



STATE OF WASHINGTON

Workforce Education Investment Accountability and Oversight Board

128 – 10th Avenue, S.W. • PO Box 43105 • Olympia, WA 98504-3105
Phone: (360) 709-4600 • Fax: (360) 586-5862 • Web: www.wtb.wa.gov • Email: workforce@wtb.wa.gov

December 1, 2021

To: Members of the Washington State Legislature

From: Co-Chairs, Jane Broom and Representative Vandana Slatter with the Members of the Workforce Education Investment Accountability and Oversight Board

Subject: 2021 Workforce Education Investment Accountability and Oversight Board Report

This fall marks the first full year working together as the Workforce Education Investment Accountability and Oversight Board (WEIAOB). As you may know, this Board brings together leaders from both the private and public sectors along with students to provide their own unique perspective to this important work.

2021 has been a foundational year, building a shared understanding of WEIA's purpose, structure and investments. We've learned from various education, workforce and policy leaders about Washington state's opportunities and challenges to build an accessible, equitable, student-centered workforce education system. This was a significant but important investment of time to ensure we have the knowledge and background to make informed decisions.

As instructed by the Washington State Legislature the WEIAOB is responsible for evaluating the impact of allocations from the WEI account. The following report is a review of how past dollars have been spent and there are many exceptional programs funded by the WEI account. To measure the impact of the WEI account we developed and adopted a set of guiding principles and performance metrics to assess current and future WEIA funding requests.

Our process this year opened a discussion about how to improve workforce education and student outcomes with the WEI account. If the State of Washington is going to use and protect the WEI Account for its intended purpose, Board members feel that this can be achieved only by allocating resources to evidence-based programs that truly drive improved outcomes. As we move forward, we intend to deliver recommendations on future spending based on alignment to the Board's adopted guiding principles and performance metrics. To improve our ability to make evidence-based recommendations, we need improved program analysis and greater transparency in the budget process, and we look forward to working with you to make improvements.

As the 2022 session approaches, we hope you will seek out the perspective of the WEIA Oversight Board. We have come to understand these programs more deeply as well as the challenges our workforce education programs face.

Attached you will find the WEIAOB Annual Report to the Legislature. For questions or comments please email Erica Wollen at erica.wollen@wtb.wa.gov.



**WORKFORCE EDUCATION INVESTMENT
ACCOUNTABILITY AND OVERSIGHT BOARD**

Annual Report to the Legislature

December 1, 2021

Contents

Introduction	3
Executive Summary	3
Shaping the WEIAOB Agenda	3
A Rubric for Assessing the Impact of Postsecondary Investments.....	4
Guiding Principles and Metric Categories	4
What you will find in the full report	4
Workforce Education Investment Account (WEIA)	5
Workforce Education Investment Accountability and Oversight Board (WEIAOB).....	5
Board Members (2021).....	6
WEIAOB Activities and Actions to Date	7
Year 1 (2020).....	7
Year 2 (2021).....	7
Guiding Principles and Performance Accountability	8
Guiding Principles	8
Performance Accountability Metrics.....	8
WEIAOB Data Dashboard.....	10
WEIA Investments to Date.....	11
The Washington College Grant.....	12
Financial Aid Application Participation (FAFSA/WASFA)	12
FAFSA: 12th Grade Students.....	12
FAFSA: Adult First-Time Students (Ages 25+).....	15
FAFSA: Continuing Postsecondary Students.....	17
WASFA Applications	20
Washington College Grant (WCG)	21
WCG Recipients	21
2- and 4-Year Institutions Foundational Support--Compensation and Central Services	24
Community and Technical Colleges Program Support	24
Enhanced Capacity in High Demand Programs: Public 4-year Institution Student Success.....	25
WSU Medical School Completion and Expansion.....	25
Career Connect Washington.....	25
Working Connections Child Care—DCYF	26
Closing.....	26

Introduction

The following is the first official report to the legislature of the Workforce Education Investment Accountability and Oversight Board (WEIAOB). The authorizing statute for this board, E2HB 2158, was momentous in its scope and scale. It created a new resource, the Workforce Education Investment Account, supported entirely by Washington’s business community to improve the state’s talent pipeline so that our businesses, our people, and all our communities can thrive.

While E2HB 2158 established the WEIAOB to provide a level of transparency and accountability to the funding decisions regarding the WEI Account, it did not provide clear guidance on the functions of the board. Therefore, board members spent their first year learning together about the complex statute, the parameters and guardrails for how the funds might be used, and the legislative decision-making process itself. The board also learned about the projections for on-going revenue generation and delved into the details of the first set of investments made.

With clearer understanding of these factors, the WEIAOB created a rubric by which it will evaluate investments from the account and make recommendations about future investments. You will see from the report that the rubric includes guiding principles and a set of metrics to track progress towards those principles. A WEIAOB data dashboard will provide public transparency on the impact of WEI Account investments towards our stated principles.

We offer this rubric to the legislature as a filter or a guide for making funding decisions from the WEI Account. The WEIAOB looks forward to supporting the legislature in this critical work by sharing our data and analysis of funded investments, and making recommendations to advance our adopted principles.

Executive Summary

The Workforce Education Investment Accountability and Oversight Board (WEIAOB), chartered by [E2SHB 2158](#), has been meeting since October 2020. The board’s core responsibilities are to assess investments made by the Legislature from the Workforce Education Investment Account (WEIA), and to make recommendations for future investments from the account.

This public board was chartered to provide transparency to taxpayers about the use of this new fund pool derived from a surcharge to the Business & Occupation (B&O) tax paid by Washington’s businesses. Specifically, the board was created to ensure accountability to the generally intended purposes of WEIA enabling legislation:

- Build postsecondary capacity to prepare Washingtonians for high-demand jobs with family-sustaining wages.
- Improve the rate of postsecondary enrollment, retention, and completion, especially for young Washingtonians (age 26 and younger).
- Improve equitable access and benefit for marginalized and under-represented populations.
- Create multiple pathways to postsecondary and economic success, including via registered apprenticeships and other career connected learning programs.

Shaping the WEIAOB Agenda

The WEIAOB, as a new board, spent early meetings becoming oriented to the enabling statutes, and understanding the initial investments from the account. Board members also worked together to develop processes to meet their obligations, and focused primarily on establishing clear metrics and parameters to assess the impact of WEIA investments.

It quickly became clear to members that WEIA investments rarely stood on their own. In most cases, WEIA investments supplement state and other funds to achieve goals and objectives. For example, the largest WEIA investment is for state student financial aid. The new WEIA funds were added to an increased state general fund investment that enabled creation of the Washington College Grant (WCG) program as an entitlement program, enabling more recent high school graduates and working-age adults from low- and middle-income families to qualify to receive money for college or career training. Prior to the enactment of the WEIA, the State Need Grant (SNG) program annually left between 20,000 and 30,000 eligible applicants without state aid for this education and training. Transforming the SNG to the WCG would

end the waiting list of eligible applicants. At the same time, however, it is impossible to decouple the effects of WEIA and general state funds on state financial aid. The two fund sources are used together to support student grants. WEIA funds supplement state funds to ensure that all eligible students receive the support to which they are entitled.

Two additional realizations slowed the development of a performance accountability structure for the board. First, WEIAOB members recognized that investments made from the WEIA fund would also be allowable under state general fund guidelines, although not all state general fund allowances would qualify for WEIA funding. Second, information from the higher education community helped the board understand that multiple programs and services are often in place to address a particular issue, and might be aiming at the same goals or targets. For example, student success services may include education and career counseling, remediation and tutoring, emergency assistance of various types, and support for first generation and other traditionally underrepresented college students. Any of these interventions could be funded from the WEIA, but would likely not be the sole factor influencing outcomes.

A Rubric for Assessing the Impact of Postsecondary Investments

The WEIAOB stepped back in early 2021 to discuss the parameters of a meaningful performance accountability system that would take these issues into account. Board members agreed to develop a set of guiding principles that would articulate their priorities for postsecondary investments, and a set of metrics to track investments towards those principles. This framework could then be used by the Legislature as they considered relevant funding proposals, and also by the postsecondary education community as they developed funding requests.

Guiding Principles and Metric Categories

At the August 11, 2021 WEIAOB meeting, the board agreed to the following principles by which they would assess current WEIA investments, and recommend future investment priorities to the Legislature:

- **Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26.**
- **Provide support for equitable educational access and economic outcomes for systemically underserved students.**
- **Help Washington businesses fill the jobs of the future with qualified Washington students, including current workforce.**
- **Improve statewide systems and/or test innovative approaches that can be replicated across institutions.**

The WEIAOB also identified the following measurement categories:

- Statewide Student Enrollment
- Free Application for Federal Student Aid/Washington Application for State Financial Aid (FAFSA/WASFA) Completion in Grade 12 (and others)
- Washington College Grant-Eligible Student Enrollment
- Postsecondary Completion Rate
- High School to Postsecondary Retention Rate
- Time to Degree
- Economic Outcomes

What you will find in the full report

The body of this report provides much more detail on the metrics identified within each category and on the specific questions the board is hoping to answer with data reported within those categories. The report also includes more detail on the board's discussions and actions leading up to the August 11 meeting, and the enactment of the WEIAOB Guiding Principles and performance accountability framework.

Also included is information on the investments made from the WEIA to date, with links to more granular data on each investment. Robust data analysis is provided on the Washington College Grant program and on completion of financial aid applications by Washington high school students, first-time college students, and those continuing their postsecondary education.

A description of the WEIAOB data dashboard, currently under development, provides a glimpse into the future for this board and how it will assure ongoing transparency and accountability for WEIA investments.

Workforce Education Investment Account (WEIA)

The Workforce Education Investment Account (WEIA) was established in state legislation (E2SHB 2158) in 2019 to help ensure Washington students are prepared for Washington jobs. Policymakers found many high-wage job opportunities were inaccessible to Washingtonians, largely because the state lacks sufficient postsecondary capacity in high-demand fields, and the cost of education is beyond the reach of many potential students. Current job openings at the time, and labor market projections, suggested that an increasing majority of high-wage jobs require a postsecondary credential. Yet only 40% of the state's high school graduates earn a postsecondary credential by age 26, which limits or creates gaps in the talent pipeline for Washington businesses dependent on an available, skilled workforce to remain competitive.

The WEIA was jointly created by the Legislature and representatives of industries that depend on higher education to help fill their talent needs. With an emphasis on targeted investments to keep tuition low and expand capacity for in-state students to prepare for careers with family-sustaining wages, the WEIA was established within the State Treasury to receive revenues generated by a surcharge to the B&O tax paid by businesses. Surcharges are applied to business activity beginning January 1, 2020. A change was made to streamline the surcharge calculation in 2020 with [ESSB 6492](#).

This is the first time in Washington state history that a fund pool has been statutorily dedicated to postsecondary education. RCW 43.79 is explicit:

“Expenditures from the account may be used only for higher education programs, higher education operations, higher education compensation, and state-funded student aid programs. For the 2019-2021 biennium, expenditures from the account may be used for kindergarten through twelfth grade if used for career connected learning as provided for in this act.”

The statute also clearly states that funds cannot be used to supplant, only supplement, current public funding in either higher education or career connected learning.

Workforce Education Investment Accountability and Oversight Board (WEIAOB)

The Workforce Education Investment Accountability and Oversight Board (WEIAOB) was also established by the 2019 legislation and is codified in RCW 28C.18.200. The purposes of the WEIAOB are described in statute to include:

- Provide guidance and recommendations to the Legislature on workforce education priorities that should be funded from the workforce education investment account (WEIA).
- Provide accountability that the investments funded from the WEIA are producing the intended results.
- Ensure investments are effectively increasing student success and career readiness, such as by increasing retention, completion, and job placement rates.

The statute also requires the board to consult data from the Education Research and Data Center (ERDC) established under RCW 43.41.400, and the Workforce Training and Education Coordinating Board (Workforce Board) established under RCW 28C.18.020 when reviewing and determining whether investments funded from the WEIA are effectively increasing student success and career readiness. While not in statute, the board is also able to review other sources of

data and information to assess investments and develop recommendations for funding priorities. The board is required to report each year on its work along with any identified funding recommendations.

E2SHB 2158 also charges the Workforce Board with providing staff support to the WEIAOB. Funding was provided for a 0.5 FTE administrative assistant.

Board Members (2021)

The WEIAOB is comprised of 17 members representing business, labor, the Legislature, the postsecondary education and training provider community, and students. There are stipulations in statute for who may hold each seat and for what period of time. There are four legislator seats, one each for the chairs and ranking members of the Senate and House higher education committees. The remaining 13 members are appointed by the governor with consent of the Senate within the following parameters for representation: five business, two labor, three higher education institutions (one must represent independent, not-for-profit institutions), two higher education students (one must be from a community or technical college), one from the Washington Student Achievement Council (WSAC). The board is led by two co-chairs elected by the board, one from the two legislative chairs and one from among the five business members. Current WEIAOB members include:

Legislative

- Rep. Vandana Slatter, **Board Co-Chair**, Chair | House College & Workforce Development Committee
- Sen. Emily Randall, Chair | Senate Higher Education & Workforce Development Committee
- Sen. Jeff Holy, Ranking Member | Senate Higher Education & Workforce Committee
- Rep. Kelly Chambers, Ranking Member | House College & Workforce Development Committee

Business

- Jane Broom, **Board Co-Chair**, Senior Director, Microsoft Philanthropies | Microsoft Corporation
- Steven Ashby, Senior Vice President | Battelle
- Susan Mullaney, President | Kaiser Permanente Washington
- Heather Rosentrater, Senior Vice President for Energy Delivery and Shared Services | Avista
- Vacant Position

Labor

- Mark Riker, Executive Secretary | Washington Building Trades
- William Lyne, President | United Faculty of Washington State

Higher Education

- Paul Francis, Executive Director | Council of Presidents
- Terri Standish-Kuon, President and CEO | Independent Colleges of Washington
- Jan Yoshiwara, Executive Director | State Board for Community and Technical Colleges

Washington Student Achievement Council

- Michael Meotti, Executive Director | Washington Student Achievement Council

Students

- Deanna George | Tacoma Community College
- Savanna Kresse | Washington State University

WEIAOB Activities and Actions to Date

Year 1 (2020)

The WEIAOB meets four times per year. The board was seated in September 2020 and held its inaugural meeting on October 23, 2020. Two additional meetings were held before the end of 2020.

These first three meetings were focused on orientation to the new fund, clarifying the purposes of the board, and defining the board's role as an accountability and oversight body with no authority over spending. The board also learned from organizations that received WEIA funding about the funded projects and programs and how the pandemic was affecting implementation and results.

The board prioritized creating a performance accountability dashboard and established a performance accountability subcommittee to begin that work. The subcommittee began developing metric recommendations for the board's consideration. This work carried over into 2021.

At the December 11, 2020 meeting, the board discussed possible recommendations to the 2021 Legislature. Having had limited opportunities to truly explore relevant issues or to fully develop recommendations, the WEIAOB agreed to make fully funding the Washington College Grant program their top priority.

Year 2 (2021)

Led by co-chairs Rep. Vandana Slatter and Jane Broom, work this year began with discussions about strategies and tactics for effectiveness as a performance accountability and oversight board. Their intent was to scope the agendas and cadence for the four meetings in 2021 to culminate in a meaningful annual report to the Legislature. Additionally, the co-chairs hoped to heighten the value of board recommendations by using a rigorous performance accountability system. The co-chairs posed a number of questions for the board's consideration about board procedures for decision-making, including:

1. What criteria might we use to evaluate WEIA investments?
2. What is the process for the board to identify gaps or friction points in the system that might be addressed with WEIA funding?
3. How might the board work with administrative agencies and institutions to explore postsecondary issues identified through this process?
4. What parameters, guardrails, or guidelines should the WEIAOB consider for making recommendations to the Legislature about:
 - i. What should or shouldn't continue to be funded and why?
 - ii. What new investments should be made and why?
5. What is the process for developing, writing and approving the annual report?
6. What is needed by each member to feel best prepared to engage actively in the roles and responsibilities of the board?

The consensus of the board members was that a transparent process should be developed for undertaking their core responsibilities of assessing the impact of WEIA investments and making recommendations on future investments. They prioritized two interdependent lines of work for the coming year:

- Establish a set of guiding principles for performance accountability and funding recommendations.
- Create a forward-facing accountability dashboard in support of the guiding principles by identifying a core set of metrics and related data-reporting structure.

The co-chairs led the effort to develop a proposal for guiding principles. Workforce Board staff were asked to coordinate the development of a proposal for the WEIAOB performance metrics and dashboard. They convened the stewards of relevant secondary, postsecondary and employment data to develop the performance accountability system

recommendations. The data workgroup included representatives from the ERDC, WSAC, SBCTC, Employment Security Department, researchers from the Workforce Board, and Washington STEM.

Guiding Principles and Performance Accountability

On August 11, 2021, the WEIAOB discussed and took action to adopt the following Guiding Principles and performance metrics. They viewed a demonstration of a prototype dashboard and provided direction to staff to continue on the described path toward completion.

Guiding Principles

At the August 11 meeting, members finalized a set of guiding principles to inform their work going forward: This set of principles will serve as a lens through which the board considers the impact of investments made from the account and makes recommendations on potential future investments. The principles are based on concepts from within the enabling legislation and from previous discussions of the board.

- **Help achieve the goal that 70% of students in each cohort of Washington high school graduates complete a postsecondary credential by age 26.**
- **Provide support for equitable educational access and economic outcomes for systemically underserved students.**
- **Help Washington businesses fill the jobs of the future with qualified Washington students, including current workforce.**
- **Improve statewide systems and/or test innovative approaches that can be replicated across institutions.**

Performance Accountability Metrics

The WEIAOB performance metrics were also adopted at the August 11, 2021 meeting. The data workgroup engaged in discussions with the board at the March and May meetings to hone the list of possible metrics. Board members also discussed the specific questions they would like the metrics to help answer. Based on input from the board, desirable metrics fell into the following categories:

- Statewide Student Enrollment
- FAFSA /WASFA Completion in Grade 12 (and others)
- WA College Grant-Eligible Student Enrollment
- Postsecondary Completion Rate
- High School to Postsecondary Retention Rate
- Time to Degree
- Economic Outcomes

The data workgroup aimed to use existing administrative data sets relevant to these categories. Administrative data sets would help confirm the validity of data, enable cross-referencing to other reports using similar data, and ensure all WEIAOB programs are evaluated using common metric definitions. Using these existing data sets also would prevent adding additional reporting burdens onto WEIA-funded organizations.

The following describes the questions asked by the board and the proposed metrics from the data workgroup under each category. Whenever possible, data will be disaggregated by gender, race, age, and region.

Statewide Student Enrollment Questions & Metrics:

Initial data is based on high school graduation year. Data using expected graduation year will be available in late 2021. Age demographics will be based on high school class, as well as a one-time report of postsecondary enrollment. National Student Clearinghouse data will be used as the source for out-of-state and private institutions.

- What is the percentage of high school grads enrolling in postsecondary one-year after high school graduation by demographic and regional breakouts?
- What is the percentage of high school grads enrolling in postsecondary one-year after expected high school graduation year by demographic and regional breakouts?
- What are the characteristics of their postsecondary enrollment (public, private, 2yr, 4yr) by high school

FAFSA /WASFA/WCG Questions & Metrics:

- How many (12th grade, adult first-time, and continuing) students completed FAFSA?
- What is the demographic breakdown of 12th grade, adult first-time, and continuing FAFSA completion?
- How many students completed WASFA and how have the counts changed over time, from last year of State Need Grant as baseline?
- What are the counts, percentages, and demographic breakout of those receiving the Washington College Grant?
- What are the counts, percentages, and demographic breakout of those who did not receive the Washington College Grant or Opportunity Scholarship?
- How has the usage of SNG/WCG changed over time?

High School to Postsecondary Retention Rate Questions & Metrics:

These measures will include metrics from ERDC that are linked to high school graduates, but also metrics currently being used by public colleges and universities.

- What percent and count of grads get a credential?
- What are the demographic breakdowns of those that do/do not get their degree?
- What are the characteristics of their postsecondary enrollment (public, private, 2yr, 4yr) by high school degree or credential type?
- How many new students enrolled in traditional degree programs are retained from the fall to a second fall term (2 and 4-years)?
- How many new apprentices are retained in Year 2?
- How many students in short-term credential programs complete within one year after HS?

Time to Degree Questions & Metrics:

- How many years/credits does it take students to get their degree and short-term credential?
- What are the demographic and geographic characteristics of students?
- How many new students (in 2- and 4-year public institutions) complete college-level English or Math in the first year (by race, gender, and income status)?
- How many new community and technical college students complete/transfer within four years after first term?

Economic Outcomes Questions & Metrics:

- How much do high school leavers make after they earn their credential (broken out by type of leaver, institution, program of study and industry employed in)?
- What is the count of Washington students in the state’s workforce?
- In what occupations are completers employed? This data will be available beginning in late 2022.

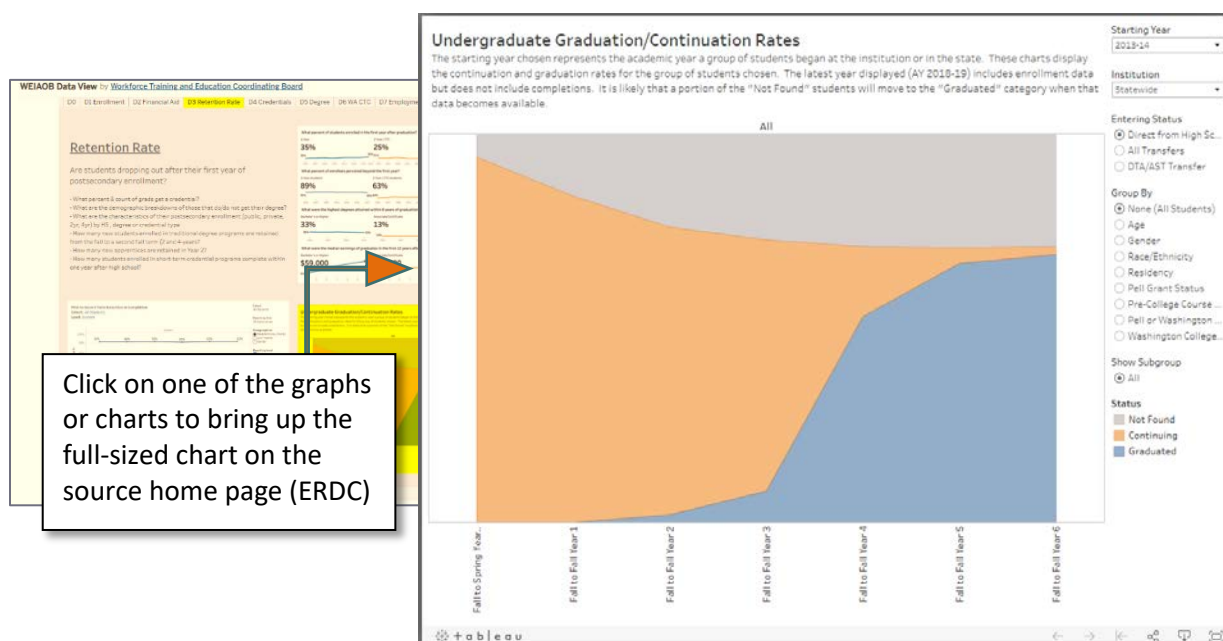
WEIAOB Data Dashboard

The Workforce Board, in coordination with the members of the data workgroup, is developing a dashboard to help the board and public track investments from the WEIA account and bring transparency to the board’s decision-making processes. The dashboard will use data currently available and, to the extent possible, disaggregated by gender, race, age, and region. It will be a Tableau site showing high-level measures and will link to provider sites for more detail and disaggregation. This approach leverages existing data sites and is flexible enough for the board and data workgroup to make adjustments to metrics in the future. The dashboard will have a tab associated with each of the earlier mentioned WEIAOB measurement categories. A prototype of the dashboard is available at:

https://public.tableau.com/app/profile/workforce.training.and.education.coordinating.board/viz/WEIABook_16276591316720/DO

Two of the example tabs are built out in the prototype – the retention rate and employment tabs. Clicking on the “Retention Rate” tab will bring up a page showing the questions that are being asked and answered, what type of data is available, and several high-level charts. By clicking directly on the charts, a user will be brought to the data page for each of the data-providing agencies. The data providers for the prototype Retention page are ERDC and SBCTC. The data is broken out by race, gender, family income status, school district, and institution. The employment tab similarly shows questions asked and answered with high-level charts. Clicking on the charts will link to data pages of the Workforce Board and ERDC. Linked data will show employment and earnings broken out by race, gender, disability status, field of study, award level, and institution.

The following screenshots provide an example of how the dashboard will look, and how it can be easily navigated to find more granular data to help answer the WEIAOB’s overarching performance questions.



WEIAOB Data View by Workforce Training and Education Coordinating Board

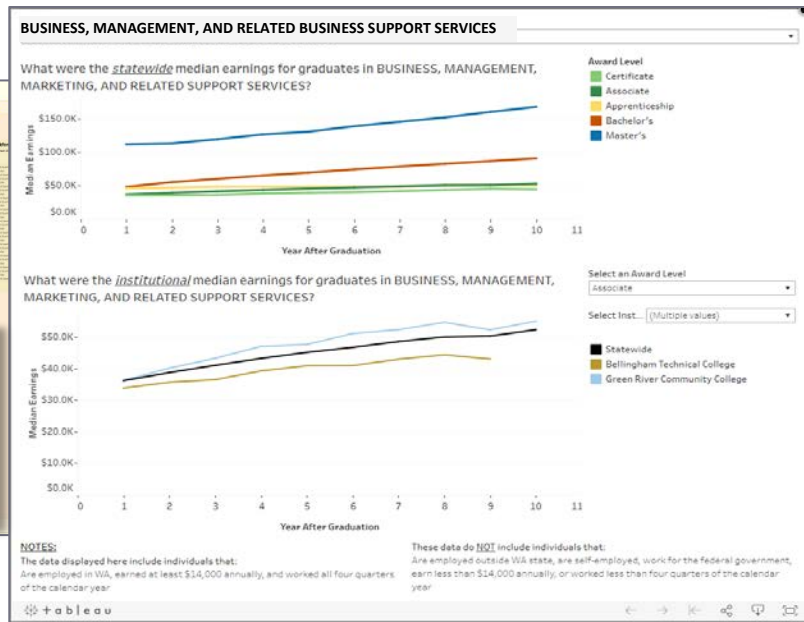
DO | D1 Enrollment | D2 Financial Aid | D3 Retention Rate | D4 Credentials | D5 Degree | D6 WA CTC | **D7 Employment**

Employment

How much do graduates make after they earn their credential?

- Do wages vary by milestone, program of study, and employment sector years after end of study?
- What about 10 years after end of study?

Click on one of the graphs or charts to bring up the full-sized chart on the source home page (SBCTC)



WEIAOB Data View by Workforce Training and Education Coordinating Board

DO | D1 Enrollment | **D2 Financial Aid** | **RETENTION RATE** | Credentials | D5 Degree | D6 WA | **EMPLOYMENT**

Click this tab to see more data, including helpful charts and graphs on retention rates.

Click this tab to see more data, including helpful charts and graphs on employment.

Workforce Education Investment Accountability and Oversight Data Dashboard

Data dashboard
 This public-facing data dashboard helps track investments from the state's Workforce Education Investment Account to examine how well the account is helping Washington high school students and other residents:

- Connect with a wide range of higher education paths.
- Complete their degrees and credentials.
- Enter employment, and in which fields.
- Obtain living-wage earnings.
- Achieve education and career goals by gender, race, age, and region.

About the workforce oversight board
 This Board makes recommendations on which workforce education priorities to fund as part of the state's Workforce Education Investment Act. The Act established an account to help low- and middle-income Washington students pay for higher education. The account boosts funding to community and technical colleges, public four-year colleges and universities, career connected learning and apprenticeships. It's paid for through increases in Washington's business and occupation (B&O) tax.

The workforce oversight board includes 17 members and is staffed by the Workforce Board. The data dashboard was created by Workforce Board staff to help workforce oversight board members ensure investments are effectively and equitably increasing student success and career readiness, increasing retention, completion, and job placement rates.

How to use the data dashboard
 Look up! The tabs at the top of this dashboard will help you find out more about key workforce results. Click on "enrollment" to see what percentage of WA high schoolers entered postsecondary training after graduation. Click on "employment" to see how much graduates of training programs earned after gaining their credential. Each tab leads to more information sorted across a range of categories. Start clicking!

WEIA Investments to Date

The Legislature is responsible for appropriating funds from the WEIA to support specific programs and activities. To date, from FY'19 through FY'22, the Legislature has made programmatic and foundational investments of \$942,963,000. Appropriations from the 2019-2021 biennial budget totaled about \$380 million. Approximately \$560 million has been appropriated in the 2021-2023 biennium. WEIA programmatic investments to date are listed later in this section, most with links to annual reports with descriptions and impact analysis.

The largest investment in each biennium is in the Washington College Grant: approximately \$175 million in the first biennium and \$250 million in the second. The Washington Student Achievement Council (WSAC) has primary responsibility for administration of this financial aid program. WSAC's Research and Student Success Team tracks and analyzes the data associated with student financial aid. They have provided the following data analysis on financial aid application completions and the usage of the Washington College Grant. The data analysis aligns with the WEIAOB's

performance accountability framework, overarching questions, and guiding principles. This data will be linked to the WEIAOB data dashboard once it is completed. Wherever possible, the data is disaggregated by population demographics, and high school graduation cohorts.

The Washington College Grant

2019-2021 Biennium: \$175,154,000 | 2021-2023 Biennium: \$249,281,000

The watershed legislation that established the WEIA (E2SHB 2158) also re-imagined the state’s primary student financial aid program, the State Need Grant (SNG). SNG had been considered among the best state-administered programs in the country because it could be used to supplement federal financial aid programs, covered more student types, had a higher eligibility ceiling than most, and the maximum award was set equal to the cost of tuition at public institutions. But the SNG program was limited by state appropriation levels. In some years, up to 30,000 eligible applicants were turned away from this “first come-first served” financial aid program.

E2SHB 2158 created a new state financial aid program, the Washington College Grant (WCG), as an entitlement program—every eligible individual would receive aid to the maximum of their eligibility tier. The WCG also increased the number of eligible applicants by raising the ceiling for income eligibility to the state’s median family income and allowed for apprenticeship programs to qualify.

Following are data snapshots of financial aid application participation and the usage and impact of the Washington College Grant program.

Financial Aid Application Participation (FAFSA/WASFA)

To receive financial aid, including the Washington College Grant, students must apply using the federal or state application. This is either the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA). The Washington Student Achievement Council (WSAC) collects data about FAFSA completion rates for high school seniors in the state. WSAC also collects data about FAFSA completion counts for adult first-time students and continuing postsecondary students in the state. FAFSA completion data can be disaggregated by some demographic characteristics. WSAC also has limited data about the number of students completing WASFA, however no demographic characteristics are presented here to protect sensitive student populations.

Overarching Questions:

- How many students apply for financial aid?
- Who applies for financial aid (demographics)?
- How have the numbers of financial aid applications changed over time?

FAFSA: 12th Grade Students

Approximately 49% of 12th grade students who were expected to graduate in the class of 2021 completed the FAFSA (Table 1).

Table 1. How many 12th grade students who were expected to graduate completed FAFSA?

Class	Number of Seniors	FAFSA Completion Count	FAFSA Completion Rate
Class of 2021	76,535	37,198	48.6%
Class of 2020	75,955	39,729	52.3%

Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the classes of 2020 and 2021.

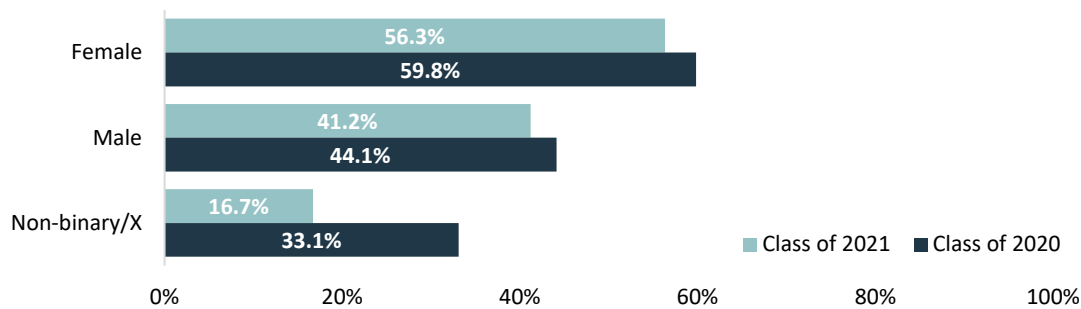
Notes: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students’ 12th grade year and September 30 following their high school graduation. WSAC’s calculation of the statewide completion rate uses a different denominator than the rate used for NCAN’s national ranking. Data may change slightly over time due to identity matching of OSPI seniors.

FAFSA completion data can be disaggregated further. To view data disaggregated by school district, please see the FAFSA dashboard by school district available at <https://portal.wsac.wa.gov/fafsacompletion/>.

FAFSA completion rates for students who were expected to graduate in the class of 2021 varied by student subgroup. By gender, FAFSA completion rates were higher for female students (56.3%) than male students (41.2%) and non-binary/gender X students (16.7%) (figure 1a). By race, the FAFSA completion rate was highest for Asian students (66.6%) and lowest for American Indian/Alaskan Native students (35.8%) (figure 1b). Additionally, migrant students, homeless students, English learners, and students in special education all had FAFSA completion rates below 40% (figure 1c).

Figure 1. How do FAFSA completion rates compare for different subgroups of 12th grade students who were expected to graduate?

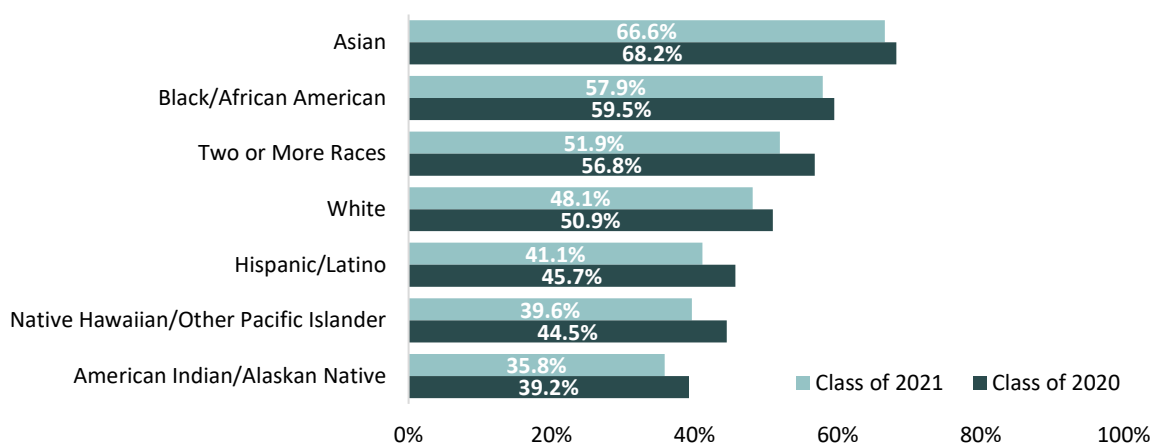
Figure 1a. How do FAFSA completion rates for 12th grade students who were expected to graduate differ by gender?



Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the classes of 2020 and 2021.

Note: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students' 12th grade year and September 30 following their high school graduation. Data may change slightly over time due to identity matching of OSPI seniors.

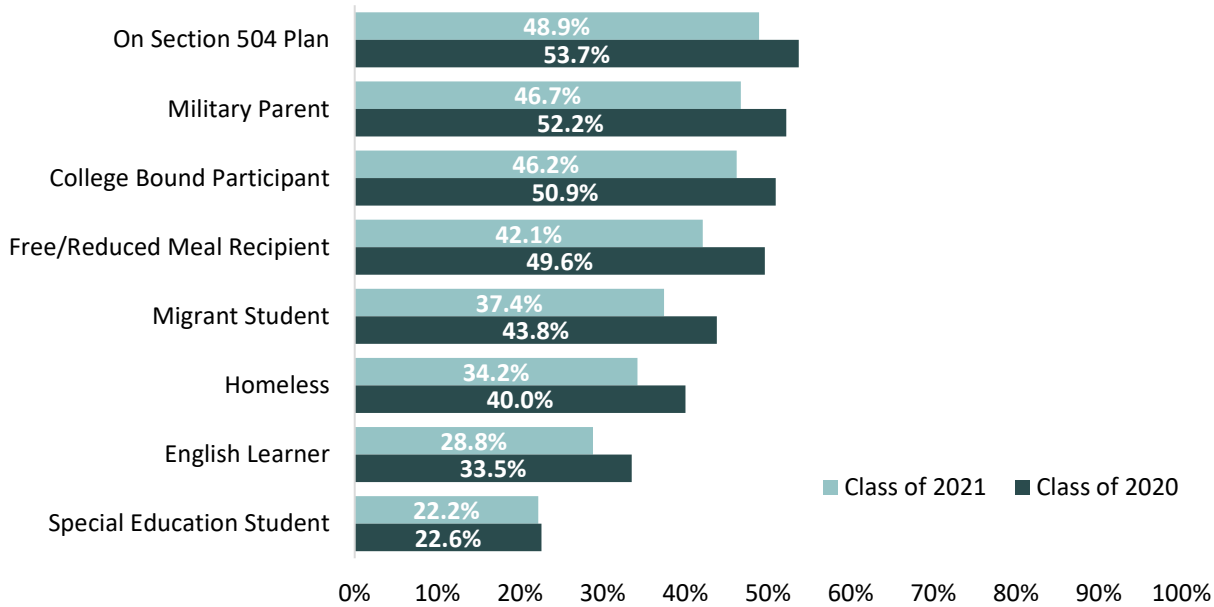
Figure 1b. How do FAFSA completion rates for 12th grade students who were expected to graduate differ by race?



Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the classes of 2020 and 2021.

Note: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students' 12th grade year and September 30 following their high school graduation. Data may change slightly over time due to identity matching of OSPI seniors.

Figure 1c. How do FAFSA completion rates for 12th grade students who were expected to graduate differ by other demographic characteristics?



Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the class of 2020.

Note: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students' 12th grade year and September 30 following their high school graduation. Data was pulled on 6/25/2021 and may change slightly over time due to identity matching of OSPI seniors.

FAFSA completion rates for high school seniors have fluctuated over the last several years (figure 2). The FAFSA completion rate was 50% for the class of 2016. The rate rose by several percentage points for the classes of 2017 and 2018, and then fell slightly for the classes of 2019, 2020, and 2021. Approximately 49% of the class of 2021 completed FAFSA (table 2).

Figure 2. How have 12th grade FAFSA completion rates changed over time for students expected to graduate?



Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the class of 2016 through the class of 2021.

Note: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students' 12th grade year and September 30 following their high school graduation. Data may change slightly over time due to identity matching of OSPI seniors.

Table 2. How have 12th grade FAFSA completion rates changed over time for students expected to graduate?

Class	FAFSA Completion Rate
Class of 2021	48.6%
Class of 2020	52.3%
Class of 2019	54.6%
Class of 2018	55.9%
Class of 2017	53.5%
Class of 2016	50.0%

Source: WSAC Research analysis of Washington FAFSA Completion Portal data, FAFSA completion rates for seniors expected to graduate in the class of 2016 through the class of 2021.

Note: FAFSA completion rates of 12th grade students are calculated using FAFSA completions between October 1 of students' 12th grade year and September 30 following their high school graduation. Data may change slightly over time due to identity matching of OSPI seniors.

FAFSA: Adult First-Time Students (Ages 25+)

For other subgroups of the population there is no well-established method for defining potential college-going cohorts on which to base completion rates. Instead, the following sections present counts of how many students completed FAFSA in Washington. For the 2019-2020 aid year, almost 20,000 adult first-time students (ages 25+) completed FAFSA (table 3).

Table 3. How many adult first-time students completed FAFSA?

Aid Year	FAFSA Completion Count
2019-20	19,968

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Of adult first-time students who completed FAFSA, a greater proportion was female (58.3%) than male (41.4%) (Table 4a). The majority of students were single and have never been married (55.5%) (Table 4b). More than two-thirds (68.7%) had incomes below 50% of the state median family income level (Table 4c). About 41% were first-generation students (Table 4d).

Table 4. What is the demographic breakdown of adult first-time students who completed FAFSA?

Table 4a. What is the gender breakdown of adult first-time students who completed FAFSA?

Gender	FAFSA Completion Count	Proportion of FAFSA Completers
Male	8,259	41.4%
Female	11,648	58.3%
Unknown	61	0.3%
Total	19,968	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count by gender, aid year 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 4b. What is the marital status breakdown of adult first-time students who completed FAFSA?

Marital Status	FAFSA Completion Count	Proportion of FAFSA Completers
Single	11,085	55.5%
Married	5,911	29.6%
Separated, Divorced, or Widowed	2,970	14.9%
Unknown	2	0.0%
Total	19,968	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count by marital status, aid year 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 4c. What is the Median Family Income (MFI) breakdown of adult first-time students who completed FAFSA?

MFI Category	FAFSA Completion Count	Proportion of FAFSA Completers
<=50	13,724	68.7%
>50-55	761	3.8%
>55-60	704	3.5%
>60-65	598	3.0%
>65-70	539	2.7%
>70-75	485	2.4%
>75-100	1,546	7.7%
>100	1,602	8.0%
Total	19,959*	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count by statewide median family income (MFI), aid year 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: The median family income (MFI) category is based on a student's family income as a percent of the state median family income, taking into account family size. An adjustment is made for families that have more than one member in college. Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022. *Nine records were missing.

Table 4d. What is the first-generation status breakdown of adult first-time students who completed FAFSA?

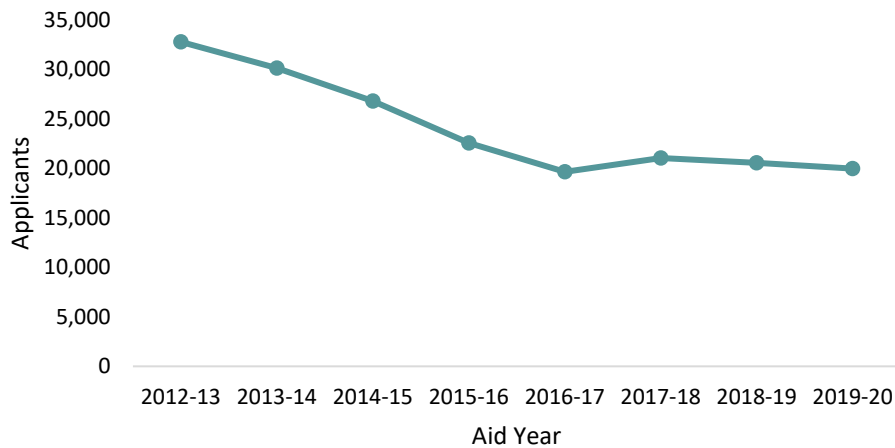
First-Generation Status	FAFSA Completion Count	Proportion of FAFSA Completers
First-Generation	8,264	41.4%
Not First-Generation	6,044	30.3%
Unknown	5,660	28.3%
Total	19,968	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count by first-generation status, aid year 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: First-generation students are defined as those with parents who did not complete college or beyond. Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

The number of adult first-time students who completed FAFSA in Washington has declined over time (figure 5). During the 2012-2013 academic year, nearly 33,000 adult first-time students completed FAFSA, compared to approximately 20,000 students in 2019-2020 (table 5).

Figure 5. How have counts of adult first-time students who completed FAFSA changed over time?



Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2012-2013 through 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 5. How have counts of adult first-time students who completed FAFSA changed over time?

FAFSA Cycle	FAFSA Completion Count
2019-2020	19,968
2018-2019	20,555
2017-2018	21,034
2016-2017	19,653
2015-2016	22,582
2014-2015	26,808
2013-2014	30,139
2012-2013	32,779

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2012-2013 through 2019-2020, adult first-time undergraduate students, Washington state of legal residence, ages 25+.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

FAFSA: Continuing Postsecondary Students

As with adult first-time students, it is not possible to calculate a FAFSA completion rate for continuing postsecondary students. During the 2019-2020 academic year, 229,793 continuing postsecondary students in Washington completed FAFSA (table 6).

Table 6. How many continuing postsecondary students completed FAFSA?

Academic Year	FAFSA Completion Count
2019-20	229,793

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Among continuing postsecondary students, 61.8% were female and 38.2% were male (table 7a). Nearly 75% were single and never married (table 7b). Almost 47% had incomes below 50% of the state median family income level (table 7c). Approximately 29% were freshman students who had attended college before, 27% were sophomores, 25% were juniors, 15% were seniors, and 5% were other undergraduate students (table 7d). About 31% were first-generation students (table 7e).

Table 7. What is the demographic breakdown of continuing postsecondary students who completed FAFSA?

Table 7a. What is the gender breakdown of continuing postsecondary students who completed FAFSA?

Gender	Proportion of FAFSA Completers
Male	38.2%
Female	61.8%
Unknown	0.1%
Total	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion by gender, aid year 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 7b. What is the marital status breakdown of continuing postsecondary students who completed FAFSA?

Marital Status	Proportion of FAFSA Completers
Single	74.7%
Married	18.3%
Separated, Divorced, or Widowed	7.0%
Total	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion by marital status, aid year 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 7c. What is the MFI categorical breakdown of continuing postsecondary students who completed FAFSA?

MFI Category	Proportion of FAFSA Completers
<=50	46.9%
>50-55	4.1%
>55-60	3.8%
>60-65	3.5%
>65-70	3.3%
>70-75	2.9%
>75-100	11.1%
>100	24.4%
Total	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion by statewide median family income (MFI), aid year 2019-2020, continuing postsecondary undergraduate students, Washington legal residence.

Note: The median family income (MFI) category is based on a student’s family income as a percent of the state median family income, taking into account family size. Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 7d. What is the year in school breakdown of continuing postsecondary students who completed FAFSA?

Year in School	Proportion of FAFSA Completers
Freshman, Attended College Before	28.5%
Sophomore	27.3%
Junior	24.6%
Senior	14.5%
Other Undergraduate	5.1%
Total	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion by year in school, aid year 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Year in school is determined by a financial aid recipient's standing at the beginning of the last term for which financial aid was awarded; therefore, the year in school may be Graduate/Prof if a recipient began the academic year as an undergraduate but ended as a graduate/professional student. Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 7e. What is the first-generation status breakdown of FAFSA completion for continuing postsecondary students?

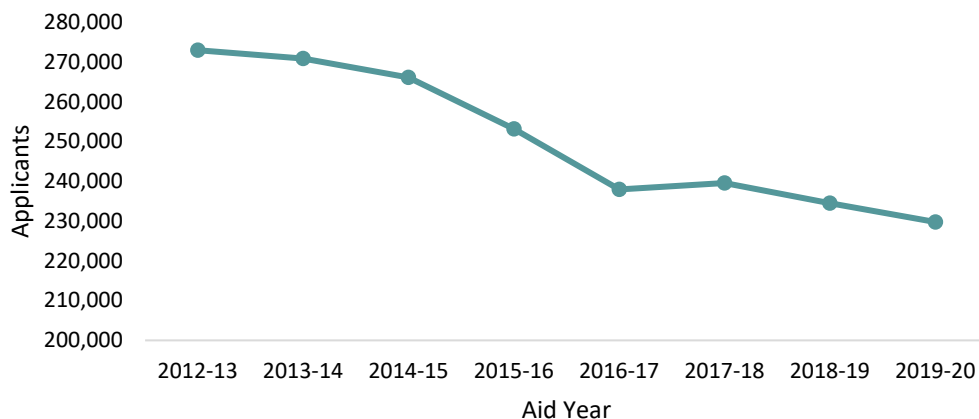
First-Generation Status	Proportion of FAFSA Completers
First-Generation	31.2%
Not First-Generation	55.8%
Unknown	12.9%
Total	100.0%

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion by first generation status, aid year 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: First-generation students are defined as those with parents who did not complete college or beyond. Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

The number of continuing postsecondary students who completed FAFSA has decreased over time (figure 8). In the 2012-2013 aid year, 273,029 continuing postsecondary students completed FAFSA, compared to 229,793 in 2019-2020 (table 8).

Figure 8. How have counts of continuing postsecondary students who completed FAFSA changed over time?



Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2012-2013 through 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

Table 8. How have counts of continuing postsecondary students who completed FAFSA changed over time?

Aid Year	FAFSA Completion Count
2019-2020	229,793
2018-2019	234,557
2017-2018	239,622
2016-2017	237,962
2015-2016	253,241
2014-2015	266,138
2013-2014	270,918
2012-2013	273,029

Source: WSAC Research analysis of Washington FAFSA completion data, FAFSA completion count, aid year 2012-2013 through 2019-2020, continuing postsecondary undergraduate students, Washington state of legal residence.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes FAFSA completions from October 1 in the year preceding the aid year through June 30 of the aid year. Data for 2020-2021 will be available in 2022.

WASFA Applications

Washington financial aid is available to students who cannot file, or do not wish to file, the FAFSA for various reasons, including immigration status, parental immigration status or family members who do not wish to file a FAFSA, defaulted federal loans, repayments owed on federal grants, or inability to provide selective service confirmation. To protect student privacy, no demographic data or differentiation in student sub-group (i.e. high school senior or continuing postsecondary student) is presented for WASFA applicants. During the 2019-2020 aid year, 5,406 students completed WASFA (table 9).

Table 9. How many students completed WASFA?

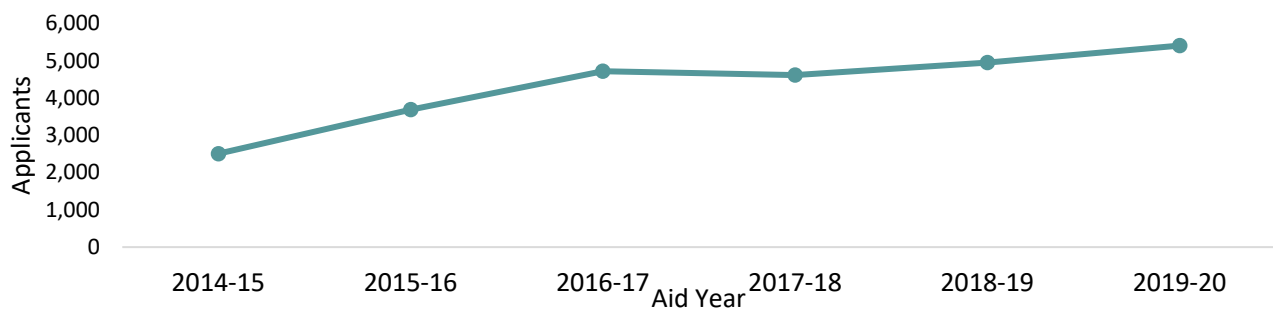
Aid Year	Applicants
2019-2020	5,406

Source: WSAC Student Financial Assistance analysis of Washington WASFA application data, total WASFA applications for aid year 2019-2020.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes WASFA completions from October 1 in the year preceding the aid year through June 30 of the aid year. WASFA completions may include undergraduate and graduate students. Data for 2020-2021 will be available in 2022.

The number of students completing WASFA has grown over time (figure 10). In the 2014-2015 aid year, approximately 2,500 students completed WASFA, compared to 5,406 in the 2019-2020 aid year (table 10).

Figure 10. How have WASFA completion counts changed over time?



Source: WSAC Student Financial Assistance analysis of Washington WASFA application data, total WASFA applications for aid year 2014-2015 through 2019-2020.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes WASFA completions from October 1 in the year preceding the aid year through June 30 of the aid year. WASFA completions may include undergraduate and graduate students. Data for 2020-2021 will be available in 2022.

Table 10. How have WASFA completion counts changed over time?

Aid Year	Applicants
2019-2020	5,406
2018-2019	4,951
2017-2018	4,615
2016-2017	4,714
2015-2016	3,686
2014-2015	2,507

Source: WSAC Student Financial Assistance analysis of Washington WASFA application data, total WASFA applications for aid year 2014-2015 through 2019-2020.

Note: Aid year refers to the academic year in which students will receive aid at a postsecondary institution. This includes WASFA completions from October 1 in the year preceding the aid year through June 30 of the aid year. WASFA completions may include undergraduate and graduate students. Data for 2020-2021 will be available in 2022.

Washington College Grant (WCG)

The new Washington College Grant has expanded the reach and availability of need-based financial aid for Washington students. In the 2019-2020 academic year, the WCG increased funding to serve an additional one-third of the remaining unserved students with incomes below 70% of the state median family income and increased the maximum award amounts to cover full tuition and fees at public institutions. In the 2020-2021 academic year, WCG became an entitlement and guaranteed funding to all eligible students. In addition, eligibility was extended to students whose incomes are between 70% and 100% of the state median family income level. Examining data about WCG receipt can help reveal the quantity and characteristics of students who have benefited from the state aid program. Financial aid data includes the number of students who received WCG and some demographic breakdowns of recipients.

Overarching Questions:

- How many students receive WCG?
- Who receives WCG (demographics)?
- What is the estimated rate of WCG receipt for eligible students?

WCG Recipients

Financial aid data shows the number of Washington students who received the Washington College Grant (WCG). Interim Report data for the 2020-2021 school year indicates that 99,563 students received WCG. During the 2019-2020 academic year, 77,373 students received WCG (table 11a). Of WCG recipients in the 2020-2021 academic year, approximately 49% received an award at a public community and technical college, 40% at a public 4-year, and 10% at a private 4-year institution. The remainder received an award at a private or tribal 2-year institution (table 11b).

Table 11. How many postsecondary students received WCG?

Table 11a. How many postsecondary students received WCG, overall?

Academic Year	Headcount
2020-21*	99,563
2019-20	77,373

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients, undergraduate and Washington state residents, academic years 2019-2020 and 2020-2021.

Note: Data for the 2020-2021 academic year comes from the final Interim Report. Unit Record Report for 2020-2021 will be available in 2022 and may differ slightly from the Interim Report. Demographic data is only available on the Unit Record Report.

Table 11b. How many postsecondary students received WCG, by sector?

Academic Year	Sector	Headcount	Proportion of WCG Recipients
2020-21*	Public 4 Year	39,640	39.8%
	Private 4 Year	10,170	10.2%
	CTC	48,456	48.7%
	Private 2 Year	2,089	2.1%
	Tribal 2 Year	206	0.2%
2019-20	Public 4 Year	29,509	38.1%
	Private 4 Year	6,957	9.0%
	CTC	40,229	52.0%
	Private 2 Year	1,144	1.5%
	Tribal 2 Year	145	0.2%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by sector, undergraduate and Washington state residents, academic year 2019-2020.

Note: Data for the 2020-2021 academic year comes from the final Interim Report. Unit Record Report for 2020-2021 will be available in 2022 and may differ slightly from the Interim Report. Demographic data is only available on the Unit Record Report. Since students might attend more than one sector, this table displays one record per student by sector. This means that the sum of headcounts by sector will not be the same as the totals in table 11a.

Demographic data is not yet available for 2020-2021. Of WCG recipients in the 2019-2020 academic year, nearly 45% were under age 21 (table 12a). The majority of WCG recipients were female (61.5%) compared to male (37.7%) (table 12b). About 28% of WCG recipients were freshmen, 36% were sophomores, 14% were juniors, and 21% were seniors (table 12c). By race, the largest share of WCG recipients were White (44.2%), followed by Hispanic students (22.8%) and Asian students (10.7%) (table 12d). WCG recipients' dependency status was split roughly evenly (table 12e). About 20% of WCG recipients had children (table 12f). Finally, the majority of WCG recipients (79.9%) had incomes below 50% of the state median family income level (table 12g).

Table 12. What is the demographic breakdown of WCG recipients?

Table 12a. What is the age group breakdown of WCG recipients?

Age	Headcount	Proportion of WCG Recipients
< 21	34,591	44.7%
21-23	12,763	16.5%
24-29	14,844	19.2%
30-34	6,241	8.1%
35-39	3,966	5.1%
40 or Older	4,968	6.4%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by age, undergraduate and Washington state residents, academic year 2019-2020.

Table 12b. What is the gender breakdown of WCG recipients?

Gender	Headcount	Proportion of WCG Recipients
Female	47,590	61.5%
Male	29,187	37.7%
Non-binary/X	4	0.0%
Unknown	592	0.8%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by gender, undergraduate and Washington state residents, academic year 2019-2020.

Table 12c. What is the year in school breakdown of WCG recipients?¹

Year in School	Headcount	Proportion of WCG Recipients
Freshman	21,671	28.0%
Sophomore	27,777	35.9%
Junior	10,817	14.0%
Senior	16,484	21.3%
Other	624	0.8%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by year in school, undergraduate and Washington state residents, academic year 2019-2020.

Note: Other category includes students taking post-baccalaureate course and graduate level courses. Year in school is determined by a financial aid recipient's standing at the beginning of the last term for which financial aid was awarded; therefore, if a recipient began the academic year as an undergraduate but ended as a graduate/professional student, they are included in the other category.

Table 12d. What is the racial breakdown of WCG recipients?

Race/Ethnicity	Headcount	Proportion of WCG Recipients
American Indian/Alaska Native	1,273	1.6%
Asian	8,301	10.7%
Black/African American	6,241	8.1%
Hispanic	17,655	22.8%
Native Hawaiian/Pacific Islander	808	1.0%
White	34,223	44.2%
Two or More Races	3,173	4.1%
Other	1,796	2.3%
Unknown	3,903	5.0%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by race, undergraduate and Washington state residents, academic year 2019-2020.

Table 12e. What is the dependency status breakdown of WCG recipients?

Dependency Status	Headcount	Proportion of WCG Recipients
Dependent	37,878	49.0%
Independent	39,495	51.0%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by dependency status, undergraduate and Washington state residents, academic year 2019-2020.

Table 12f. What is the marital status breakdown of WCG recipients?

Marital Status	Headcount	Proportion of WCG Recipients
Married without Children	2,770	3.6%
Married with Children	5,854	7.6%
Single without Children	59,031	76.3%
Single with Children	9,718	12.6%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by marital status, undergraduate and Washington state residents, academic year 2019-2020.

¹ The CTC student population overwhelmingly consists of lower-division students categorized as freshmen or sophomores, which may skew the distribution of class levels. Students who attend beyond a fourth year are grouped with seniors.

Table 12g. What is the MFI categorical breakdown of WCG recipients?

MFI Category	Headcount	Proportion of WCG Recipients
<=50	61,834	79.9%
51-55	4,949	6.4%
56-60	4,452	5.8%
61-65	3,796	4.9%
66-70	2,342	3.0%

Source: WSAC Research analysis of Washington College Grant data (WCG), total unduplicated WCG recipients by MFI category, undergraduate and Washington state residents, academic year 2019-2020.

Note: The median family income (MFI) category is based on a student’s family income as a percent of the state median family income, taking into account family size.

2- and 4-Year Institutions Foundational Support--Compensation and Central Services

2019-2021 Biennium: \$65,538,000 | 2021-2023 Biennium: \$77,552,000

Foundational support was provided for each of the state’s public 4-year and 2-year institutions to bridge the costs of state-mandated, but unfunded, administrative requirements and employee compensation. Foundational support funding covers the cost increases of state centralized services, such as the conversion to a new, integrated financial administration system (One Washington). Funds are also used to cover the cost-of-living wage increases approved by the legislature for all state employees and salary adjustments used to recruit and retain qualified faculty in high demand fields.

Foundational Support funding has been appropriated as follows. Totals represent combined 2019-2023 funding.

- University of Washington\$55,830,000
- Washington State University\$12,233,000
- Eastern Washington University\$4,088,000
- Central Washington University\$4,055,000
- The Evergreen State College\$4,711,000
- Western Washington University\$4,073,000
- Community & Technical Colleges\$58,100,000

Community and Technical Colleges Program Support

2019-2021 Biennium: \$92,924 | 2021-2023 Biennium: \$157,224

Two critical investments were made in the state’s community and technical college system to enhance program delivery and student outcomes, especially for marginalized and underrepresented student populations. WEIA funds are helping to accelerate and scale up the implementation of an evidence-based transformation program, called Guided Pathways. WEIA funds are also enabling the colleges to secure qualified faculty for high demand programs of study, with an emphasis on stabilizing and growing nursing faculty. A breakdown in biennial funding levels for these two categories follows. More information on the impact of funds and alignment with WEIAOB guiding principles, by institution, can be found in the SBCTC annual report on WEIA funding at: <https://bit.ly/3wc7Vih>, or it can be accessed along with much more information on the SBCTC legislative outreach page at: <https://www.sbctc.edu/colleges-staff/programs-services/legislative-outreach/default.aspx>.

- Guided Pathways Initiative
2019-2021 Biennium: \$32,124,000 | 2021-2023 Biennium: \$ 76,124,000
- Nurse Educator and Faculty Salary Increases
2019-2021 Biennium: \$60,800,000 | 2021-2023 Biennium: \$80,800,000

Enhanced Capacity in High Demand Programs: Public 4-year Institution Student Success

2019-2021 Biennium: \$17,093,000 | 2021-2023 Biennium: \$21,750,000

WEIA funds provided support to augment existing, high performing programs, and to create and implement new ones. Institutions filled important gaps and were able to ameliorate significant barriers to student success through these investments. Below is a breakdown of appropriations by institution. Totals provided are the sum of the 2019-2021 and 2021-2023 biennium investments. A detailed report on the programs and their impact in the context of the WEIAOB's guiding principles, can be found in the annual WEIA report from the Council of Presidents:

https://councilofpresidents.org/wp-content/uploads/2021/10/2021-Workforce_Edu_Invest_Act.pdf

- Eastern Washington University \$ 5,272,000
- Central Washington University \$3,572,000
- University of Washington \$25,279,000
- The Evergreen State College \$2,520,000
- Western Washington University \$ 6,852,000

WSU Medical School Completion and Expansion

2019-2021 Biennium: \$14,400 | 2021-2023 Biennium: \$22,800,000

WEIA funding has provided core operating support for the still-new Elson S. Floyd College of Medicine. It has recently graduated its first class of 80 students. WEIA funds are allowing the school to grow to a student body size of 320 over 4 years. More information about the role WEIA funds have played in the continued development of the Medical School can be found in the report from the Council of Presidents at https://councilofpresidents.org/wp-content/uploads/2021/10/2021-Workforce_Edu_Invest_Act.pdf

Career Connect Washington

2019-2021 Biennium: \$11,488 | 2021-2023 Biennium: \$13,310

Governor Inslee's Career Connect Washington initiative (CCW) started in 2017 and was formally adopted in 2019 when the Legislature passed HB 2158, making Career Connect Washington a part of the Workforce Innovation Act. The career connected learning framework established within Career Connect Washington was created as a bridge that puts young people on the pathway to a postsecondary credential and a rewarding career. Career connected learning has three general categories of programs that get gradually more intense and rewarding: Explore, Prep, and Launch.

Two CCW public-facing dashboards are under development, which will provide potential users clear information on career connected learning opportunities currently available and those that received funds to be developed.

A short list of CCW key achievements is provided below, as are the organizations funded for CCW activities via WEIA. A complete report on the progress of Career Connect Washington is available at

<https://secureservercdn.net/166.62.110.60/w9p.ea4.myftpupload.com/wp-content/uploads/2021/09/2021-CCW-Progress-Report-to-Governor-Inslee-and-the-Legislature.pdf>.

Key achievements of CCW: From 2019- 2021 in partnership with business, labor, regional networks, program builders, educators, community leaders, and state government, Career Connect Washington has:

- Enrolled over 12,800 Career Launch students across all regions
- Helped establish nearly 100 new Career Launch programs (including 33 new Registered Apprenticeships)
- Launched the first ever statewide directory of Career Connected Learning (CCL) programs

WEIA-funded Activities

- ESD - Career Connected Learning \$11,300,000
- OSPI - Career Connected Learning Expansion..... \$1,700,000

- OFM - CCL Implementation/CCW Leadership.....\$200,000
- OSPI - CTE FTE..... \$1,598,000
- OSPI - Regional Apprenticeship Pilot..... \$3,000,000
- SBCTC - Career Launch Enrollments..... \$7,000,000

A complete description of community and technical college investments in CCW activities, by institution, is provided in the SBCTC annual WEIA report, found at <https://bit.ly/3wc7Vih>.

Working Connections Child Care—DCYF

2019-2021 Biennium: \$4,241,000 | 2021-2023 Biennium: \$15,856,000

The legislature recognized that the workforce participation criteria for the Working Connections Child Care program posed insurmountable burdens on low-income college students, impacting about one quarter of all community and technical college students. HB2158 provided WEIA funds specifically to eliminate the work requirement for single parents who are pursuing a vocational education full-time at a community, technical, or tribal college.

More information about the Working Connections Child Care program can be found at:

<https://www.dcyf.wa.gov/services/earlylearning-childcare/getting-help/wccc>

Closing

The WEIAOB is pleased to provide its first official annual report to the legislature. The comprehensive description of the board’s work over the past year, and of its performance accountability rubric is offered to set the stage for the WEIAOB’s future. The guiding principles and metrics will be the board’s core navigational tools as the WEIAOB assesses investments made from the Workforce Education Investment Account, and as it develops recommendations to the legislature for future funding from the account. The WEIAOB Dashboard will be an on-going communication vehicle with the legislature and the public on the impact of investments, and where we need to do more. WEIAOB members look forward to putting their principles into practice on behalf of Washington’s people, its businesses, and its communities.