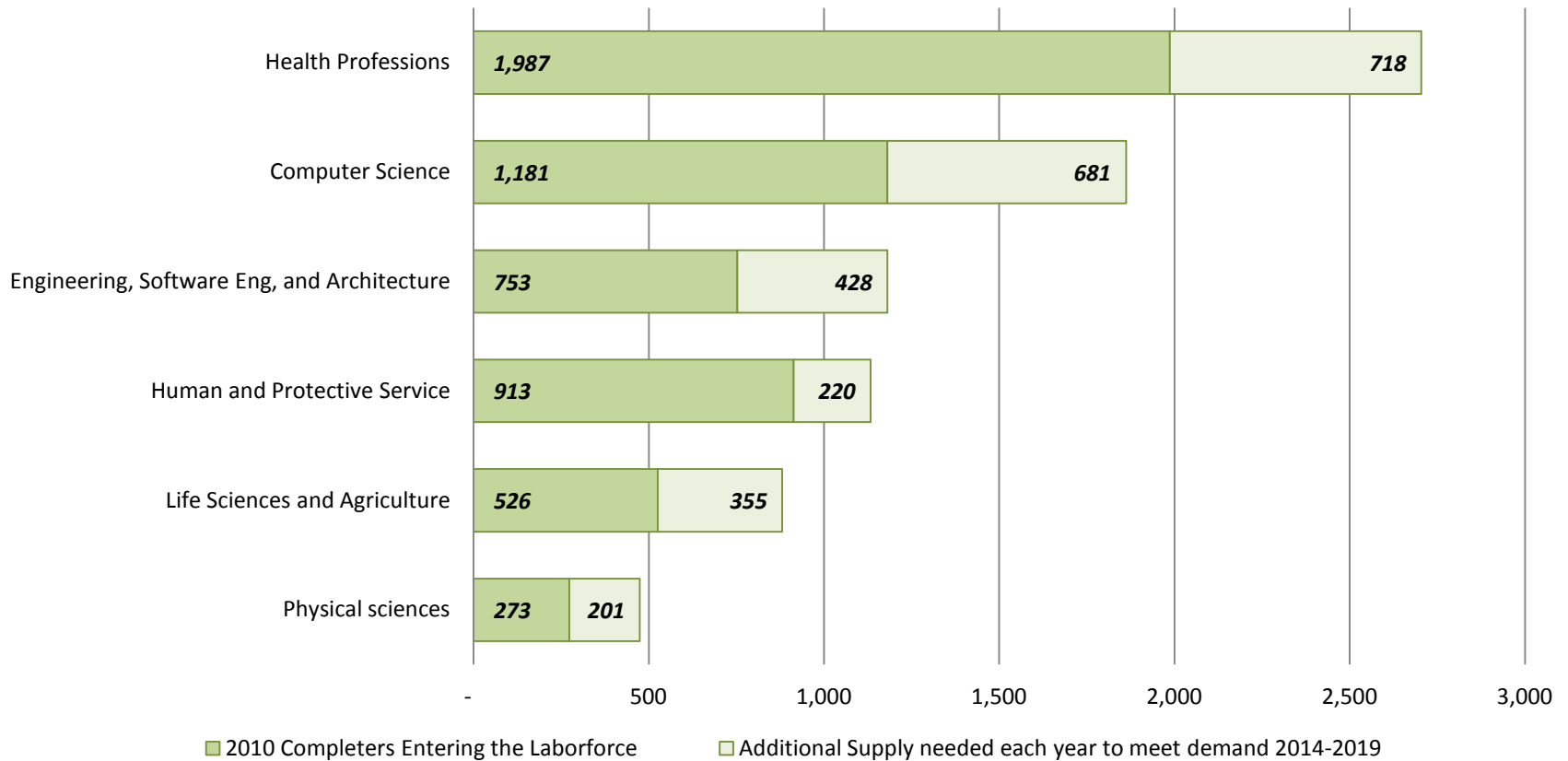
Baccalaureate Gap Analysis

High Employer Demand Occupations at the Baccalaureate Level. 2010 Supply compared to 2014-2019 Demand



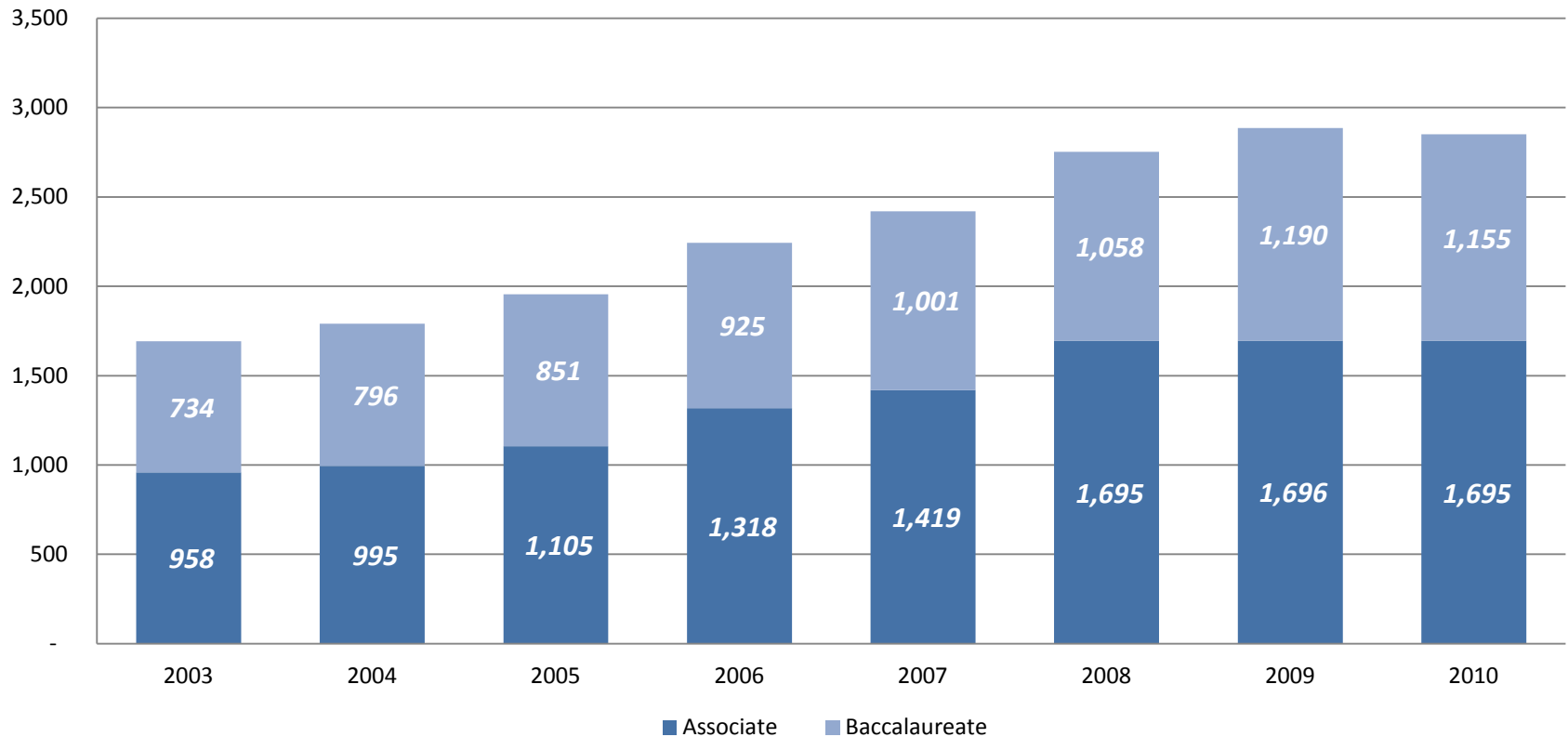
Graduate Gap Analysis

High Employer Demand Occupations at the Graduate Level. 2010 Supply compared to 2014-2019 Demand



Where have we made progress?

Annual Registered Nursing Program Completions 2003-2010



Source: Health Professions Education In Washington State: 2003—2010 Completion Statistics. Workforce Training and Education Coordinating Board, 2011

Aerospace Workforce Requirements

- A higher share of the workforce is employed by the Aerospace industry in Washington than in any other state – and we rank second to California in overall aerospace employment.
- Recent increases in the Boeing orders have yet to be reflected in detailed labor market forecasts for the aerospace industry.
- However, employer surveys and Census data, allow us to identify the general mix of occupations used in Washington's aerospace industry.

Key Aerospace Occupational Groups

Occupational Group	Approximate Recent Labor Force	Primary Education Level(s)
Engineers & Engineering Managers (primarily Aerospace & Industrial)	14,000	BA, some grad
Aircraft Assembly & Maintenance Specialties	8,000	Certificates, some AA & OJT
IT – Primarily Programmers, Engineers and Scientists	6,000	BA
Procurement, Budget, Logistics, Operations Research	4,000	BA, some certificates
Drafting & Engineering Technicians	3,500	AA, Certificate, BA
Machinists	3,000	Certificates
General Production & Assembly Occupations	3,000	Certificates, OJT
Inspectors, testers, samplers, incl. transportation inspectors	3,000	Certificates, OJT
Computer & Numerical Controlled Manufacturing	2,000	Certificates
Production Supervisors	1,600	BA to OJT

Next Steps

Work on final printed report is in progress.

Series of follow-up briefs:

- Aerospace industry
- Education and related occupations
- Healthcare occupations

Questions?



Contact:

- Randy Spaulding, Higher Education Coordinating Board, randys@hecb.wa.gov.
- Tina Bloomer, State Board for Community and Technical Colleges, tbloomer@sbctc.edu.
- Bryan Wilson, Workforce Training and Education Coordinating Board, bwilson@wtb.wa.gov.



January 2012

Academic Program Database

Information Item

Proactive planning that identifies where growth is needed in the higher education system depends upon solid research and planning tools. In 2011, the U.S. Department of Education Institute of Education Sciences awarded Washington \$17.3 million to build the Evergreen State P-20 Program, a state longitudinal data system (SLDS) that will incorporate education and workforce data from multiple state agency partners to better inform statewide and regional policy and planning.

The system will provide a wider array of data, improved analytic capability, and greater access while continuing to include protections for individual privacy and confidentiality in compliance with state and federal regulations.

A portion of these U.S. Department of Education fund dollars, \$586,000, was awarded to the Higher Education Coordinating Board (HECB) to build a program database to provide an accurate listing of *all* academic programs that fall under HECB responsibility. Until now, the HECB has maintained three disparate sources of data regarding authorization of the following:

1. New degree programs offered by the public baccalaureate institutions.
2. Degree programs offered to veterans through GI Bill benefits.
3. Institutions of higher education authorized to operate in Washington, including the degrees they offer.

Because the HECB data for public and private programs have resided in different data locations that are not aligned, it is not currently possible to provide a picture of where there may be gaps in program offerings to students throughout the state.

To conduct effective statewide strategic planning for higher education in Washington, questions such as “How many and what types of programs are available to the residents of Snohomish County?” must be addressed. To answer such a simple question today, HECB staff would need to individually contact more than 60 public and private institutions.

One of the most important uses of the new database is to provide a critical tool in the state coordination and planning “tool kit.” For example, the *System Design Plan* provides structure and a process for the expansion of programs, facilities and technology to improve access to higher education in Washington.

In 2010, the Legislature passed SSB 6355, which established the System Design Plan as state law. The System Design Plan complements and carries forward the goals of the *Strategic Master Plan for Higher Education*—most importantly the goal to significantly increase degree production. But without strong planning tools, such as the program database, it is difficult to implement the System Design Plan without huge demands upon both HECB and institutional staff time.

The new academic program database will consolidate existing disparate information on academic programs into a single program database to provide fast, accurate electronic information. The database will include all institutions operating in Washington and all programs available by location—main campus, branch campus, teaching site, university center, and distance learning.

When combined with other components of the P-20 Evergreen Data System, the HECB program database will allow staff to add information about enrollments, completions and other variables to programs to address policy questions such as whether completion rates in the same or similar programs vary by location, delivery mode, or institutions.

It also will allow the HECB to institute a new systematic program review process that tracks student enrollment patterns across sectors, identifies gaps in regional program delivery, and helps expand program diversity in targeted regions of the state. A systematic program review process is an important tool in the tool kit to implement the System Design Plan.

Another important feature of the new program database is that it will provide up-to-date information to institutions and to students. For institutions, the database will enhance the user interface and data quality for the existing database of *all* currently approved degree programs—public and private. For students, it will provide a list of institutions, by location, that offer programs in areas of interest.

Building a comprehensive academic program database has been attempted three times before over the past 15 years. Efforts failed because of a lack of resources and key employee turnover. The current effort has adequate resources and staff devoting significant time and attention to the project. Twelve HECB staff members from both the information technology and policy divisions are involved in building the database. The target date for completion of the program database is June 30, 2012. As of the date of this report, the project is on track to meet that target deadline. (The Project Schedule is attached to this Information Item.)

The November 2011 Quality Assurance Report for the HECB program database, required by the Office of Financial Management to ensure that each portion of the SLDS grant is successful, was positive and made no additional recommendations. The report noted that the HECB project is making good progress. It has strong project leadership, project management, technical support, and user participation. Its objectives are clear and well supported by its leaders and users. Internal staff and contractor capacity appear sufficient to support and complete the project as scheduled. To date, the project has completed its data and functional requirements and has moved into development.¹

¹ “Quality Assurance Report. Washington State Higher Education Coordinating Board Academic Data System. Part of the OFM P20 Program.” (November 11, 2011). Author: Briskin Consulting for the Office of Financial Management, State of Washington.

Academic program databases are tools that a number of states routinely use to help make wise decisions regarding the development of new programs and overall system-wide coordination. The HECB academic program database will allow the state to be more proactive in identifying where programs are needed and in providing a listing of current programs to students, parents, institutions, and other stakeholders.

Consolidation of public and private program information into a single database is a necessary tool for Washington to track progress on its goals to increase educational attainment.

Appendix A

P20 HECB Project Schedule

Major Activity	Projected Start Date	Projected End Date
Data Requirements & Documentation	09/19/11	06/29/12
Analysis & Requirements	09/20/11	11/04/11
User Stories	09/20/11	11/04/11
Data Clean-up & Input	11/04/11	03/20/12
Data Verification (by institutions)	12/27/11	03/01/12
Document Scanning	12/19/11	04/23/12
System Documentation	04/23/12	06/29/12
Phase 1 (Internal HECB Functionality) Analysis, Code & Test		
Iteration 1	09/14/11	11/10/11
Iteration 2	12/08/11	01/18/12
Iteration 3	01/19/11	02/16/12
Phase 2 (External Access) Analysis, Code & Test		
Iteration 1	02/17/12	03/15/12
Iteration 2	06/16/12	04/19/12
Iteration 3	04/20/12	05/17/12
Iteration 4	05/18/12	06/18/12



January 2012

Status Report on Program Approvals January through December 2011

Information Item

This report has been developed to provide the Higher Education Coordinating Board (HECB) a summary of 2011 program approval activity and outcomes. It lists programs and program extensions in each stage of the approval process as of December 31, 2011. No Board action is necessary at this time.

Introduction

During 2011, nine new degree programs and six moderate degree changes were approved. This is down somewhat from 2010, when 11 new degree programs and six moderate degree changes were approved. In addition, 10 program extensions to new locations or by distance delivery were approved, up from seven in 2010.

New Degree Programs: The new degree programs approved in 2011 were designed to serve 363 FTE students at full enrollment, including 123 undergraduate and 240 graduate FTE students.

- Two new degree programs are STEM programs: Central Washington University's (CWU) M.S. in Computational Science and UW's Master of Sustainable Transportation.
- One program fits both STEM and health categories: Bellevue College's (BC) B.A.S. in Healthcare Technology and Management.
- One program is STEM-related: University of Washington's (UW) Master of Computational Finance and Risk Management
- One program is health-related: Washington State University's (WSU) Ph.D. in Prevention Science (which includes an M.A. as a stepping stone).
- Four programs feature hybrid delivery: CWU's M.S. in Law and Justice, UW's Master of Sustainable Transportation, UW Bothell's M.F.A. in Creative Writing and Poetics, and WSU's Ph.D. in Prevention Science.
- One program features simultaneous face-to-face and online delivery: UW's M.S. in Computational Finance and Risk Management.

- Seven programs are self-supporting: BC's B.A.S. in Healthcare Technology and Management; CWU's M.S. in Computational Science and M.S. in Law and Justice; UW's M.S. in Computational Finance and Risk Management and Master of Sustainable Transportation; UW Bothell's M.F.A. in Creative Writing and Poetics; and UW Tacoma's Master of Accounting. This is a departure from prior years, when most programs were state-funded.

Moderate Degree Changes: Seven degree titles were added and five were eliminated. Six program options were converted into four degrees (two of which have two options each); two degrees were consolidated into a single degree; and two degrees were upgraded from master's to specialist.

Program Extensions: Nine extensions of existing programs were approved to serve students at new locations in Washington or by distance delivery. At full enrollment, these program extensions will serve 214 FTE students, including 170 undergraduate and 44 graduate FTE students. Eight of nine use distance delivery, one uses a teaching site at Lake Washington Technical College, and eight are self-supporting.

A tenth program extension will serve 71 undergraduate FTE students in Abu Dhabi in the United Arab Emirates. These students are not included in the totals above because they are not Washington students. This program extension is self-supporting.

Self-Supporting Programs: As noted, seven of the nine new degree programs approved in 2011 are self-supporting, as are nine of the 10 program extensions. This represents a sharp increase from 2010, when only one new degree program and two program extensions were self-supporting.

In 2012, the number of self-supporting master's programs is expected to remain high as institutions respond to demand while working within budget constraints.

Background

The HECB is charged with approving academic programs and off-campus facilities, including teaching sites and centers. In September 2005, the Board adopted revised *Program and Facility Approval Policies and Procedures*, which define criteria for approving programs and off-campus facilities, and provide opportunities for interested parties to give feedback. In March 2009, the Board approved a revision introducing moderate degree change proposals to accommodate programs that evolve but differ only moderately from existing programs.

In November 2009, the Board approved the *System Design Plan*, which was endorsed by the Legislature in SSB 6355. The Plan calls for an "expand on demand" focus for both short- and long-term growth in higher education, representing a philosophy that is responsive to student, community, and employer demand. In June 2011, the Board approved a policy revision to align program approval and review more closely with the provisions of the Plan. A revised *Program and Facility Approval Policies and Procedures* has not been released, pending clarification from the Legislature on the role of the HECB's successor agency in program approval and review.

RCW 28B.76.230(5) gives the HECB approval authority in the following areas:

- New degree programs developed by a public four-year college or university, new applied baccalaureate degree programs developed by a community or technical college (CTC),¹ and moderate changes to existing programs. Concentrations, specializations, or certificate programs of a depth and/or length that approach or exceed the requirements of an undergraduate major or a master's degree are subject to the same approval process as degree programs.
- Creation of off-campus programs by a public four-year college or university.
- New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college.
- Purchase or lease of major off-campus facilities by a public four-year college or university or a community or technical college.
- Creation of higher education centers and consortia.

The rest of this report documents activity in each of these approval authority areas in the order listed above.

New Degree Programs Developed by a Public Four-Year College or University, New Applied Baccalaureate Degree Programs Developed by a Community or Technical College, and Moderate Changes to Existing Programs

RCWs 28B.76.230(5)(a) and 28B.76.230(5)(f) authorize the HECB to approve graduate and baccalaureate degree programs, including applied baccalaureate degree programs. The approval process for new degree programs involves two applications. First, a *planning notice of intent* is submitted by four-year institutions for baccalaureate and graduate degree programs; or a *statement of need* is submitted by community and technical colleges for applied baccalaureate programs. If a planning notice of intent or statement of need is approved, the institution is granted permission to develop a full proposal, which it later submits for review. The approval process for moderate changes to existing programs generally involves a single application called a moderate degree change proposal; however, HECB staff may determine during the course of moderate degree change review that a full proposal is required.

Programs in each stage of the approval process are listed in appendices as follows:

- Appendix A – Planning Notices of Intent (PNOIs) and Statements of Need under Review as of 12/31/11
- Appendix B – Programs with Permission to Develop Full Proposals as of 12/31/11

¹ In 2005, the Legislature passed HB 1794, which allowed four CTCs to offer a limited number of applied baccalaureates on a pilot project basis. SSSB 6355 moved CTC applied baccalaureate programs from pilot to regular status effective June 10, 2010. Proposals are subject to approval by both the State Board for Community and Technical Colleges (SBCTC) and the HECB.

- Appendix C – Full and Moderate Degree Change Proposals under Review as of 12/31/11
- Appendix D – Programs Approved in 2011
- Appendix E – Approvals Modified or Sunset in 2011²

Creation of Off-Campus Programs by a Public Four-Year College or University

RCW 28B.76.230(5)(b) authorizes the HECB to approve the extension of existing degree programs to new locations or via distance delivery. Program extensions approved during 2011 are listed in Appendix F. There were no program extensions in process as of 12/31/11.

New Degree Programs and Creation of Off-Campus Programs by an Independent College or University in Collaboration with a Community or Technical College

RCW 28B.76.230(5)(e) authorizes the HECB to approve new degree programs and creation of off-campus programs by an independent college/university in collaboration with a community or technical college. There was no approval activity during 2011.

Purchase or Lease of Major Off-Campus Facilities by a Public Four-Year College or University or a Community or Technical College

Subparagraphs (b) through (d) of RCW 28B.76.230(5) authorize the HECB to approve major new off-campus instructional facilities within the following categories: teaching site, center, system campus, or new four-year institution. The HECB approves the acquisition of major off-campus instructional facilities (those in excess of 6,000 square feet and/or with an annual lease cost in excess of \$60,000 and/or those with unimproved property of one-half acre or more). There was no approval activity during 2011.

Creation of Higher Education Centers and Consortia

RCW 28B.76.230(5)(d) authorizes the HECB to approve the creation of higher education centers and consortia. There was no approval activity during 2011.

² Occasionally the HECB modifies prior approvals, or approval expires (sunsets) before an institution is able to complete certain steps in development of a proposal or implementation of a program.

Appendix A

**Planning Notices of Intent (PNOIs) and
Statements of Need under Review as of 12/31/11**

University of Washington Bothell

Bachelor of Science in Computer Engineering

Anticipated enrollment: 20 FTE first year (2013-14); 40 FTE at full enrollment (2017-18).
HECB staff action: currently under review (public comment period ends 1/6/12).

This hybrid delivery program would serve students seeking to become engineers with expertise in the intersection of computer hardware and software design.

University of Washington Tacoma

Bachelor of Arts in Hispanic Studies

Anticipated enrollment: 12 FTE first year (2012-13); 62 FTE at full enrollment (2017-18).
HECB staff action: currently under review (public comment period ends 1/20/12).

This hybrid delivery program would serve students seeking to develop oral, reading, and writing proficiency in Spanish while learning about the complexity of cultures in the Spanish-speaking world.

Appendix B

Programs with Permission to Develop Full Proposals as of 12/31/11

Central Washington University

Bachelor of Arts in Education in Business and Marketing Education

Anticipated enrollment: 5 FTE first year (2012-13); 45 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 11/7/11; expires 11/7/13.

This self-supporting program would serve students interested in teaching business and marketing in secondary schools.

Bachelor of Arts in Education in Global Literacy Development

Anticipated enrollment: 5 FTE first year (2012-13); 30 FTE at full enrollment (2014-15).
HECB staff action: permission to develop a full proposal granted 12/20/11; expires 12/20/13.

This self-supporting program would serve students interested in working with communities and educational, government, or international organizations to develop, implement, and administer literacy programs. The degree would be offered online as well as face-to-face in Ellensburg.

Master of Education in Higher Education

Anticipated enrollment: 5 FTE first year (2011-12); 12 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 12/10/10; expires 12/10/12.

This self-supporting, hybrid delivery program would serve students interested in administrative positions in institutions of higher education, civic organizations, non-profit organizations, or government organizations.

Eastern Washington University

Bachelor of Arts in Music Informatics

Anticipated enrollment: 5 FTE first year (2010-11); 20 FTE at full enrollment (2014-15).
HECB staff action: permission to develop a full proposal granted 2/18/10; expires 2/18/12.

This program would serve students interested in interdisciplinary study of music, engineering, and computer science, providing them with a combined music and technology degree.

University of Washington

Bachelor of Science in Integrated Sciences

Anticipated enrollment: 25 FTE first year (2012-13); 60 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 10/28/11; expires 10/28/13.

This program would serve undergraduates interested in teaching, science writing, science policy, or technology law.

Master of Health Informatics and Health Information Management

Anticipated enrollment: 23 FTE first year (2012-13); 40 FTE at full enrollment (2017-18).
HECB staff action: permission to develop a full proposal granted 12/10/10; expires 12/10/12.

This self-supporting, hybrid delivery program in Bellevue would prepare individuals for leadership positions in health informatics and health information management practice.

Master of Industrial and Systems Engineering

Anticipated enrollment: 12 FTE first year (2012-13); 20 FTE at full enrollment (2016-17).
HECB staff action: permission to develop a full proposal granted 12/20/11; expires 12/20/13.

This self-supporting program would serve working professionals seeking to develop systems engineering and strategic management skills relevant in complex manufacturing and service system environments. It would be offered simultaneously at the Seattle campus and online.

Master of Science in Global Supply Chain Management

Anticipated enrollment: 20 FTE first year (2012-13); 30 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 11/29/11; expires 11/29/13.

This self-supporting, hybrid delivery program would prepare working professionals for the complexities of managing inter-national trade and transportation.

Ph.D. in Hispanic Studies

Anticipated enrollment: 6 FTE first year (2010-11); 18 FTE at full enrollment (2018-19).
HECB staff action: permission to develop a full proposal granted 1/16/09; extended 1/14/11; further extended 7/13/11; expires 1/16/12.

This program would serve students seeking to work as professors or in non-academic careers in social services, non-governmental organizations, or the Hispanic business community.

University of Washington Bothell

Bachelor of Arts in Global and Public Health Studies

Anticipated enrollment: 30 FTE first year (2012-13); 50 FTE at full enrollment (2016-17).
HECB staff action: permission to develop a full proposal granted 8/20/10; expires 8/20/12.

This program would serve students interested in laying the groundwork for career paths in fields such as health practice, social work, psychology, epidemiology, public service, research, education, international public health, and health policy.

Bachelor of Arts in Interactive Media and Technology

Anticipated enrollment: 50 FTE first year (2009-10); 100 FTE at full enrollment (2011-12).
HECB staff action: permission to develop a full proposal granted 9/21/09; extended 11/1/11; expires 3/1/12.

This program would serve students wishing to pursue careers in fields such as game development, digital media, visual arts and communications, and information technology. UW Bothell has indicated the full proposal will be submitted under a different name: *Bachelor of Arts in Interactive Media and Design*.

Bachelor of Science in Climate Science and Policy

Anticipated enrollment: 24 FTE first year (2010-11); 60 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 10/29/09; extended 11/1/11; expires 4/1/12.

This program would serve students wishing to pursue careers or enter graduate school in the climate change field. UW Bothell has indicated the full proposal will be submitted under a different name: *Bachelor of Science in Climate Science, Energy, and Policy*.

Bachelor of Science in Mathematics

Anticipated enrollment: 15-20 FTE first year (2013-14); 25-30 FTE at full enrollment (2015-16). HECB staff action: permission to develop a full proposal granted 10/28/11; expires 10/28/13.

This program would serve students interested in pursuing graduate studies or careers related to mathematics.

University of Washington Tacoma

Bachelor of Arts in Law and Policy

Anticipated enrollment: 30 FTE first year (2012-13); 80 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 6/2/11; expires 6/2/13.

This program would serve students seeking a solid liberal arts foundation for thinking analytically about public policy on current topics such as health care, social policy, and international development.

Doctor of Education in Educational Leadership

Anticipated enrollment: 24 FTE first year (2011-12); 48 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 4/6/11; expires 4/6/13.

This self-supporting program would serve educators in administrative positions requiring teaching expertise, leadership skills, policy knowledge, and the ability to promote positive organizational change. It would employ hybrid delivery. In April 2011, the Legislature passed HB 1586, which granted research universities authority to develop doctoral degree programs at their branch campuses.

Master of Arts in Community and Metropolitan Studies

Anticipated enrollment: 10 FTE first year (2010-11); 30 FTE at full enrollment (2012-13).
 HECB staff action: permission to develop a full proposal granted 5/18/09; extended 5/27/11; further extended 11/24/11; expires 5/18/12.

This program would serve students seeking to study metropolitan communities using a comprehensive approach that covers a wide range of social and economic policies and problems.

Washington State University

Professional Science Master's

Anticipated enrollment: 16 FTE first year (2012-13); 20 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 6/2/11; expires 6/2/13.
 HECB staff provided guidance on whether to offer tracks as concentrations within a single parent degree or as separate degrees, depending on the extent of curricular overlap among tracks.

This self-supporting program would serve students interested in obtaining graduate training in business and a quantitative or scientific field. Students could choose from tracks in molecular biosciences, computational financial mathematics, environmental sustainability, and bioproducts. The program would be offered online and/or by hybrid delivery at the Pullman, Vancouver, and Tri-Cities campuses.

Western Washington University

Bachelor of Arts in Business Sustainability

Anticipated enrollment: 15 FTE first year (2011-12); 50 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 8/20/10; expires 8/20/12.

This program would serve students interested in analyzing environmental and social issues (e.g., climate change, waste, and pollution) from multiple perspectives and choosing and implementing action steps to deal with those issues successfully.

Professional Science Master's in Environmental Science

Anticipated enrollment: 20 FTE first year (2010-11); 20-30 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 5/24/10; expires 5/24/12.

This self-supporting program would serve students interested in obtaining graduate training in business and environmental science. It would employ hybrid delivery at Peninsula College, Olympic College, and the University Center of North Puget Sound.

Appendix C

Full and Moderate Degree Change Proposals under Review as of 12/31/11

Central Washington University

Educational Specialist in School Psychology

Moderate Degree Change

Anticipated enrollment: 11 FTE first year (2012-2013); 11 FTE at full enrollment (2012-2013).
HECB staff action: currently under review (public comment period ends 1/8/12).

CWU proposes to change the level of its existing graduate School Psychology degree from Master of Education to Educational Specialist because the Specialist degree level more accurately conveys the length and depth of the curriculum. The change would be contingent on the Legislature granting CWU authority to offer the Educational Specialist degree.

Centralia College

Bachelor of Applied Science in Applied Management

Anticipated enrollment: 25 FTE first year (2012-13); 45 FTE at full enrollment (2013-14).
HECB staff action: currently under review (public comment period not applicable).

This program would serve students with strong technical skills developed while earning an Associate in Technical Arts or Associate in Applied Science degree who wish to augment their education and work experience by deepening their understanding of management principles.

University of Washington

Master of Human-Computer Interaction and Design

Anticipated enrollment: 30 FTE first year (2012-2013); 30 FTE at full enrollment (2012-2013).
HECB staff action: currently under review (public comment period ended 7/30/11).

This program would serve students interested in creating devices and systems that help people with everyday activities that computing can enhance.

Ph.D. in Global Health: Metrics and Implementation Science

Anticipated enrollment: 3-5 FTE first year (2012-2013); 12-16 FTE at full enrollment (2015-2016). HECB staff action: currently under review (public comment period ended 12/28/11).

This program would serve student interested in measuring health problems and intervention effectiveness across countries and applying scientific methods to improve intervention and program implementation.

Ph.D. in International Studies

Anticipated enrollment: 4 FTE first year (2012-2013); 20 FTE at full enrollment (2016-2017). HECB staff action: currently under review (public comment period ended 12/28/11).

This program would equip students to use problem-focused research to address some of the most pressing global challenges facing academics, practitioners, governments, businesses, and non-governmental organizations.

Western Washington University

Bachelor of Arts in Education: General Science – Middle Level

Anticipated enrollment: 5 FTE first year (2012-2013); 10 FTE at full enrollment (2014-2015). HECB staff action: currently under review (public comment period ends 1/12/12).

This program would serve students interested in teaching science at middle schools.

Programs Approved in 2011

Baccalaureate

Bellevue College – Bachelor of Applied Science in Healthcare Technology and Management
Board approval granted 11/17/11, Resolution 11-26.

**Central Washington University – Bachelor of Science in Aviation Management
Moderate Degree Change (included in same proposal as B.S. Professional Pilot)**
Board approval granted 3/31/11, Resolution 11-04.

**Central Washington University – Bachelor of Science Professional Pilot
Moderate Degree Change (included in same proposal as B.S. in Aviation Management)**
Board approval granted 3/31/11, Resolution 11-04.

**Eastern Washington University – Bachelor of Arts in Education in Early Childhood
Education**
Moderate Degree Change
Board approval granted 1/27/11, Resolution 11-02.

University of Washington – Bachelor of Design
Moderate Degree Change
Staff approval granted 11/29/11.³

University of Washington Tacoma – Bachelor of Arts in History
Board approval granted 6/30/11, Resolution 11-19.

Master's

Central Washington University – Master of Science in Computational Science
Board approval granted 6/30/11, Resolution 11-15.

Central Washington University – Master of Science in Law and Justice
Board approval granted 1/27/11, Resolution 11-01.

**University of Washington – Master of Science in Computational Finance and Risk
Management**
Board approval granted 5/19/11, Resolution 11-07.

³ In June 2011, the Board delegated general moderate degree change approval authority to HECB staff. Subsequently, HECB staff exercised this authority by approving UW's Bachelor of Design program. The Bachelor of Design program is designed to serve students interested in industrial design, interaction design, or visual communication design.

**University of Washington – Master of Science in Computational Linguistics
Moderate Degree Change Proposal**

Board approval granted 6/30/11, Resolution 11-18.

University of Washington – Master of Sustainable Transportation

Board approval granted 3/31/11, Resolution 11-05.

University of Washington Bothell – Master of Fine Arts in Creative Writing and Poetics

Board approval granted 5/19/11, Resolution 11-06.

University of Washington Tacoma – Master of Accounting

Board approval granted 9/29/11, Resolution 11-21.

**Washington State University – Master of Arts in Prevention Science
(The proposal included both M.A. and Ph.D. The M.A. is a stepping stone to the Ph.D.)**

Board approval granted 5/19/11, Resolution 11-08.

Specialist

**Eastern Washington University – Educational Specialist in School Psychology
Moderate Degree Change**

Board approval granted 6/30/11, Resolution 11-16. In April 2011, the legislature passed HB 1477, which granted EWU authority to offer educational specialist degrees.

**University of Washington – Educational Specialist in School Psychology
Moderate Degree Change**

Board approval granted 9/29/11, Resolution 11-20.

Doctoral

**Washington State University – Ph.D. in Prevention Science
(The proposal included both M.A. and Ph.D. The M.A. is a stepping stone to the Ph.D.)**

Board approval granted 5/19/11, Resolution 11-08.

Appendix E

Approvals Modified or Sunset in 2011

University of Washington

Bachelor of Science in Integrated Sciences

Approval to develop a full proposal sunset 6/15/11; however, UW submitted a new planning notice of intent on 9/19/11.

University of Washington Bothell

Bachelor of Science in Electrical Engineering

Original conditional approval (7/28/09, Resolution 09-14) was revised 6/30/11, Resolution 11-17.

Program Extensions Approved in 2011

Central Washington University

Bachelor of Arts in Law and Justice

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will prepare students for professional employment in the criminal justice system or entry into graduate or law school.

Bachelor of Arts in Psychology

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 at FTE full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students interested in studying behavior and its mental, physiological, and social causes.

Bachelor of Arts in Sociology

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students interested in studying social life, social change, and the social causes and consequences of human behavior.

Bachelor of Science in Information Technology and Administrative Management

Online

Anticipated enrollment: 20 FTE first year (2011-12); 40 FTE at full enrollment (2013-14).
HECB staff action: approval granted 11/29/11.

This online, self-supporting program extension will prepare students for careers in information technology or retail management and technology.

Bachelor of Science in Interdisciplinary Studies: Social Sciences

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students wishing to specialize their study with different course selection options than those available within a traditional departmental major.

Bachelor of Science in Social Services

Online

(Included with four other social science programs in a single location notice of intent)

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11. It would be extended via online delivery.

This online, self-supporting program extension will serve students interested in working in the human services delivery system.

Master of Education in School Administration

Online

Anticipated enrollment: 10 FTE first year (2011-12); 20 at FTE full enrollment (2012-13).
HECB staff action: approval granted 8/24/11.

This online program extension will serve teachers interested in becoming principals. It would not be self-supporting.

Eastern Washington University

Bachelor of Science in Dental Hygiene

Lake Washington Institute of Technology in Kirkland

Anticipated enrollment: 15 FTE first year (2011-12); 30 FTE at full enrollment (2012-13).
HECB staff action: approval granted 7/18/11.

This self-supporting program extension will serve students interested in pursuing dental health careers for which preparation beyond a dental hygiene certificate or associate degree is required or desirable. With this extension, the EWU discontinued the program at Shoreline Community College. EWU has not previously offered programs at Lake Washington Institute of Technology's Kirkland facility.

**Business and Marketing Education Add-On Endorsement
Online**

Anticipated enrollment: 15 FTE first year (2011-12); 24 FTE at full enrollment (2014-15).
HECB staff action: approval granted 5/4/11.

This online, self-supporting program extension will serve students interested in teaching business and marketing in secondary schools. Although the endorsement is not a degree program, its 58-credit curriculum was extensive enough to trigger HECB staff review of the program's extension.

University of Washington**Bachelor of Science in Aerospace Engineering
United Arab Emirates University (in the city of Abu Dhabi in the United Arab Emirates)**

Anticipated enrollment: 36 FTE first year (2013-14); 71 FTE at full enrollment (2018-19).
Board action: approval granted 6/8/11.

This self-supporting program is designed to serve United Arab Emirates students interested in working in the aerospace industry. It would be modeled after the B.S. Aeronautical and Astronautical Engineering program offered by the UW's Department of Aeronautics and Astronautics in Seattle. However, it would include significantly less astronautics content and would not share UW's ABET accreditation. Therefore, it would be extended under a different name than its parent program. These content and accreditation issues caused this program extension to be subject to Board, rather than staff approval.



January 2012

Key Facts about Higher Education

Information Item

“Key Facts about Higher Education” in Washington provides vital data to chart higher education’s progress and challenges. First published in 2002 by the Higher Education Coordinating Board, this annual report highlights *Key Facts* about Washington’s postsecondary institutions, including faculty, students, budgets, and financial aid.

The report provides basic information about the state’s higher education system, including institutions, enrollment figures, and budget information. It also provides comparisons with other states on important statistics, offers information showing how the state benefits from higher education, and provides data on some of the current challenges facing higher education in Washington.