

Profiles of State Financial Aid Programs

Indiana's Workforce Ready Grant

Program Overview

- Covers both credit and noncredit programs.
- Student eligibility is not tied to financial need.
- Last dollar for students in credit-bearing programs and up to \$5,000 available for students in eligible noncredit programs
- Grant only covers tuition and mandatory fees.
- Can be used at multiple institutions and training providers, including approved employers or businesses.
- Eligible programs must be in-demand and meet certain wage standards.

Background. Indiana's Workforce Ready Grant (WRG) was developed by Governor Holcomb's Workforce Cabinet, the Indiana Commission for Higher Education, and the Indiana Department of Workforce Development, and approved by the Indiana General Assembly in 2017.ⁱ The WRG was part of Governor Holcomb's Next Level Jobs initiative aimed at increasing the number of Indiana residents that have a quality postsecondary credential to at least sixty percent. Since 2017, over 47,000 Hoosiers have earned a WRG-eligible certificate or certification.ⁱⁱ

Program Basics. The WRG provides tuition assistance for eligible students enrolled in approved credit and noncredit certificate programs at Ivy Tech Community College, Vincennes University, Indiana Institute of Technology, or other approved postsecondary providers. For credit-bearing programs, the grant functions as a last-dollar program, providing financial assistance for the remaining tuition and mandatory fee charges after all other financial aid (excluding loans and GI Bill Benefits) has been applied. Students enrolled in noncredit programs may receive up to \$5,000 in financial aid that can be applied toward tuition and fees. However, some programs, such as Commercial Drivers License (CDL), may be eligible for a larger amount. Noncredit programs that exceed the maximum grant are ineligible the WRG. The maximum grant was temporarily increased to \$10,000 using funds received via the CARES Act. However, it has now returned to the \$5,000 cap.ⁱⁱⁱ

The grant is available for two years and covers up to the number of credits required by the qualifying program, which may include up to six credit hours of remedial coursework. Program-specific fees, equipment, and course materials are not allowable costs covered by financial assistance under the WRG.^{iv} Indiana utilizes funding and support under Wagner Peyser in order to provide career services to students receiving a WRG.^v

Student Eligibility. To be eligible for the WRG, students must be Indiana residents, have a high school diploma (or equivalent), have not attained a postsecondary degree, enroll in a qualifying program, and have not previously earned a credit-bearing certificate using a WRG.^{vi} Student eligibility for the WRG is not income-based and there are no income caps or restrictions. Students enrolled in or planning to enroll in a credit-bearing program are encouraged to complete a FAFSA and must maintain satisfactory academic progress, enroll full-time if they are a dependent student, and enroll at least half-time if they are an independent student.^{vii}

Program Eligibility. All qualifying high-value certificate programs must be aligned with one of six priority sectors: advanced manufacturing; building and construction; health sciences; IT and

business services; transportation and logistics; and early childhood education.^{viii} Indiana has also established an INDemand list of occupations based on future job demand, regional wage level, and current job posting data.^{ix} Only certificates leading to occupations identified within the top two tiers of the INDemand list are eligible for the WRG. All eligible programs must also be able to be completed in less than two years.

Additionally, credit-bearing programs must be eligible for Title IV aid, and result in a postsecondary certificate that is also an industry-recognized credential. Noncredit programs must also culminate in the issuance of an industry-recognized credential, typically not exceed \$5,000 in cost, be approved for funding under Indiana's INTraining List, and are limited to only credentials leading to top tier occupations on the INDemand list.^x

Eligible providers, including employers and businesses, seeking to offer noncredit training programs eligible for a WRG must also be approved under the state's ETP List and maintain a performance standard of at least eighty percent completion rate and seventy percent credential attainment rate.^{xi} Indiana's Department of Workforce Development (DWD) reviews noncredit programs that are currently eligible to ensure that continue to meet those standards. Those programs which fail to meet the standards may be placed on a corrective action plan and ultimately removed from WRG eligibility.^{xii}

Funding. The WRG is funded as part of Indiana's biennium budget, which included \$6 million annually for the program over the next two fiscal years (FY 23-24 and FY 24-25).^{xiii} Grants are administered by the Indiana Commission for Higher Education (CHE) on the credit-bearing side and the DWD for noncredit programs. Noncredit providers receive seventy percent of funding per WRG receiving student upon enrollment and the remaining thirty percent once the student completes. This represents a more performance-based approach which incentivizes completion.^{xiv}

Data and Reporting. Program level data are collected for students enrolled in WRG programs on both the credit and noncredit side, however at this stage, the state cannot look at outcomes of just WRG recipients. It is notable that data are collected for students in noncredit programs, including Social Security Number, demographic information, credentials earned, and completion rates. DWD intends to implement further collection of data on wages for noncredit students. Indiana utilizes data to review and inform WRG program eligibility. Completion rate, credential attainment rate, regional wages, and employer demand all factor into these eligibility metrics.

Iowa's Gap Tuition Assistance Program

Program Overview

- Covers approved noncredit programs and credit bearing programs not eligible for Title IV
- Individual institutions can choose to set need-based eligibility requirements for students.
- Last-dollar program structure, whereby all other aid is applied first, but colleges have the option to utilize Gap to provide additional funding to support nontuition costs.
- Covers tuition, fees, training costs, course materials, and the costs of holistic supports that students may need.
- Community colleges are the only eligible training providers.
- Programs must be in-demand and aligned with credit-bearing certificates, diplomas, or degrees.

Background. The Gap Tuition Assistance (Gap) program was established in 2014 through the Iowa General Assembly and is administered by Iowa's State Department of Education. The program provides formula funding to Iowa's fifteen community colleges to provide financial aid for students enrolled in eligible continuing education certificate programs.^{xv} Iowa utilized funding under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) to temporarily expand Gap. While that funding has since expired, many of the eligibility changes made under CRRSA have been made permanent. These included expanding allowable covered costs to include child care and other holistic support needs as determined by Gap navigators, flexibility regarding income requirements, permitting funds to be used for equipment, and expanding program eligibility to certain credit-bearing programs not eligible for Title IV student aid.^{xvi}

Program Basics. The Gap Tuition Assistance Program provides financial aid for eligible students to cover the cost of tuition, fees, direct training, books, child care, and equipment, with no cap on award amounts. It operates as a last-dollar program whereby all other public or private funding sources must first be applied towards tuition and fees, however aid can be made available for nontuition costs.^{xvii} Students may receive an award to cover up to the full amount of eligible costs.^{xviii} Programs must be associated with in-demand sectors (information technology, health care, advanced manufacturing, and transportation and logistics) and aligned with longer-term credentials. Gap can be paired with the Pathways for Academic Career and Employment (PACE) program, which can be used to provide supportive services and holistic supports to students. Both programs provide students with navigators who help students with academic and career guidance and connect them with other supports.^{xix}

As of November 2023, 128 noncredit programs and sixteen short-term credit bearing programs were eligible for Gap. During the 2022 and 2023 academic years (including with additional funds under CRRSA) over 1,300 students utilized Gap funding to complete a program leading to an industry recognized credential.^{xx} Students enrolled during the 2022 academic year who were employed prior to enrollment and retained employed post-completion saw a median wage growth of nearly twenty one percent. The students that saw the greatest wage gains were those completing construction trades, family/consumer sciences, precision production, and transportation and material moving programs.^{xxi}

Student Eligibility. To be eligible for Gap Tuition Assistance, a student must be eighteen years or older and a resident of Iowa eligible to work in the United States. They must also be enrolled or planning to enroll in an eligible training program with plans to pursue employment in Iowa upon completion of their credential.^{xxii} Students must also demonstrate their ability to complete the related credentials and both enter and retain full-time employment.^{xxiii} Students receiving aid must commit to regular meetings with college staff to review academic progress and discuss career planning.^{xxiv}

When the program was initially established in 2014 it was need-based, meaning that students would have to demonstrate that they had a family income that did not exceed 250 percent of the Federal Poverty Guidelines.^{xxv} However, this restriction was viewed as a hindrance to some colleges (particularly those in rural communities), making it harder to distribute their allocation of Gap funding to students. During the expansion of Gap, income requirements were suspended, and that change has since been made permanent. In practice, colleges have

flexibility as to whether they wish to institute any income restrictions for students applying for aid under Gap.^{xxvi}

Program Eligibility. Program eligibility is limited to noncredit continuing education programs and short-term credit bearing programs (too short to be eligible for Title IV) aligned with credit-bearing certificate, diploma, or degree programs. Programs must be stackable and aligned with an in-demand sector or occupation, which are information technology, health care, advanced manufacturing, and transportation and logistics. It must also meet one of the following qualifications:

- offers a state-, national-, or locally recognized certificate.
- offers preparation for a professional examination or licensure.
- provides endorsement for an existing credential or license.
- represents recognized skill standards defined by an industrial sector; or
- offers a fundamentally similar credential or training to which has already been recognized by industry.^{xxvii}

Funding. Gap is funded through the state appropriation process and received \$2 million dollars in fiscal year 2022.^{xxviii} These funds are supported by state gaming revenue. An additional \$2.9 million was also allocated to Gap in 2022 and 2023 through CRRSA. Funds are distributed to Iowa's community colleges based on a formula, and any funding that is unused may roll over to the next year. Between ten and twenty percent of funding distributed to community colleges (depending on the size of the college) may be used to provide direct staff support services. This may include financial support for marketing, outreach, and assistance with the application, interview, and assessment processes. The remaining funding must be used to provide financial assistance for eligible students to cover costs associated with eligible training programs.^{xxix}

Data and Reporting. Iowa has a strong data reporting system for noncredit programs. Noncredit data are available on the Iowa Student Outcomes website. Iowa collects noncredit data based on Classification of Instructional Programs (CIP) code and that data collection mirrors credit-bearing data reported to IPEDS. All postsecondary education and training programs in Iowa are required to submit data if they receive state funding, including Gap Tuition Assistance.^{xxx} Those data include total enrollment per program; number of completers and completion rates per program; number of students receiving a credential; employment status, including whether a student retained employment, found new employment, and or change industries; pre-, during, and post-training wages by industry; and information on continued education/transfer. These data can be disaggregated by race/ethnicity, gender, and age, and disaggregated data are provided throughout program reports. Beyond consumer information, these data help support the validity of state investment in noncredit programs and illustrate how investments like Gap have helped the local economy, met demand of employers, and supported strong employment outcomes.

Louisiana's M.J. Foster Promise Program

Program Overview

- Covers both credit and noncredit programs.
- Student eligibility is need-based and limited by age.
- Operates as a hybrid last-dollar/first-dollar program.
- Aid covers tuition, fees, books, and instructional materials.

- Eligible providers include two-year public postsecondary education institution, or an accredited proprietary school licensed by the Louisiana Board of Regent
- Eligible programs must be aligned with certain sectors based on demand, wages, and alignment with state workforce priorities

Background. The M.J. Foster Promise Program was signed into law in 2021 with the first round of awards available to students in the 2022-2023 academic year. The program was created to provide financial assistance to eligible students who enroll in a qualified program at a two-year public postsecondary education institution, or an accredited proprietary school licensed by the Louisiana Board of Regent to pursue an associate degree or a shorter-term credential that is a requisite for certain high-demand, high wage occupations aligned to Louisiana’s workforce priorities. In June of 2023, several changes that the Louisiana legislature recently enacted went into effect. These included eliminating the community service requirement, adding course materials as an eligible covered cost, modifying the FAFSA requirements, shifting the program to a partial first-dollar award, and prioritizing eligible continuing students for receiving awards.^{xxxi}

Program Basics. Administered by the Louisiana Office of Student Financial Assistance, the M.J. Foster Promise Program provides students enrolled in eligible non-degree and associate degree programs up to \$6,400 in grant aid for up to three years. On an annual basis, students are eligible for \$3,200, or \$1,600 per semester. There is an exception, however, for students enrolled in certain high-cost programs that are under one year in length. Eligible students in those programs may receive up to the maximum \$6,400 in a single academic year. Grant funding can be applied to tuition, fees, books, and other instructional materials for up to sixty credit hours.

While the program had previously operated as last-dollar, recent legislative changes have given the program a more hybrid structure. Under M.J. Foster, students initially applying for aid may be able to forgo the FAFSA requirement for the first semester if they can otherwise demonstrate they meet the income requirements. The first award provided to a student is essentially first dollar, meaning that up to \$1,600 from M.J. Foster is supplementing federal and state aid instead of using those grant funds to supplant the M.J. Foster investment. For the second semester award distribution and beyond, the program reverts back to last dollar, whereby other financial aid (with the exception of loans, Federal Work Study, and support under WIOA) is applied first.

Additionally, students enrolled in education or training programs that are not Title IV eligible or are less than one year do not have fill out a FAFSA at any point if they can otherwise demonstrate their income eligibility.^{xxxii} The reason for this change was that funds dedicated to the M.J. Foster Promise Program were not being fully utilized, as other assistance was being applied first and short-term programs that are not eligible for federal student aid make the FAFSA unnecessary.^{xxxiii} It also allows colleges to enroll students who may face a barrier to filing a FAFSA and assist them with future filings if necessary.

Student Eligibility. M.J. Foster is a need-based program. To be eligible, a student’s family income may not exceed 300 percent of the Federal Poverty Guidelines. A student may also be eligible if they do not meet income requirements but have been unemployed or underemployed during the six months prior to receipt of an M.J. Foster award. M.J. Foster is also limited to students who are 21 years of age or older, and they must be both a U.S. citizen and Louisiana resident. Students must submit an M.J. Foster award application for each academic year. They

must also agree to reside in and work full-time in Louisiana for a minimum of one year after the completion of the last program of study for which grant funding is received. Students must have a high school diploma or equivalency or be otherwise enrolled in a qualified IET program. Veterans seeking to qualify must have received an honorable discharge or general discharge under honorable conditions. Individuals who have been convicted of a violent crime are also ineligible.

To maintain eligibility, a student must meet initial eligibility requirements, as well as submit a FAFSA (as discussed above) and maintain steady and satisfactory academic progress of at least a 2.0 GPA for credit bearing programs. Students must also maintain continuous enrollment unless they have otherwise been granted an exemption.^{xxxiv}

Program Eligibility. Program eligibility for M.J. Foster is limited to approved programs in one of five fields: IT, manufacturing, construction, transportation and logistics, and healthcare.^{xxxv} Under the law, the Louisiana Board of Regents is tasked with convening an advisory board made up of various heads of Louisiana postsecondary and workforce systems who are tasked with identifying these sectors based on demand, wages, and alignment with state workforce priorities. Programs may only be offered by eligible providers which are all institutions under the Louisiana Community and Technical College System, LSU-Eunice, Southern-Shreveport, and approved proprietary schools.^{xxxvi}

Funding. The program receives \$10.5 million as part of an annual state fund.^{xxxvii} In order to receive funds, towards the beginning of each semester, quarter or term, eligible Louisiana institutions submit a payment request to the Louisiana Office of State Financial Assistance for reimbursement for aid provided to students eligible for M.J. Foster.^{xxxviii}

Data and Reporting. The M.J. Foster program includes certain data requirements related to award recipients. This includes the number and percentage of students enrolled in each eligible education or training program and whether that program is credit bearing or noncredit. Data must also include the number of credit hours for credit bearing programs and the length of noncredit programs, as well as the cost of each program. There is also reporting on demographic information such as age, race, gender, and income. Data must also be reported on the number and percentage of individuals who do not otherwise qualify for federal student aid, as well as the number and percentage of award recipients who were unable to complete a FAFSA.^{xxxix}

Virginia's New Economy Workforce Credential Grant Program (FastForward)

Program Overview

- Covers eligible noncredit programs.
- Student eligibility is not tied to financial need.
- Funding follows a cost-sharing model based on student completion and the attainment of a credential or license.
- Eligible training providers are community colleges and state authorized higher education centers.
- Eligible programs must be aligned with high-demand industries or occupations.

Background. In 2016, the Virginia General Assembly passed legislation to establish the FastForward program (which is called the New Economy Workforce Credential Grant Program under Virginia code). The purpose of the program is to address demand for skilled workers in high-demand occupations, increase affordability and access to workforce training programs, and generate interest from workers considering current and emerging jobs that require credentials beyond a high school diploma but less than a degree.^{xl}

Program Basics. FastForward programs are short-term, and most can be completed in between six and twelve weeks. The program is administered by the State Council for Higher Education for Virginia (SCHEV) in collaboration with the Virginia Community College System (VCCS). It focuses on programs that are aligned with high-demand industries or occupations. It is set up as a performance-based program. Participating students pay one-third of their tuition upon enrolling in the program and the remaining two thirds are paid by the state to the college, assuming the student completes. If the student does not finish their program, the student is responsible for paying a second third of the program cost to the institution, and the institution does not receive reimbursement from the state for the last third. In many instances, students have access to additional need-based aid available to cover some, if not all, of the tuition costs borne by students.^{xli}

FastForward students have access to services such as SingleStop, which connects eligible students to benefits like TANF and SNAP.^{xlii} FastForward is associated with VCCS. However, there are a handful of state authorized higher education centers that also may serve as providers of eligible programs under the larger New Economy Workforce Credential Grant program designation. Presently, only two of these centers are utilizing the grant program.^{xliii} As of 2023, FastForward saw a credential attainment rate of seventy-one percent and demonstrated a ninety-five percent completion rate.^{xliv}

Student Eligibility. Other than the requirement to pay for one-third the program cost, to be eligible for FastForward, students must be a resident of Virginia and are required to submit an application form. There are no income requirements for students.^{xlv}

Program Eligibility. The Virginia Board of Workforce Development, in consultation with VCCS and businesses, is tasked with developing a list of in-demand occupations and related noncredit workforce training programs that will be eligible for FastForward. For a program to be eligible, the related credential must be industry recognized and have third-party validation that it is relevant and meets employers' standards. Credentials earned via FastForward programs must also be portable to multiple employers and regions, and stackable with additional competencies and credentials.^{xlvi} Community colleges participating in FastForward must also adopt a policy for the issuance of academic credit to any eligible student who has earned a noncredit workforce credential through FastForward. Those credits can then be applied to a future certificate or degree program that a FastForward student may wish to pursue.^{xlvii}

Funding. Funding is distributed from the state to eligible Virginia Community Colleges on a first come, first served basis as eligible students enroll in FastForward programs. The program was funded at \$18.5 million for fiscal year 2024. No college may receive more than one-quarter of the total annual funds appropriated by the state for FastForward.^{xlviii}

Data and Reporting. The FastForward program includes significant data collection requirements. Student outcomes data are provided to SCHEV. Data are disaggregated by a

number of categories including race and ethnicity. This allows for the identification of any areas where students of color may see uneven outcomes compared to other students. Wage progression is one area for which FastForward outcomes are measured. SCHEV can compare wages matched through the Virginia Longitudinal Data System with Virginia Employment Commission (VEC) wage records. While there are some gaps in this system, it is still able to provide a picture of earnings, including wages pre- and post-program completion by industry area.^{xlix}

Virginia's Get Skilled, Get a Job, Give Back (G3)

Program Overview

- Can cover both credit and noncredit programs.
- Student eligibility is need based.
- Last-dollar, promise-type program for tuition and fees, with additional aid for some students for nontuition costs
- Community colleges are the only eligible providers.
- Eligible programs must be in demand and have a stackable pathway that leads to an associate degree.

Background. Created in 2021, the Get Skilled, Get a Job, Give Back (G3) program provides need-based assistance for eligible students seeking NDCs in high-demand sectors such as, health care, information technology and computer science, manufacturing and skilled trades, public safety, and early childhood education.

Program Basics. G3 is focused on short-term credit and noncredit programs that can stack to additional credentials. The program operates as a last-dollar scholarship covering the remaining cost of tuition, fees, and course materials after all other federal and state financial aid is applied. To be eligible, a student must enroll in a qualifying credit-bearing or noncredit program at a community college in a designated high-demand sectors. Community colleges must also provide academic and career advice to all G3 students. Eligible students who are enrolled full-time and qualify for a maximum Pell Grant award may also receive a student support incentive grant of up to \$900 per semester and up to \$450 for the summer term. This student support incentive grant may be used to cover other costs related to attendance such as food, transportation, and child care. Community colleges are eligible for a performance payment related to the retention and completion of students receiving a student support incentive grant.ⁱ

Student Eligibility. G3 is a need-based grant whereby a student must have a total household income that is 400 percent of the Federal Poverty Guidelines or less in order to qualify. Since the program is last dollar, students must complete applications for any other federal or state student financial aid program for which they may be eligible. Additionally, students enrolled in eligible credit-bearing programs must enroll for a minimum of six credit hours per semester and meet satisfactory academic progress (as defined by Title IV of the Higher Education Act). Students must also demonstrate reasonable progress to complete a specific program of study to earn an associate degree in no more than three years, and not exceed 150 percent of the required credits for the relevant certificate or degree.ⁱⁱ

Program Eligibility. G3 is aligned with the same in-demand occupation list that is used for FastForward. In addition, G3 programs must match a Classification of Instructional Program

(CIP) code, which is designated in the state budget. Community colleges submit programs in the targeted sectors that are part of stackable pathways to the Virginia State Board for Community Colleges for approval. Some programs may overlap with those that are eligible for FastForward, but all must have a defined stackable pathway that leads to an associate degree. In its first year, over 1,050 associate degree and certificate programs, and over 650 noncredit programs were eligible for G3.ⁱⁱ

Funding. The program is funded at \$34.5 million for fiscal year 2023. The Virginia legislature also appropriated \$4 million for marketing of the G3 grant program and \$8 million for G3 innovation grants for 2023.ⁱⁱⁱ The innovation grants can be used for scaling G3 programs, including the purchase of equipment.^{iv}

Data and Reporting. Similar to FastForward, there is robust data collection on the outcomes of G3 students, as well as disaggregated data looking at enrollment, retention, and completion. Data on G3 students are collected alongside SCHEV's regular student level collection from institutions; G3 receipt is tagged as financial aid in the collections so they can see student-level information on how much students are getting in aid and what their outcomes are.

Washington Opportunity Grant

Program Overview

- Only used for credit-bearing programs in practice
- Student eligibility is need based.
- Grant funding supports tuition, fees, and other wraparound services.
- Eligible providers are primarily Washington State Community and Technical Colleges and some private career schools.
- Eligible programs must be in-demand, part of a career pathway, and meet a wage threshold.

Background. In 2006, the Washington State Legislature created the Opportunity Grant program as a pilot to support students with low incomes enrolled in career pathway programs that are linked to high-wage and in-demand jobs. Initially, the program was only available to students at ten of Washington's community and technical colleges, but after a year funding for the program was increased and available to eligible students at all thirty-four community and technical colleges.^{iv}

Program Basics. The Opportunity Grant provides eligible students with funding to cover the tuition and mandatory fees for up to forty-five credits (which is \$4,623 for the 2023-2024 academic year). It also provides up to \$1,000 for books and \$1,500 for wraparound support services. Funding is disbursed to providers based on the number of full-time equivalent students it is serving under the Opportunity Grant program. Providers may use the wraparound support funding for a range of activities including tutoring, counseling, retention strategies, as well as emergency child care and transportation. It may also be converted into financial aid. All colleges must also maintain a retention program aimed at supporting Opportunity Grant students.

While the intent is to apply all other available aid first, some students in their first quarter may receive an Opportunity Grant without being required to file a FAFSA, or related state financial aid

form.^{lvi} Additionally, colleges have some discretion in how the Opportunity Grant will interact with other sources of aid. For example, the Opportunity Grant may be applied first to tuition and fees while reserving Pell grant funds for other non-tuition costs of attendance.^{lvii} While statute permits the Opportunity Grant to be used for both credit-bearing and noncredit programs, functionally, Washington only has students in credit-bearing programs utilizing the grant.^{lviii}

Student Eligibility. To be eligible, a student must be a resident of Washington (the definition of 'resident' includes some individuals who are undocumented) and have an income at or below 200 percent of the Federal Poverty Guidelines. Students must complete a grant application and are required to file a FAFSA or a Washington Application for State Financial Aid (WASFA) prior to second quarter disbursement of the Opportunity Grant. Students must also maintain satisfactory academic progress by maintaining at least a 2.0 grade point average. A student may receive an Opportunity Grant award for to 45 credits.^{lix}

Program Eligibility. To be eligible for the Opportunity Grant, an education or training program must:

- Demonstrate evidence of demand in the local and regional labor market.
- Be part of an educational pathway, and linked to a career pathway, which includes adult basic education and access to a one-year certificate. I-BEST programs are automatically eligible.

Programs with an exit point of forty-five credits must demonstrate earnings for graduates that are a minimum of \$15.74 per hour, with higher wage rates for Seattle and SeaTac. There must be evidence that business, labor, workforce development councils, and community-based organizations are supportive of the program.^{lx}

Funding. The program is funded at \$11.5 million annually. However, an additional \$12 million was allocated to specifically support health care programs through a supplemental bill to the 2023-2025 biennial budget.^{lxi}

Data and Reporting. Data on Opportunity Grant recipients include student retention and completion rates disaggregated by credential type and employment and wage data for students exiting the program.

ⁱ Next Level Jobs Indiana, "Workforce Ready Grant Procedures."

ⁱⁱ Indiana Department of Workforce Development, "Early Childhood Education ETG Applications" (Indianapolis, IN: Indiana Department of Workforce Development, 2024), <https://www.in.gov/dwd/files/NLJ-ETG-ECE-Fact-Sheet-Press-Release-Combo.pdf>.

ⁱⁱⁱ Eryn Craven, Marilyn Pitzulo, and Brin Sisco, Indiana Department of Workforce Development, and April Gilman, State of Indiana, Interview, December 1, 2023.

^{iv} "Next Level Jobs Indiana, "Workforce Ready Grant Procedures."

^v Eryn Craven, Marilyn Pitzulo, and Brin Sisco, Indiana Department of Workforce Development, and April Gilman, State of Indiana, Interview, December 1, 2023.

^{vi} The degree exclusion was temporarily suspended in 2020 when the State of Indiana allocated more than \$20 million in CARES Act funding to expand the WRG. Students enrolling in an eligible credit-bearing program may be

eligible to receive a second WRG if they first grant was applied to a noncredit program. “Next Level Jobs Indiana, “Workforce Ready Grant Procedures.”

vii Ibid.

viii “Next Level Jobs Indiana, “Workforce Ready Grant | Next Level Jobs,” 2024, <https://nextleveljobs.org/workforce-ready-grant/available-job-training/>.

ix Indiana Department of Workforce Development, “INDemand Ranking Methodology: Infographics.”

x “Next Level Jobs Indiana, “Workforce Ready Grant Procedures.”

xi Ibid.

xii Eryn Craven, Marilyn Pitzulo, and Brin Sisco, Indiana Department of Workforce Development, and April Gilman, State of Indiana, Interview, December 1, 2023.

xiii Indiana State Budget, House Bill 1001 (2023).

xiv Eryn Craven, Marilyn Pitzulo, and Brin Sisco, Indiana Department of Workforce Development, and April Gilman, State of Indiana, Interview, December 1, 2023.

xv Gap Tuition Assistance Act, §260I.3.

xvi Interview with Paula Nissen, (formerly) Iowa Department of Education, Interview, October 30, 2023.

xvii Gap Tuition Assistance Act, §260I.3.

xviii Iowa Department of Education, “Gap Tuition Assistance Program: Fiscal Year 2020” (Des Moines, IA: Iowa Department of Education, n.d.),

https://www.ccforiowa.org/media/cms/FY20_GAP_Tuition_Assistance_FINAL_E540428C40D6D.pdf.

xix Iowa Department of Education, “Gap Tuition Assistance Program,” n.d., <https://educate.iowa.gov/higher-ed/community-colleges/iowa-skilled-worker-job-creation-fund/gap-tuition-assistance-program>.

xx Iowa Department of Education, “Gap Tuition Assistance Program Impact and Outcomes.”

xxi Ibid.

xxii Iowa Department of Education, “Gap Tuition Assistance Program: Fiscal Year 2020.”

xxiii Ibid.

xxiv Gap Tuition Assistance Act, §260I.3.

xxv Interview with Paula Nissen, (formerly) Iowa Department of Education, Interview, October 30, 2023.

xxvi Ibid.

xxvii Ibid.

xxviii Iowa Department of Education, “Gap Tuition Assistance Program Impact and Outcomes.”

xxix Gap Tuition Assistance Act, §260I.3.

xxx Mark M. D’Amico, Vlad Bassis, and Michelle Van Noy, “Iowa Noncredit Data Snapshot” (Piscataway, NJ: Education and Employment Research Center, Rutgers School of Management and Labor Relations, 2022),

<https://sites.rutgers.edu/state-noncredit-data/wp-content/uploads/sites/794/2023/05/Iowa-State-NDC-report-final-5.1.23.pdf>.

xxxi POSTSECONDARY ED: Provides relative to the M.J. Foster Promise Award program, Louisiana SB204 (2023).

xxxii Ibid. <https://trackbill.com/bill/louisiana-senate-bill-204-postsecondary-ed-provides-relative-to-the-m-j-foster-promise-award-program-gov-sig/2411990/>

xxxiii Dr. Amy Cable, Chief Student Affairs Officer, Louisiana Community and Technical College System, Shanna Estay, Senior Research Analyst, Louisiana Office of Financial Student Assistance, Brittany Terrio, Scholarships & Grants Division, Special Programs Specialist, Louisiana Office of Financial Student Assistance, Robyn Lively, Senior Attorney, Louisiana Office of Financial Student Assistance, and Paula Smith, Student Financial Aid Administrator, Louisiana Office of Financial Student Assistance, Interview, October 31, 2023.

xxxiv POSTSECONDARY ED: Provides relative to the M.J. Foster Promise Award program, Louisiana SB204 (2023).

xxxv Louisiana Office of Student Financial Assistance, “Louisiana’s MJ Foster Promise Program: Approved Programs,” n.d., <https://mylosfa.la.gov/wp-content/uploads/MJ-Approved-Programs.pdf>.

xxxvi LAC 28:IV.Chapter 22 § 2201.

xxxvii David Jacobs, “State’s Community Colleges Rolling out \$10.5M Workforce Program,” *Greater Baton Rouge Business Report*, May 9, 2022, <https://www.businessreport.com/business/states-community-colleges-rolling-out-10-5m-workforce-program>.

-
- xxxviii LAC 28:IV.Chapter 22 § 2201.
- xxxix POSTSECONDARY ED: Provides relative to the M.J. Foster Promise Award program, Louisiana SB204 (2023).
- xl National Conference of State Legislatures, “Innovation in Higher Education Case Study: Virginia’s FastForward Credentialing Program” (Washington, DC: National Conference of State Legislatures, 2018), https://documents.ncsl.org/wwwncsl/Education/Virginia_FastForward_f01.pdf.
- xli National Conference of State Legislatures, “Innovation in Higher Education Case Study;” Tom Allison, State Council of Higher Education for Virginia, Interview, October 31, 2023.
- xlii Virginia’s Community Colleges, “FastForward 2023 Year in Review: Celebrating Another Year Helping Students Earn Credentials for Careers That Matter,” Fast Forward, 2024, <https://fastforwardva.org/fastforward-2023-year-in-review-celebrating-another-year-helping-students-earn-credentials-for-careers-that-matter/>.
- xliiii Tom Allison, State Council of Higher Education for Virginia, Interview, October 31, 2023.
- xliiv State Council of Higher Education for Virginia, “New Economy Workforce Credential Grant Annual Report 2022.” https://fastforwardva.org/wp-content/uploads/2023/01/2023-FactSheet_FINAL.pdf
- xlv New Economy Workforce Credential Grant Program, § 23.1-627.1.
- xlvi Randall Stamper, Virginia Community College System, February 3, 2023.
- xlvii New Economy Workforce Credential Grant Program, § 23.1-627.1.
- xlviii 2022 Special Session I Virginia Acts of Assembly Chapter 2, HB30 (2022).
- xlix State Council of Higher Education for Virginia, “New Economy Workforce Credential Grant Annual Report 2022.”
- ¹ Former Virginia Governor Ralph S. Northam, “Governor Northam Signs Legislation Creating Tuition-Free Community College Program for Low- and Middle-Income Students.”
- ² Get Skilled, Get a Job, Give Back Fund and Program, § 23.1-2911.2 (2021).
- ³ Virginia’s Community Colleges, “G3 Annual Report 2021-22” (Richmond, VA: Virginia’s Community Colleges, 2022), <https://rga.lis.virginia.gov/Published/2022/RD754/PDF>.
- ⁴ 2022 Special Session I Virginia Acts of Assembly Chapter 2, HB30 (2022).
- ⁵ Tom Allison, State Council of Higher Education for Virginia, Interview, October 31, 2023.
- ⁶ Washington State Board of Community and Technical Colleges, “Opportunity Grant Program Guidelines 2023-2024.”
- ⁷ Ibid.
- ⁸ Yokiko Hayashi-Saguil, Washington State Board of Community and Technical Colleges, email message to authors, May 10, 2024.
- ⁹ Jennifer Dellinger, Washington State Board for Community and Technical Colleges, Interview, January 9, 2024.
- ¹⁰ Washington State Board of Community and Technical Colleges, “Opportunity Grant Program Guidelines 2023-2024.”
- ¹¹ (Washington State Board of Community and Technical Colleges, n.d.)¹² Washington State Board of Community and Technical Colleges, “Required Elements for Opportunity Grant Program/Pathway Approval.”
- ¹³ Washington State Board of Community and Technical Colleges, “Opportunity Grant Program Guidelines 2023-2024.”