



# ***BOARD MEETING***

December 12, 2016



# BOARD MEETING AGENDA

## MONDAY, DECEMBER 12, 2016 | 2:30-3:30 P.M.

### MICROSOFT CAMPUS OR TELECONFERENCE

**DIAL IN: 1-425-706-3500**

**CONFERENCE ID: 97038528**

I.	Meeting Called to Order		Brad Smith, Chair	2:30-2:35p
II.	Approval November 1, 2016 Board Meeting Minutes	[Tab A]	Brad Smith	2:35-2:40p
III.	Key Highlights of 2016 WSOS Legislative Report	[Tab B]	Megan Nelson, WSOS External Affairs Manager	2:40-2:50p
IV.	Review of Proposed Changes to WSOS Statute for 2017 Legislative Session	[Tab C]	Naria K. Santa Lucia WSOS Executive Director	2:50-3:05p
	A. Professional/Technical Degree Programs			
	B. Administrative Clean-Up			
	1. WAFSA/FAFSA issue			
	2. Board and Program Administrator Role			
V.	ACTION REQUIRED: Approval of 2017 Legislative Changes		WSOS Board Members	3:05-3:10p
VI.	WSOS Staff Report	[Tab D]	Naria K. Santa Lucia	3:10-3:25p
	A. Program Update			
	B. RFP and Program Administrator Selection Update			
	C. Development and Media Update			
VII.	Finance & Investment Report	[Tab E]	Mack Hogans, F&I Chair Darrell Powell, CFO, CSF	3:25-3:30p
VIII.	Adjourn		Brad Smith	3:30p

**2017 Board Meeting Dates**

**Thursday, April 13**

**Thursday, June 29**

**Tuesday, October 3**

**Thursday, December 7**

## **Tab A**

**Minutes from the November 1, 2016 Board Meeting**



**WASHINGTON STATE OPPORTUNITY SCHOLARSHIP BOARD MEETING  
NOVEMBER 1, 2016, 1:00 - 3:30 P.M., MICROSOFT CAMPUS  
MINUTES**

The Board of Directors of the Washington State Opportunity Scholarship (WSOS) met on November 1, 2016 at the Microsoft headquarters in Redmond, Washington.

Board members: Brad Smith (Board Chair), Miller Adams, Diane Cecchetti, Mack Hogans, Jane Park, Gary Rubens, Julie Sandler, Jim Sinegal, and Mike Wilson present; Stan Deal by phone.

Additional attendees: Naria Santa Lucia, Erin Ashley, John Aultman, John Bowden, Jane Broom, Jennifer Carlson, Kimber Connors, Daniel Gordon, Karyl Gregory, Cindi Holmstrom, Joel Janda, Megan Nelson, Majken Ryherd, Caitlin Spence, Dave Stolier, Sam Whiting, and Eric Wolf; Terrie Ashby-Scott, Joanna Mozzette, Darrell Powell, Vickie Rekow, Yolanda Watson-Spiva, and Brandon Yu by phone.

**Meeting Called to Order**

Having a quorum of the Board, Brad Smith, Board Chair of WSOS, welcomed everyone and called the Board meeting to order at 1:03 pm.

Mack Hogans moved that the minutes of the June 22, 2016 meeting be approved. Gary Rubens seconded the motion. The motion carried unanimously.

**Proposed Expansion of WSOS to Professional/Technical Programs**

Kimber Connors, former CSF Research & Evaluations staff member, presented research on the feasibility of expanding WSOS funding for students to study high-demand fields which require less than a bachelor's degree. Recent research confirms a strong need for middle-skill workers in competency-based pathway jobs which would utilize credentials received from certification programs, trade programs, associate's degrees, apprenticeship, and other work-based training.

Naria Santa Lucia, WSOS Executive Director, reported that this would involve working with partners in the Legislative Session to add professional/technical programs to the statute by using a separate pool of funds. The existing plan to fund 15,000 students in the baccalaureate program would remain unchanged.

A panel of experts from the field including John Aultman, Executive Policy Advisor at Governor Inslee's Office, Joel Janda from the Boston Consulting Group, Eric Wolf from the Workforce Training Board, and Jennifer Carlson from the Washington Technology Industry Association presented their own perspective and findings, all of which validates the expansion of WSOS funding to include professional/technical programs.

Smith indicated that the Board is conceptually supportive of an initiative which supports middle level jobs. A multi-faceted strategy is needed to pursue this potential second fund and its scope must be further defined. This process will be discussed and refined at the next Board meeting. With the legislative budget due on December 1<sup>st</sup>, Cindi Holmstrom indicated something could be drafted quickly.



### **WSOS Staff Report**

Naria Santa Lucia reported on the success of Opportunity Launch in August, the Geeks Give Back campaign which runs through December 7<sup>th</sup>, the Microsoft Giving Campaign which was their most successful campaign ever and for which WSOS is the 50% beneficiary, and the two Skills That Shine mentoring kickoff events in Spokane and Seattle. Erin Ashley, WSOS Director of Corporate Relations & Special Events reported that the OpportunityTalks breakfast on October 25<sup>th</sup> raised \$1.25M with 862 people in attendance. The WSOS team and other partners will help recruit 1850 Scholars for Cohort 6.

### **Finance & Investment Update**

Santa Lucia indicated that any questions about the financial report could be directed to her.

The Board went into Executive Session at 2:20 pm.

Following the Executive Session, the Board reconvened at 3:15 pm and Stan Deal moved to terminate the program administrator contract with College Success Foundation. The motion was seconded and passed unanimously.

The Board Meeting adjourned at 3:20 pm.

Respectfully submitted,  
Karyl Gregory

# **Tab B**

## **2016 WSOS Legislative Report**



# 2016 LEGISLATIVE REPORT

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Reporting Data for Cohorts 1–5



Supporting the next generation of STEM & health care leaders

Prepared By: **Washington State Opportunity Scholarship & College Success Foundation**

Prepared For: **Washington State Legislature**

**December 1, 2016**



# LETTER FROM THE EXECUTIVE DIRECTOR

Every fall we produce the annual Legislative Report and its data, photos and many stories give us the chance to reflect on all that has been accomplished. It has been another remarkable year of dynamic programs, engaging events and growing community support and celebrating students as well as one particularly special milestone: awarding our fifth cohort of students since Washington State Opportunity Scholarship launched in 2011.

In five years, WSOS has helped to open the doors to higher education for more than 6,800 Washington students. **That's something to celebrate.**

We are proud of our collective efforts and humbled by the support we've received by so many of you to expand our work to attract more students to high-demand fields, help them successfully complete their degrees, and then launch their careers in Washington.

Last spring, after logging many miles and presentations, and with support from partners across the state, we received 77% more applicants than the previous year.

In May, we selected 1,450 new Scholars to join the program, the most since the program's inception.

Before the new school year began, we held our first-ever new Scholar kick-off, OpportunityLaunch. This multi-day orientation allowed us to connect with new Scholars as well as reinforce program goals and resources and help foster many campus-specific WSOS communities as more Scholars met their current and future peers.

We've increased our capacity to serve a growing body of WSOS Scholars with the addition of two program staff, increased campus office hours and expanded professional development programs to serve more students and a wider range of studies.

Skills That Shine Mentorship, which pairs Scholars one-to-one with a professional in their field of interests, grew from a 17-student pilot with Boeing employees to a 180-student cohort, paired with professionals in various fields from across the State.

Industry Explorations, half-day behind-the-scenes workplace and lab visits, expanded from nine visits in the Puget Sound to more than 20 planned visits in the 2016-17 academic year, including visits in Central and Eastern Washington.

As the programming and support we offer continues to grow along with the number of Scholars and Graduates, so does our need for mentors, employer partners, volunteers and sponsors. We invite those interested in championing Scholars to contact us.

This fall, we held our second annual large-scale event, OpportunityTalks – an inspiring breakfast program and fundraising success. This year we moved to a larger venue and welcomed more than 800 attendees for a powerful morning presentation discussing grit, collaboration and opportunity. The event raised more than \$1.2 million and significantly grew our network of volunteers and supporters.

As we near our goal of \$100 million in funds for scholarships, we offer our sincere gratitude for your ongoing support for this game-changing program.

By continuing to work together, we are accomplishing our vision of a robust, skilled workforce prepared for the demands and opportunities of our innovation economy—tomorrow and for years to come.



Naria K. Santa Lucia  
*Executive Director, Washington State Opportunity Scholarship*

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## BOARD OF DIRECTORS

Brad Smith | *Chair*  
*President & Chief Legal Officer, Microsoft Corporation*

R. Miller Adams  
*Managing Director, Pier 70 Ventures*

Diane Cecchetti  
*Retired CEO, MultiCare*

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Stan Deal  
*SVP, Commercial Aviation Services, The Boeing Company*

Mack Hogans  
*CEO, ML Hogans LLC*

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Julie Sandler  
*Principal, Madrona Venture Group*

Jim Sinegal  
*Co-founder & Advisor, Costco Wholesale*

Mike Wilson  
*CEO, Michael Wilson & Associates*

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<b>18</b>	<b>STUDENT SPOTLIGHT</b>
<b>19</b>	<b>SEC. 8.1 (e)</b> The institutions and eligible education programs in which Washington State Opportunity Scholarship Scholars enrolled, together with data regarding Scholars' completion and graduation.
<b>24</b>	<b>SEC. 8.1 (f)</b> The total amount of private contributions and state-match funds received for the Washington State Opportunity Scholarship program, how the funds were distributed between the scholarship and endowment accounts, the interest or other earnings on the accounts and the amount of any administrative fee paid to the program administrator.
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## INTRODUCTION

The Washington State Opportunity Scholarship (WSOS) increases access to high-demand STEM (science, technology, engineering, mathematics) and health care majors for low- and middle-income students through scholarships and academic supports. Helping Washington's students meet their full potential is key to the stability and prosperity of our state's workforce and economy. If our students are supported in local higher education and employment, they will help keep our economy strong and competitive, blazing the trail for the next generation.

Eligible recipients are residents of Washington who earned their high school diploma from a Washington high school, intend to pursue a bachelor's degree in an eligible, high-demand STEM or health care field from a Washington college or university and have a family income equal to or less than 125% of the Washington state median income (controlling for family size).

Currently, WSOS Scholars can receive up to \$22,500 over a maximum of five years. Additionally, Scholars get access to professional development opportunities, including lab and workplace visits, one-on-one mentorship support and other career exploration and connection to professionals in their field of study.

This Legislative Report provides the most recent data regarding the first four cohorts of WSOS Scholars as well as characteristics of the most recent applicants (Cohort 5).



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## EXECUTIVE SUMMARY

This Legislative Report responds to the guidelines in Section 8 of House Bill 2088, Opportunity Scholarship Act, filed on June 7, 2011. The Report begins with a review of the eligible programs of study, and then provides an overview of the demographic, gender, socioeconomic, age and regional characteristics of Cohort 5 WSOS applicants, as well as Cohort 1–5 WSOS recipients. The remainder of the Report summarizes dollars awarded to date, early program outcomes (enrollment, retention and graduation) and concludes with a discussion of trends and signs of progress.

Additional information is provided in the attached Appendices: **Appendix A:** Description of Program Administrator; **Appendix B:** Selected Scholars by Major Category of Interest; **Appendix C:** Race or Ethnicity of Cohort 1–5 Participants; **Appendix D:** Cohort 1–5 Participants by Home County; **Appendix E:** Number of Scholarships Awarded by Academic Year, Cohort, and Maximum Amount; **Appendix F:** Participant Graduation and Re-Enrollment by Cohort and Self-Reported Class Standing in Scholarship Application; **Appendix G:** Participant Graduation and Enrollment by Cohort and Self-Reported Class Standing in Scholarship Application: By Academic Year; **Appendix H:** Scholar Enrollment and Graduation by Cohort and Major Category of Study; **Appendix I:** Scholar Enrollment 2016–17 by Institution and Cohort; **Appendix J:** Graduation by Institution.

At a glance, our results show:

### **3,779 applicants of diverse backgrounds applied in 2016 and 1,450 were selected.**

- More than half (60%) of eligible applicants were female.
- More than half (60%) of eligible applicants self-identified as students of color.
- Nearly two out of five (38%) eligible applicants self-identified as under-represented minorities in STEM fields.<sup>1</sup>

### **1,372 Scholars enrolled full-time as part of Cohort 5.**

- More than half (56%) of Cohort 5 Scholars are female.
- Nearly two thirds (65%) of Cohort 5 Scholars self-identify as students of color.
- Nearly two out of five (39%) eligible applicants self-identified as under-represented minorities in STEM fields.
- Scholars come from 35 different counties across the state.

### **2,976 Cohort 1–5 Scholars are expected to receive scholarship support in 2016–17.**

- 87% of Cohort 1–5 Scholars currently attend four-year colleges or universities.
- The largest proportion of each cohort attends the University of Washington (Seattle).
- Scholars can choose from among 182 high-demand, STEM and health care majors.

### **As of November 1, 2016, 2,218 Scholars have graduated with a bachelor's degree.**

- Eighty-three percent of 2015 graduates are employed in their field of study or seeking an advanced degree.
- Nine out of ten (91%) of 2015 graduates who sought work were employed within nine months of graduation and four out of five (80%) are employed within their field of study.
- Most 2015 WSOS graduates (91%) who secured employment in their field of study stayed in Washington state.

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1. Employers in STEM fields are aware that there are certain racial and ethnic backgrounds that are under-represented in the workforce. Individuals who identify as: American Indian or Alaska Native; Black or African American; Hispanic/Latino of any race(s); Native Hawaiian or Other Pacific Islander; or Two or more races are considered to be under-represented minorities in STEM fields.

## ELIGIBLE EDUCATION PROGRAMS

### SEC. 8.1 (a) Which education programs the Washington State Opportunity Scholarship Board determined eligible for purposes of the Washington State Opportunity Scholarship.

In 2015, the WSOS Board approved a new list of eligible majors using updated information for which STEM (science, technology, engineering, math) and health care majors are high-demand in Washington state. This refinement reduced the list of eligible majors from 367 to 182. These 182 majors fall within ten categories of study and are applicable to Scholars in Cohorts 5 and beyond. Eligible Scholars must be pursuing or intend to pursue a bachelor's degree in one of these majors to be eligible to receive WSOS funds.

To date, nearly three-quarters (74%) of selected Scholars have indicated a desire to pursue a bachelor's degree in the field of health care, engineering, or biological or biomedical sciences. See **Table 1** below and **Appendix B** for details.

**TABLE 1:** Selected Scholars by Major Category of Interest

MAJOR CATEGORY	COHORTS 1–4		COHORT 5		TOTAL	
	#	%	#	%	#	%
Health Professions & Related Programs	1,679	30%	470	32%	2,149	30%
Engineering, Engineering Technologies & Engineering-Related Fields	1,386	24%	414	29%	1,800	25%
Biological & Biomedical Sciences	1,143	20%	180	12%	1,323	19%
Computer & Information Sciences & Support Services	522	9%	268	18%	790	11%
Physical Sciences	297	5%	30	2%	327	5%
Mathematics & Statistics	213	4%	14	1%	227	3%
Multi/Interdisciplinary Studies	139	2%	28	2%	167	2%
Natural Resources & Conservation	119	2%	7	0.5%	126	2%
Education	60	1%	29	2%	89	1%
Agriculture, Agriculture Operations & Related Sciences	53	0.9%	5	0.3%	58	0.8%
Science Technologies/Technicians	9	0.2%	-	0%	9	0.1%
Business, Management, Marketing, & Related Support Services	-	0%	5	0.3%	5	0.1%
Other	42	0.7%	-	0%	42	0.6%
<b>GRAND TOTAL</b>	<b>5,662</b>	<b>100%</b>	<b>1,450</b>	<b>100%</b>	<b>7,112</b>	<b>100%</b>

NOTES: 1. Not all Scholars who are selected to receive the scholarship end up enrolling in college to become WSOS participants. Therefore, it is important to note that selected Scholars differ from actual cohort participants. 2. The table above references the major of interest indicated in Scholars' applications. Many college students change their major over time and Scholars may not graduate in the same field they declared their initial interest. 3. Engineering and Engineering Technologies & Engineering-Related Fields, while separate CIP families, have been combined into one category in the table above. 4. For Cohorts 1–4, Multi/Interdisciplinary Studies include biological and physical sciences, computational science, human biology, human computer interaction, marine sciences, mathematics, computer science and natural sciences only. For Cohort 5, this category includes accounting and computer sciences, biological and physical sciences, human computer interaction, mathematics and computer science and natural sciences. 5. Education includes biology, chemistry, computer, earth science, mathematics, physics and science teacher education only. 6. Prior to determining the original set of 367 eligible majors within the twelve categories for Cohort 2, forty-two Cohort 1 Scholars originally applied under "Other" majors that no longer qualify.

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## STUDENT SPOTLIGHT



### Johnny Buck

Looking for inspiration to help you stay motivated in challenging college courses? You can find it in abundance in your own community. Just ask WSOS Scholar Johnny Buck. Studying Native Environmental Science at Northwest Indian College, the only program of its kind in the nation, Johnny has large goals after he graduates. Not only does he want to add to the representation of indigenous students in STEM fields but he also wants to create a better world for his daughter, Tatiwyat.

**“I want to strengthen Indigenous communities’ resilience to climate change through scientific research, engineering design and traditional ecological knowledge.”**

#### **What inspired you to pursue your major?**

Northwest Indian College has the only Native Environmental Science Bachelors program in the country, and I was inspired to relocate my family from the Wanapum Nation, outside of Richland, WA to the main campus on the Lummi Nation in the fall of 2014 to pursue my undergraduate degree because the Native Environmental Science program allows me to integrate my roots of traditional ecological knowledge with the technical skills and knowledge of Western science. With the huge under-representation gap of indigenous students in STEM fields and the even bigger need for indigenous professionals in STEM in indigenous communities, I’m even more motivated to be able to contribute to our communities as a scientist, engineer and attorney.

#### **What excites you most about your future profession?**

I am most excited about the versatility of my current and future leadership roles to create positive impact for the sustainability of our communities. My long-term educational goal is to obtain my PhD in Environmental Engineering and JD in Environmental Law from the University of Washington. My long-term career goal is to strengthen indigenous communities’ resilience to climate change through scientific research and engineering design integrated with traditional ecological knowledge.

#### **How has WSOS supported you on your path to a thriving career in your field?**

WSOS supports me in my day-to-day life so that I can support my family while I dedicate myself full-time to my demanding academics. As a WSOS recipient, I am better able to provide safe housing, healthy foods and reliable transportation for my daughter. WSOS also opens amazing doorways to opportunities. Through support from WSOS, I was able to attend the Mobilize Green Conference at the University of Washington in Spring Quarter and will be attending a summit this fall again at the University of Washington focusing on “Strengthening STEM through Diversity.” I am a first generation college student preparing to apply for the PhD in Environmental Engineering program at the University of Washington. WSOS provides access to direct relationships and experiences that help me understand how to navigate my academic path and best set myself up for success.

#### **What is your favorite app?**

My favorite app is the ArcGIS app!

## APPLICANT CHARACTERISTICS

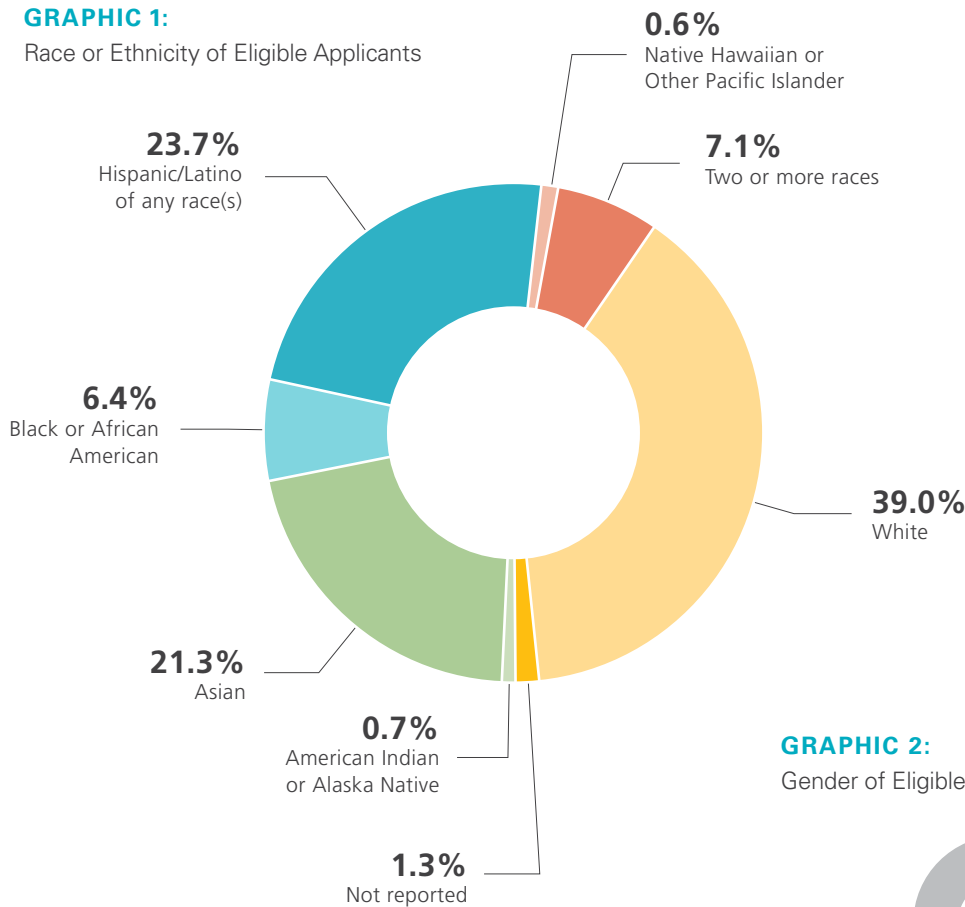
**SEC. 8.1 (b)** The number of applicants for the Washington State Opportunity Scholarship, disaggregated, to the extent possible, by race, ethnicity, gender, county of origin, age and median family income.

In total, 3,779 students submitted applications to join WSOS Cohort 5. Of those, 2,480 students (66%) met the eligibility requirements for the scholarship. Over half (60%) of eligible<sup>2</sup> applicants were female and over half (60%) self-identified as students of color. Nearly two out of five (38%) eligible applicants self-identified as under-represented minorities in STEM fields. See **Graphics 1 and 2**.

**The majority of Cohort 5 eligible applicants identify as women and/or students of color.**

**GRAPHIC 1:**

Race or Ethnicity of Eligible Applicants



**GRAPHIC 2:**

Gender of Eligible Applicants



2. Eligible recipients must be Washington state residents who have earned their high school diplomas from a Washington state high school and intend to pursue an eligible, high-demand, four-year major in the science, technology, engineering, mathematics (STEM) or health care fields from a Washington state college or university. Additionally, recipients must have filed the Free Application for Student Financial Aid (FAFSA) and (if eligible) applied for Federal Education tax credits. Recipients must have a family income equal to or less than 125% of the Washington state median income, controlling for family size (e.g., \$106,500 for a family of four for the 2016–17 application). Recipients must be a high school senior at the time of application or a college student *who will have* completed six or fewer quarters, or four or fewer semesters by fall of 2017 as a full-time student (12 or more credits per term), and must enroll first time, earning their first bachelor's degree.



**Eligible applicants for Cohort 5 came from 38 out of Washington’s 39 counties.**

Counties with the most eligible applicants include:

- 31% in King County
- 10% in Snohomish County
- 9% in Pierce County
- 7% in Spokane County
- 7% in Yakima County
- 7% in Clark County

**Most eligible applicants (82%) were high-school aged.**

At the scholarship application deadline,<sup>3</sup> eligible applicants indicated they were the following ages:

- 82% were 18 years old or younger
- 16% were 19 to 22 years old
- 1% were 23 years old or older<sup>4</sup>

**Eligible applicant income distribution demonstrated a greater proportion of applicants from the lower income deciles.**

The median household income for all eligible applicants (regardless of household size) was \$46,534 while the mean family income for all eligible applicants was \$49,355.<sup>5</sup>

For each household size, the maximum household income was divided into ten equal categories to create income deciles (with 1 as the lowest and 10 as the highest). An individual in the lowest income decile who reported a family income is in the bottom 10 percent of eligible incomes for his or her family size. Conversely, an individual in the highest income decile reported a family income equal to 90% or more of the maximum eligible income for his or her family size. In total, eligible applicants for Cohort 5 came from the following income deciles:

- 33% from the lowest three income deciles
- 44% from the middle four income deciles
- 23% from the top three income deciles

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3. For analysis purposes, age calculations were as of March 1, 2016.

4. Less than 1% of eligible applicants, n=5, entered an invalid birth date and are excluded from age analyses.

5. All applicants determined to be eligible (n = 2,480) were confirmed to meet family income requirements through the Washington Student Achievement Council (WSAC). While WSAC has access to tax documents to confirm family income, WSOS does not. Family incomes used for analyses in this report are from self-reported family income on the scholarship application. Twenty-seven students confirmed as eligible via WSAC reported ineligible family incomes (in excess of the maximum for their reported family size) on their application form; therefore, their reported family incomes were deemed invalid and excluded from all family income analyses.

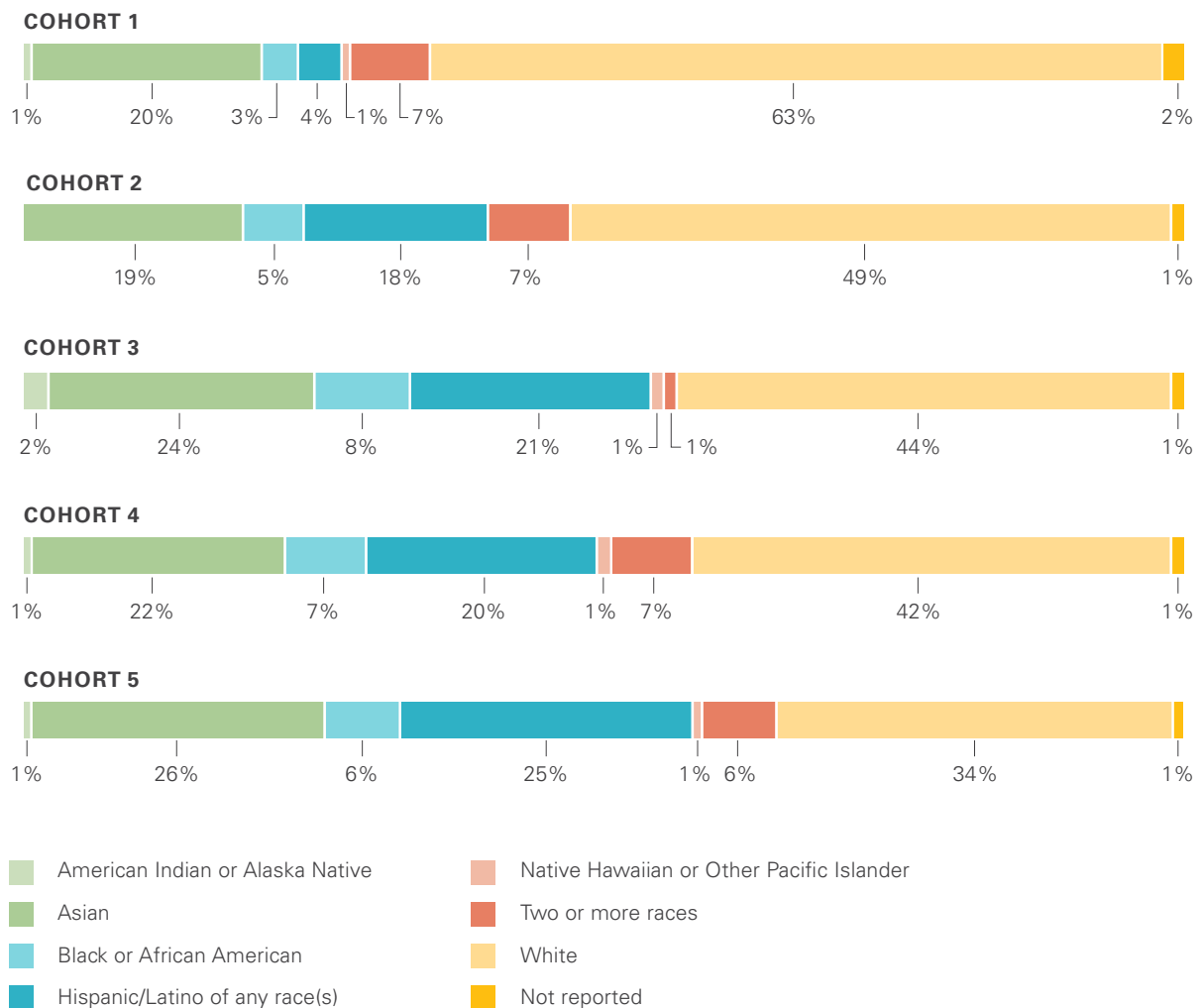
## SCHOLAR CHARACTERISTICS

**SEC. 8.1 (c)** The number of Scholars in the Washington State Opportunity Scholarship program, disaggregated, to the extent possible, by race, ethnicity, gender, county of origin, age and median family income.

Of the 2,480 eligible applicants for the fifth cohort, 1,450 were selected to receive the Washington State Opportunity Scholarship (Cohort 5). As of October 22, 2016, 78 selected scholarship recipients either had not enrolled in college in Washington state or enrolled less than full-time, leaving 1,372 (95% of selected) WSOS Cohort 5 Scholars anticipated to enroll full-time during the 2016–17 academic year. In total, 56% of Cohort 5 Scholars were female (n=774) and 44% were male (n=598).

**Across time, WSOS Cohorts have been comprised of more students of color and more students from under-represented minority backgrounds.**

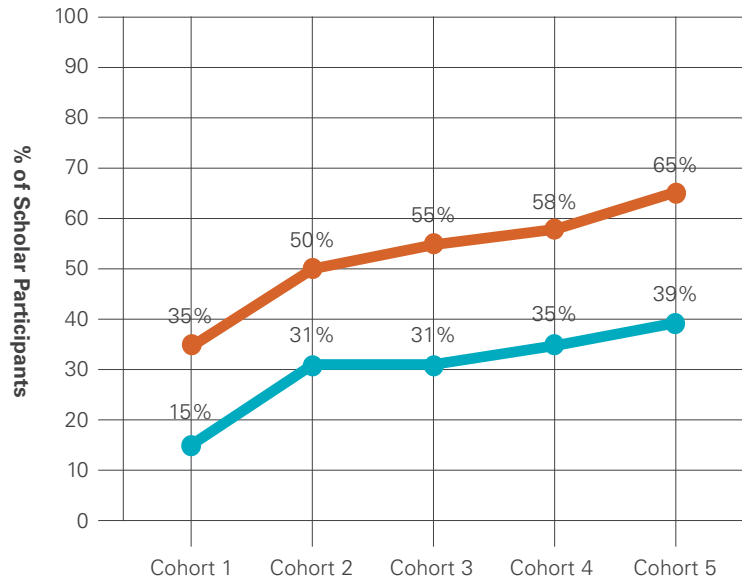
**GRAPHIC 3:** Race or Ethnicity of Scholars



Of Cohort 5 participants, nearly two-thirds (65%) identify as students of color. Of additional interest is that 39 percent of Cohort 5 participants identify as under-represented minorities in STEM fields.<sup>6</sup> Across time, the total number of Scholars who identify as students of color and from under-represented minority backgrounds has increased. See **Graphic 4**. For full details on the race or ethnicity of Scholars Cohorts 1–5, see **Appendix C**.

**GRAPHIC 4:**  
Scholars Who Identify  
as Students of Color and  
Under-Represented Minorities  
in STEM Fields

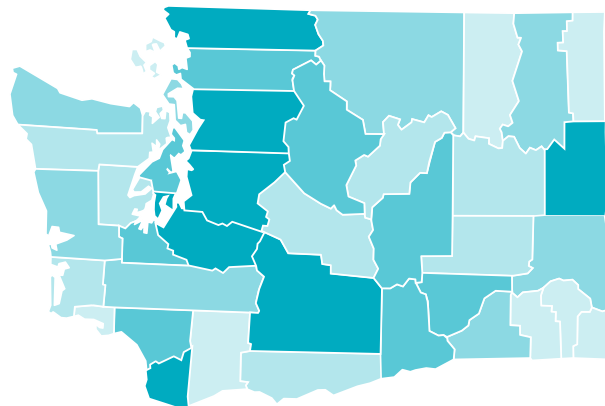
— Students of Color  
— Under-Represented  
Minorities in STEM



Scholars in Cohorts 1–5 have come from every county in the state. The top six counties by proportion of Cohorts 1–5 Scholars are: King (31%), Pierce (12%), Snohomish (9%), Spokane (7%) and Clark (6%). See **Appendix D** for more details. **Graphic 5** below illustrates Scholar home counties.

**GRAPHIC 5:** County of Origin<sup>7</sup> for Cohorts 1–5 Scholars

■ 211 or more  
■ 76–210 Scholars  
■ 46–75 Scholars  
■ 21–45 Scholars  
■ 2–20 Scholars



**King County** 31%  
**Pierce County** 12%  
**Snohomish County** 9%  
**Spokane County** 7%  
**Clark County** 6%

6. Employers in STEM fields are aware that there are certain racial and ethnic backgrounds that are under-represented in the workforce. Individuals who identify as: American Indian or Alaska Native; Black or African American; Hispanic/Latino of any race(s); Native Hawaiian or Other Pacific Islander; or Two or more races are considered to be under-represented minorities in STEM fields.

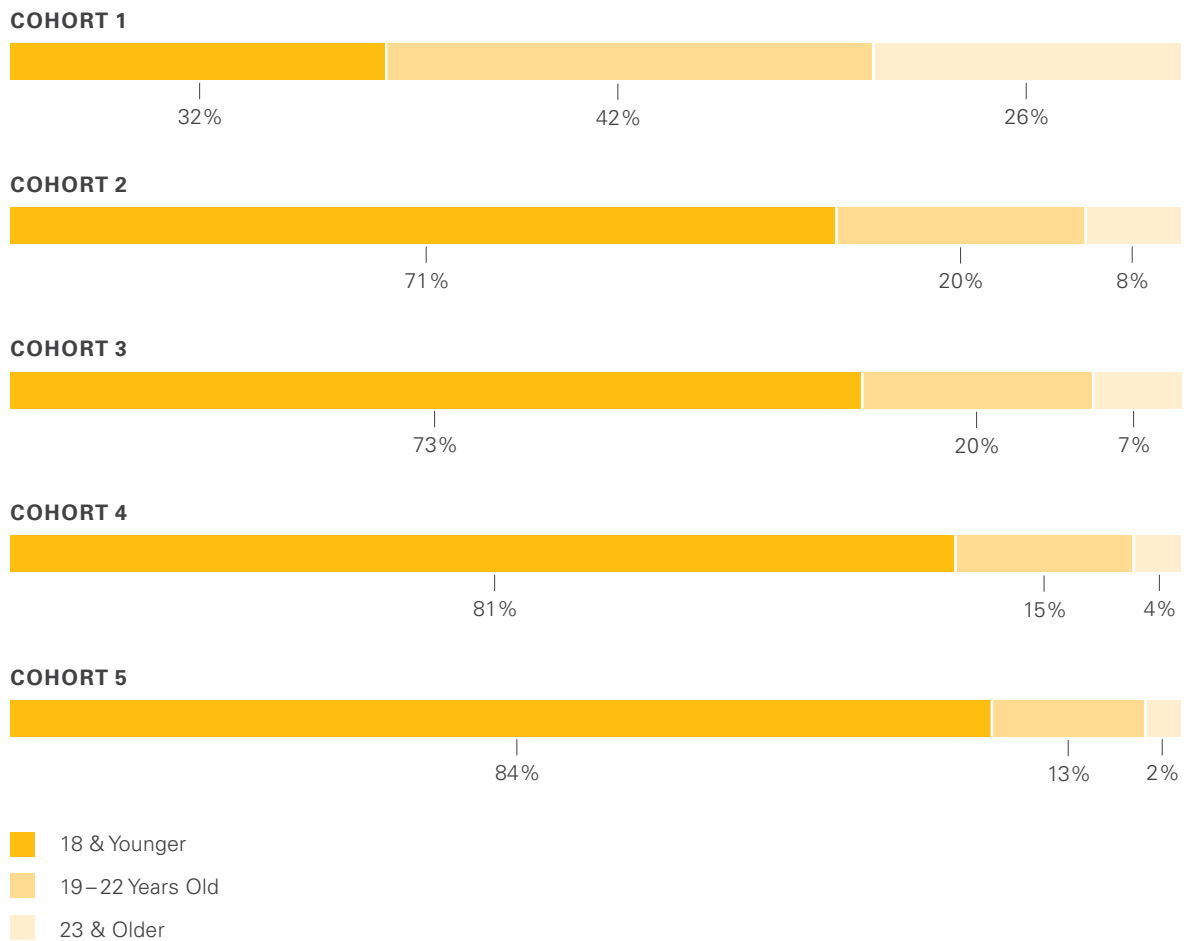
7. Home county refers to the county associated with the zip code of Scholars' home mailing address.

Most Cohort 5 participants (84%) were high-school aged. At the scholarship application deadline,<sup>8</sup> Cohort 5 participants indicated they were the following ages:

- 84% were 18 years old or younger
- 13% were 19 to 22 years old
- 2% were 23 years old or older<sup>9</sup>

Over time, more Scholars aged 18 and younger have applied to WSOS. The increase in younger applicants between Cohort 1 and later cohorts coincides with the WSOS Board’s decision to allot a higher proportion of scholarships to incoming first-year college students and a change in scholarship eligibility criteria. The new criteria limits the eligible class standing beginning with Cohort 2 applicants to their first, second or third year in college. In contrast, Cohort 1 Scholars in their fourth or fifth year of college were also eligible to be selected for the scholarship.

**GRAPHIC 6:** Age of Cohorts 1–5 Scholars by Percent



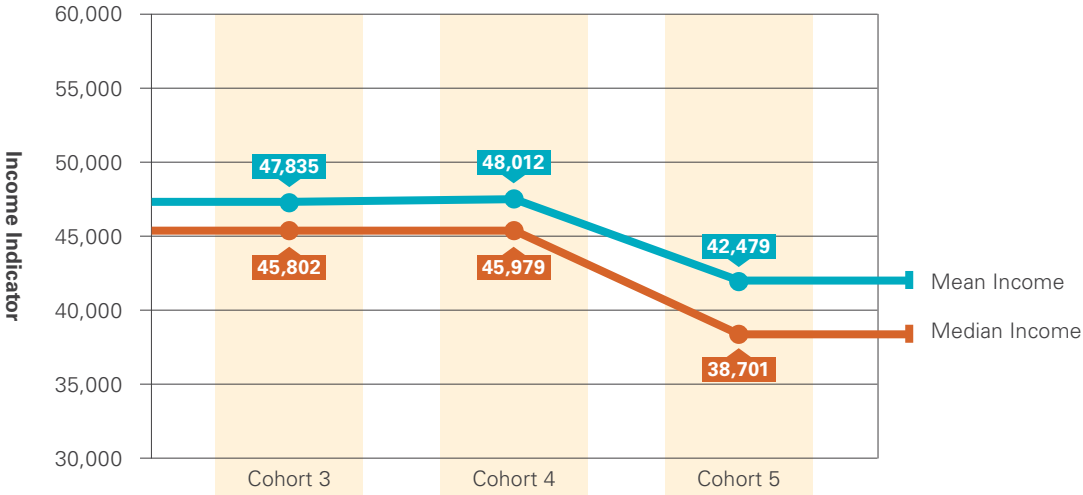
8. For analysis purposes, age calculations were as of March 1, 2016.

9. Less than 1% of eligible applicants, n=5, entered an invalid birth date and are excluded.



The median and mean family income (regardless of household size) for Cohort 5 Scholars were lower than for Cohort 4 Scholars.<sup>10</sup> This is likely due in part to a new selection formula used by WSOS for the 2016–17 application cycle which included the consideration of financial need. The median family income for Cohort 5 was \$38,701 (compared with \$45,979 for Cohort 4) while the mean family income for Cohort 5 was \$42,479 (compared with \$48,012 for Cohort 4).

**GRAPHIC 7:** Mean and Median Income by Cohort

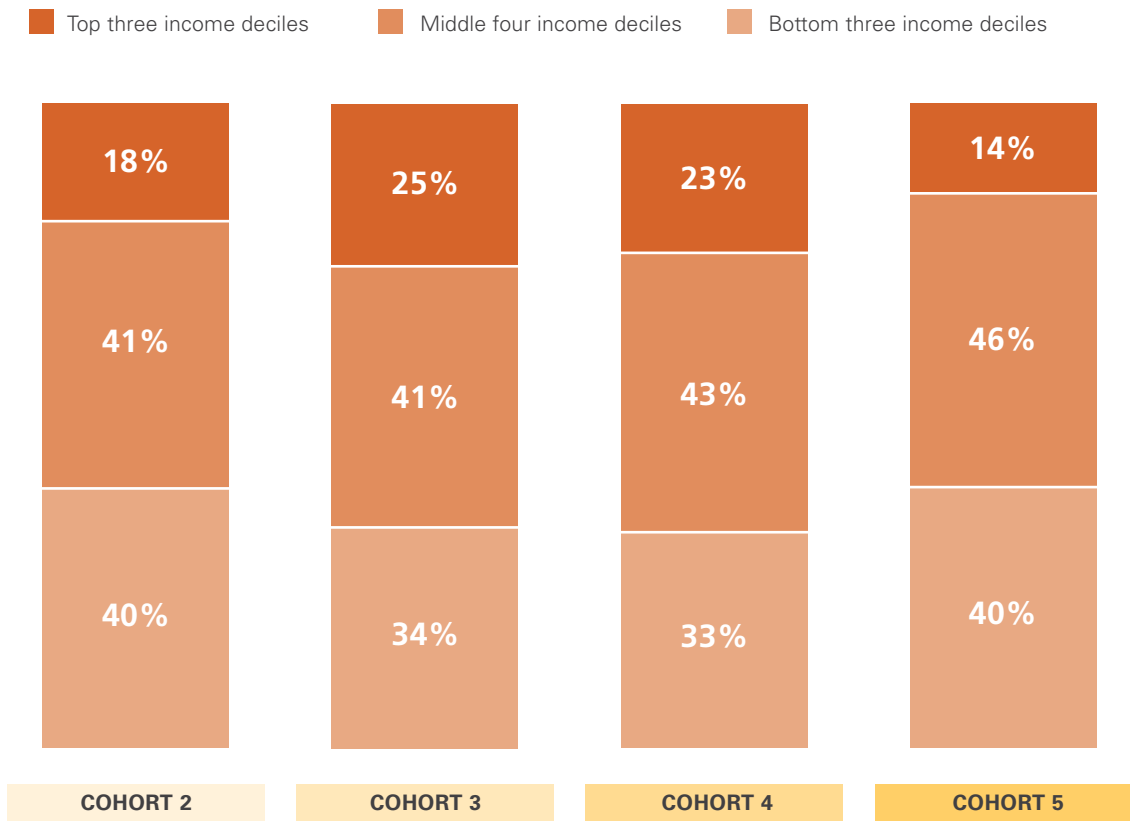


10. All applicants determined to be eligible (n = 2,480) were confirmed to meet family income requirements through the Washington Student Achievement Council (WSAC). While WSAC has access to tax documents to confirm family income, WSOS does not. Family incomes used for analyses in this report are from self-reported family income on the scholarship application. Two students confirmed as eligible via WSAC and selected to participate in Cohort 5 reported ineligible family incomes (in excess of the maximum for their reported family size) on their application form; therefore, their reported family incomes were deemed invalid and excluded from all family income analyses.

In total, Cohort 5 Scholars came from the following income deciles:

- 40% from the lowest three income deciles
- 46% from the middle four income deciles
- 14% from the top three income deciles

**GRAPHIC 8:** Family Incomes of Cohort 2–5 Scholars



## SCHOLARSHIP DISBURSEMENT

**SEC. 8.1 (d)** The number and amount of scholarships actually awarded and whether the scholarships were paid from the scholarship account or the endowment account.

WSOS funding is renewable for up to five years of college attendance depending on class standing at time of selection. Students who have earned fewer than 90 college credits receive \$2,500 per academic year.

In 2013–14, the WSOS Board increased the scholarship amount to \$5,000 for Scholars who attained junior class standing and were accepted into an approved, high-demand, eligible major. In 2014–15, the WSOS Board increased the minimum scholarship amount from \$1,000 to \$2,500 for students in their first or second year in college. In addition, the WSOS Board increased the scholarship amount to \$7,500 for Scholars who have achieved senior class standing and have been accepted into an eligible, high-demand major.

As of October 22, 2016, 2,976 Cohorts 1–5 Scholars were projected to enroll in college full-time in Washington state for the 2016–17 academic year.<sup>11</sup> Of these Scholars, 2,225 were eligible to receive up to \$2,500; 275 were eligible to receive up to \$5,000; and 476 were eligible to receive up to \$7,500 over the course of the academic year (**Table 2**). From 2012–13 to 2016–17, more than 13,322 individual scholarships have been awarded to approximately 6,814 Scholars. See **Appendix E** for all scholarships awarded 2012–13 through 2016–17.



11. This number is determined by the number of Scholars with anticipated disbursements for the 2016–17 academic year as of this date.

12. This total reflects the total scholarship dollars available should every Scholar anticipated for disbursement access every dollar available. In reality, many Scholars will receive less than the maximum award amount because their financial need has already been met elsewhere.

**TABLE 2:** Number of Scholarships Awarded in 2016–17 by Cohort and Maximum Amount

ACADEMIC YEAR	COHORT	MAXIMUM ANNUAL AWARD AMOUNT				TOTAL # ANNUAL SCHOLARSHIPS AWARDED
		\$1,000	\$2,500	\$5,000	\$7,500	
2012–13	Cohort 1	2,990	N/A	N/A	N/A	2,990
	<b>Annual Total</b>	<b>2,990</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2,990</b>
2013–14	Cohort 1	1,197	N/A	660	N/A	1,857
	Cohort 2	642	N/A	77	N/A	719
	<b>Annual Total</b>	<b>1,839</b>	<b>N/A</b>	<b>737</b>	<b>N/A</b>	<b>2,576</b>
2014–15	Cohort 1	N/A	286	261	415	962
	Cohort 2	N/A	425	42	121	588
	Cohort 3	N/A	714	19	6	739
	<b>Annual Total</b>	<b>N/A</b>	<b>1,425</b>	<b>322</b>	<b>542</b>	<b>2,289</b>
2015–16	Cohort 1	N/A	24	111	309	444
	Cohort 2	N/A	168	119	157	444
	Cohort 3	N/A	475	41	93	609
	Cohort 4	N/A	964	29	1	994
	<b>Annual Total</b>	<b>N/A</b>	<b>1,631</b>	<b>300</b>	<b>560</b>	<b>2,491</b>
2016–17	Cohort 1	N/A	14	47	30	91
	Cohort 2	N/A	16	44	188	248
	Cohort 3	N/A	205	110	156	471
	Cohort 4	N/A	657	48	89	794
	Cohort 5	N/A	1,333	26	13	1,372
	<b>Annual Total</b>	<b>N/A</b>	<b>2,225</b>	<b>275</b>	<b>476</b>	<b>2,976</b>
ALL YEARS	Cohort 1	4,187	286	921	415	5,809
	Cohort 2	642	425	119	121	1,307
	Cohort 3	N/A	714	19	6	739
	Cohort 4	N/A	964	29	1	994
	Cohort 5	N/A	1,333	26	13	1,372
	<b>GRAND TOTAL</b>	<b>4,829</b>	<b>4,389</b>	<b>1,385</b>	<b>1,115</b>	<b>11,718</b>

NOTES: 1. The maximum annual award amount does not necessarily reflect the dollars received by a Scholar. If other funding sources left less than the maximum award amount due to their institution, only the balance remaining would be paid in WSOS funds.





All scholarships were paid from the scholarship account. Between the 2012-13 academic year and the 2015-16 academic year, \$26,630,147 has been disbursed in scholarships to Scholars. In 2016-17, another \$12,235,674 in scholarship funding is anticipated for disbursement, for an estimated grand total of scholarship funds awarded by the end of 2016-17 of \$38,865,821. (See **Table 3**).

**TABLE 3:** Scholarship Funding Disbursed to Date

ACADEMIC YEAR	Scholarship Funding Disbursed
2012-13	\$2,871,641
2013-14	\$5,725,844
2014-15	\$8,739,555
2015-16	\$9,293,107
Anticipated to be disbursed in 2016-17	\$12,235,674
Actual disbursement 2012-13 to 2015-16	\$26,630,147
Total actual & anticipated disbursements through 2016-17	\$38,865,821

NOTES: 1. Anticipated disbursement data from 2016-17 as of October 31, 2016.

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## STUDENT SPOTLIGHT

### Courtney Seto

When WSOS Scholar and University of Washington Senior Courtney Seto decided on her Industrial & Systems Engineering major, she had no idea the opportunities it would provide her. In addition to providing a platform to explore her passions, Courtney is developing a diverse skillset, preparing her for an exciting and versatile future of innovation.

**“My education opened  
the doors to the world.”**



#### **What has been your favorite class and how does it pertain to your major?**

My favorite class was “Intro to Manufacturing” where we learned the fundamentals of process improvement and the Lean Production System. For the class project, we were required to observe a “production” process at a local company and make recommendations for improvement using the tools that we learned in class. My partner and I worked with a local restaurant and found opportunities to improve their morning biscuit production system. I truly enjoyed this course because it opened my eyes to the possibilities of industrial engineering and helped me to realize that the skills and tools that I learn can be applied to nearly any industry or company and make a direct impact.

#### **Tell us about your internship work this summer.**

This past summer, I worked at the Boeing Company as an Industrial Engineering intern on the 777 program. I analyzed data surrounding the difference between actual and scheduled job completion times in part of the production system and found opportunities to reduce the amount of time required to complete certain tasks. I developed a tool that would hold all of a mechanic’s tools and parts near his/her work area to reduce travel time and improve the ergonomics of the job. It was rewarding to see my project in use and benefiting others.

#### **How has WSOS supported you on your path to a thriving career in your field?**

In addition to the financial support, WSOS has provided me with opportunities for professional development and networking. The Skills that Shine workshop and mentor program helped me gain insight into how to succeed during my internship at Boeing. Not to mention, I’ve gotten to meet countless amazing people through WSOS including the CEO of Boeing, former Washington Governor Christine Gregoire and Russell Wilson!

#### **What is your favorite app?**

Google Calendar – I would be lost without it. I keep track of everything from school assignments, networking appointments/events, meetings, to-do lists, and even exercise. It really helps me manage my time and balance my responsibilities.

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## PROGRAM ENROLLMENT

**SEC. 8.1 (e)** The institutions and eligible education programs in which Washington State Opportunity Scholarship Scholars enrolled, together with data regarding Scholars' completion and graduation.

As of October 22, 2016, 794 Cohort 4 Scholars (80%) had re-enrolled for the 2016–17 academic year. As of November 1, 2016, 2,218 Cohorts 1–4 Scholars had graduated with a bachelor's degree. See **Appendix F** and **Appendix G** for details of re-enrollment and graduation by cohort and grade reported at scholarship application.



**TABLE 4:** Participant Enrollment, Retention and Graduation by Cohort

COHORT & CLASS STANDING AT APPLICATION	TOTAL		
	GRADUATION RATE (as of November 2016)	RE-ENROLLMENT RATE (2016–17)	GRADUATION + RE-ENROLLMENT RATE (2016–17)
COHORT 1 (2012)	67%	3%	70%
COHORT 2 (2013)	25%	34%	59%
COHORT 3 (2014)	5%	64%	69%
COHORT 4 (2015)	0%	80%	80%
COHORT 5 (2016)	N/A	N/A	N/A
<b>GRAND TOTAL</b>	<b>41%</b>	<b>29%</b>	<b>70%</b>

## NOTES:

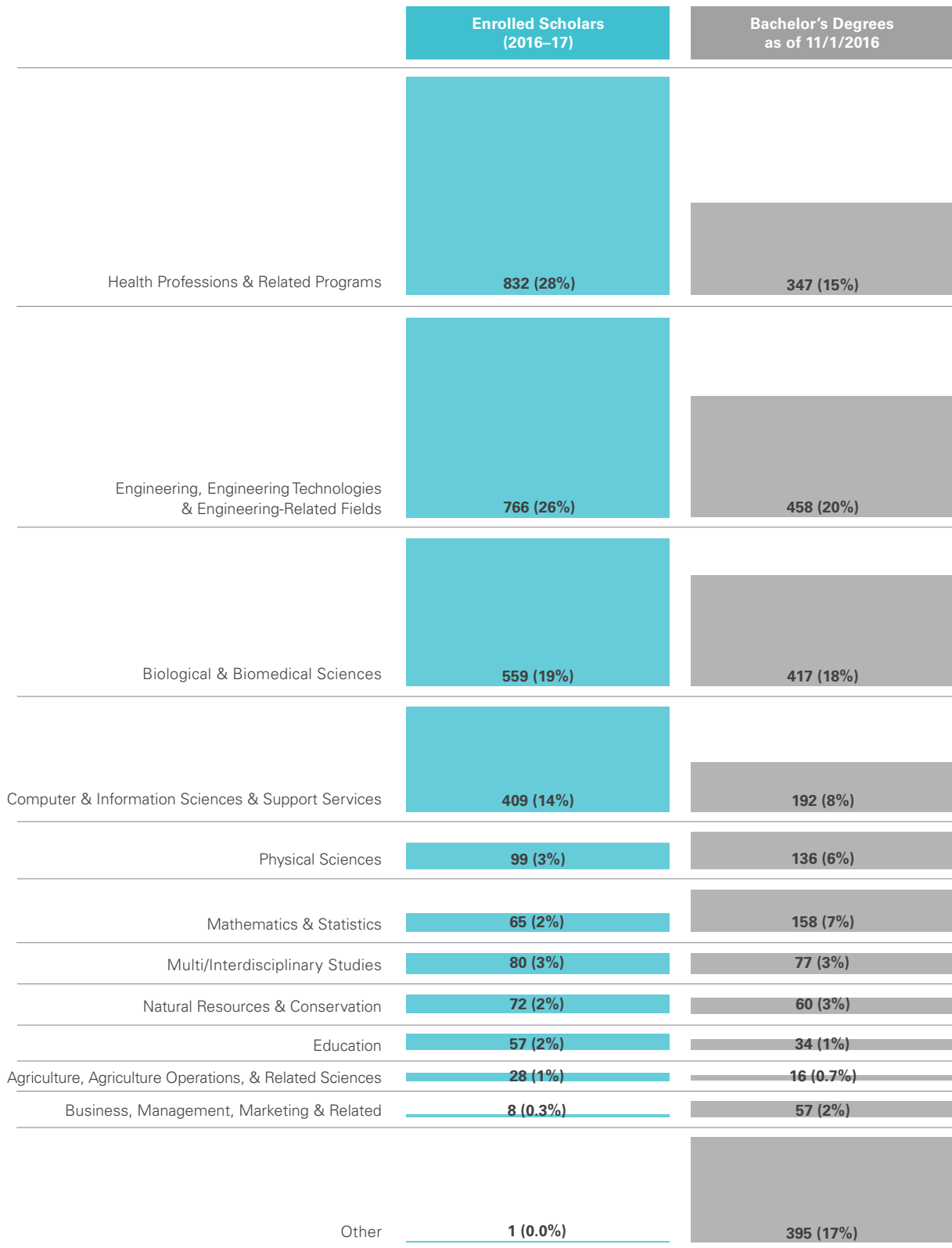
1. Previous graduation data has been updated to reflect revised scholarship disbursement and/or graduation date information. Only Scholars who received funding and earned their first bachelor's degree in the academic year of their first scholarship disbursement or later are included in the analysis.

To date, engineering and biology are the most common degrees earned by Cohorts 1–4 while health care, engineering and biology are the most common degrees pursued in 2016–17 by Cohort 5.

To date, 2,218 Cohort 1–4 Scholars have earned 2,347 bachelor's degrees. Among the 2,347 degrees, there were 1,898 degrees (81%) earned in STEM or health care.<sup>13</sup> In 2016–17, 2,976 Cohort 1-5 Scholars are pursuing bachelor's degrees. Engineering, biology, and health care represent 52 percent of all bachelor's degrees earned to date (n=1,212 out of 2,347 or 19%, 18% and 15%, respectively). Health care, engineering, and biology represent 72 percent of all bachelor's degrees currently pursued (n=2,157 out of 2,976 or 28%, 26% and 19%, respectively). See **Graphic 9**.

13. Please note that many Cohort 1 Scholars originally entered the program under college majors in 2012–13 that became ineligible in 2013–14. As a result, some degrees earned are in fields that are no longer Board approved. Additionally, many college students change their major over time; while Scholars only receive funding while studying in eligible fields, some Scholars receive funding while in an eligible field but later transfer and graduate in a non-STEM or health care field. Additionally, many of the non-STEM degrees are earned by Scholars who have earned two degrees—one in STEM and the other in another field.

**GRAPHIC 9:** Bachelor's Degrees Earned to Date and Pursued by Enrolled Scholars in 2016–17



NOTES on following page.

NOTES: 1. Some major categories with few students have been grouped together for ease of presentation. For example, students in “Science Technologies and Technicians” have been grouped with “Physical Sciences”. 2. 127 Scholars earned two or more bachelor’s degrees (representing double majors that qualify for separate bachelor’s degrees granted). Therefore, the total bachelor’s degrees earned is 2,347 while the total unique Scholars is 2,218. 3. Since many college students change their major over time, Degrees Pursued in 2016–17 represents the most recent major reported by Scholars with anticipated scholarship disbursements in 2016–17 but does not necessarily reflect the major in which Scholars will eventually graduate. 4. Although 17 percent of bachelor’s degrees earned are in the “Other” category, less than 1% of Scholars currently enrolled are seeking degrees in the “Other” category, suggesting that over time we will see a decrease in the number of “Other” bachelor’s degrees earned. Additionally, it worth noting that many of these “Other” degrees are earned by Scholars with two majors whose other degree was in a STEM field; of the 125 Scholars who earned two or more degrees, n=113 or 90% earned at least one of those degrees in a STEM field. This indicates that of the 17% of “Other” degrees earned, 5% are attributable to Scholars who earned a STEM degree in addition to their “Other” degree.

### Reasons for Scholars Not Renewing Their Scholarship

In summer 2016, Scholars believed to be eligible for renewal completed a renewal survey to confirm eligibility and gather survey data. Responses indicate that the majority of Scholars who did not graduate or renew their scholarship report they are no longer pursuing an eligible, high-demand college major. See **Table 5**.

**TABLE 5:** Reasons Scholars Did Not Renew<sup>14</sup>

Reasons Scholars Did Not Renew - Summer 2016	N	%
No longer pursuing an eligible, high-demand major.	53	53%
Not enrolled full-time for Fall 2016	23	23%
Not enrolled for Fall 2016	18	18%
Other	11	11%
Not enrolled at an eligible institution for Fall 2016	6	6%
No longer pursuing my bachelor’s.	1	1%

The 11 percent of Scholars who listed “Other” as their reason for not renewing their scholarship were asked an open-ended response question to indicate their reason for non-renewal. Open-ended response items were coded and revealed other reasons for non-renewal including: being over the eligible credit limit (27%); exceeding the five year scholarship timeline (27%); and other reasons including fulfilling full financial need elsewhere and personal issues.

### Most Scholars (87%) currently attend four-year colleges or universities.

Ninety-nine percent of Cohort 1 Scholars, 99 percent of Cohort 2 Scholars, 94 percent of Cohort 3 Scholars, 86 percent of Cohort 4 Scholars, and 83 percent of Cohort 5 Scholars are enrolled in four-year public or private institutions for the 2016–17 academic year. See **Table 6**. This indicates that many Scholars in earlier cohorts who attended two-year colleges have transferred successfully. While a larger proportion of Cohort 5 Scholars are currently attending two-year community or technical colleges (17%), we anticipate many will transfer to a four-year college or university within two years.

14. The total proportion is greater than 100 percent as respondents could choose multiple response items when appropriate. Thus, some respondents are counted multiple times across different items.

**TABLE 6:** 2016–17 Attendance by Institution Type by Cohort

INSTITUTION TYPE	COHORT 1 (2012)	COHORT 2 (2013)	COHORT 3 (2014)	COHORT 4 (2015)	COHORT 5 (2016)	TOTAL
College – Four-Year Independent	10%	24%	14%	13%	13%	14%
College – Four-Year Public	89%	75%	80%	73%	70%	73%
College – Two-Year	1%	1%	6%	15%	17%	13%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

NOTES: 1. As of 10/22/2016, twenty-one students had declared intended interest in enrollment at multiple institutions but had not yet received funding. They are included in enrollment numbers as they are anticipated for disbursement. Ultimately, students will only receive disbursements at one institution, but this report was prepared while multiple institutions of intent were listed. Scholars with multiple institutions indicated are counted in attendance at all declared institutions (for calculations related to institution name) but only once in the total row (which reflects the unique student count). Eight students with multiple institutions listed could be de-duplicated in the institution type calculation (leaving 13 duplicated students) as their multiple institutions were of the same type.

**The largest proportion of Cohort 5 Scholars attend the University of Washington (Seattle).**

The proportions of Cohort 5 Scholars per school with the most attendees are ranked as follows:

- University of Washington-Seattle: n=508, 37%
- Washington State University- Pullman: n=154, 11%
- Western Washington University: n=64, 5%
- Eastern Washington University: n=62, 4%
- University of Washington-Bothell: n=49, 4%

See **Graphic 10** and **Appendices I** and **J** for a complete list of institutions attended by Scholars and graduates.

**GRAPHIC 10:** Institutions with the Highest Scholar Enrollment (2016–17)

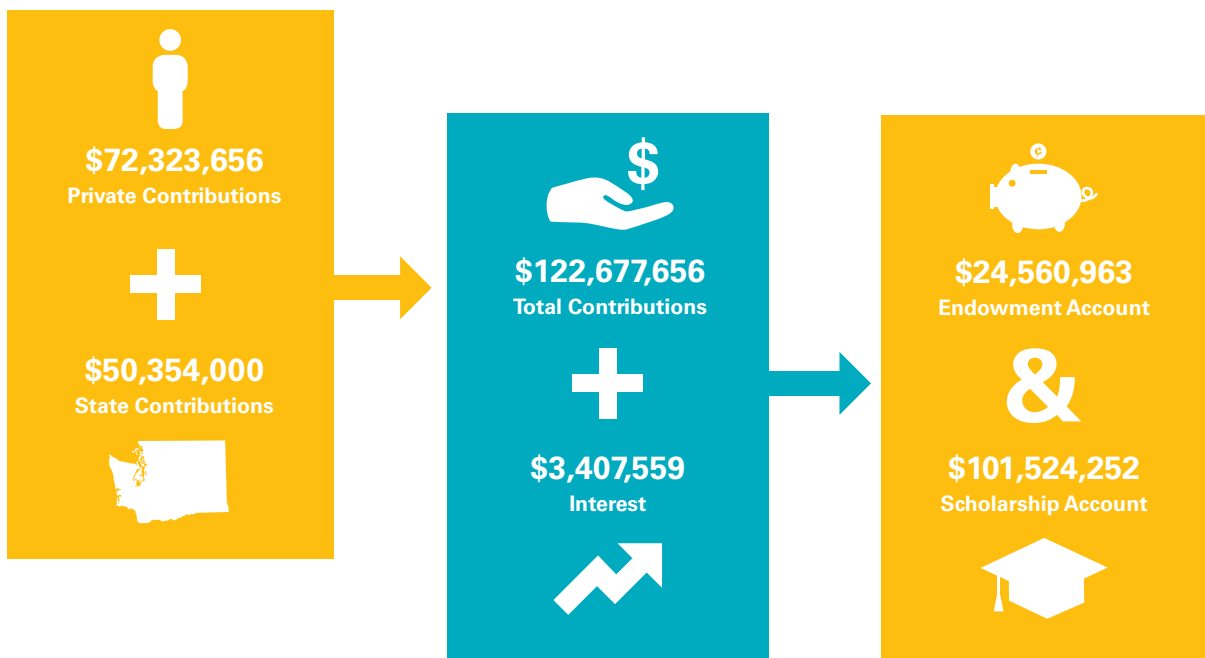


## CONTRIBUTIONS

**SEC. 8.1 (f)** The total amount of private contributions and state-match funds received for the Washington State Opportunity Scholarship program, how the funds were distributed between the scholarship and endowment accounts, the interest or other earnings on the accounts and the amount of any administrative fee paid to the program administrator.

As of October 31, 2016, private contributions and state-match dollars accounted for \$72,323,656 and \$50,354,000, respectively. Funds in the amount of \$101,524,252 have been distributed to the scholarship account and \$24,560,963 has been distributed to the endowment account. The accounts have earned \$3,407,559 in interest.<sup>15</sup> The total administrative fee paid to the program administrator through October 31, 2016 was \$4,876,062. See **Graphic 9**.

**GRAPHIC 9:** WSOS Contributions, Distributed Funds and Interest Earnings



15. The interest reported is through 9/30/2016.



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## EXPANSION PROGRAM

### SEC. 8.1 (g) Identification of the programs the Washington State Opportunity Scholarship Board selected to receive Opportunity Expansion awards and the amount of such awards. Opportunity Account to be leveraged in 2015.

In addition to managing the scholarship portion of the Washington State Opportunity Scholarship, per HB 2801, the WSOS Board of Directors also has the authority to distribute donations to the Opportunity Expansion Fund (OEF).

Under this 2011 legislation, Washington companies could donate high-tech, research & development (R&D) tax credits to the Fund between June 2011 and January 2015 and the total contributions would be used toward increasing the capacity of Washington colleges and universities to produce high-demand degrees.

As of October 31, 2015, \$6,000,326.64 had been certified and transferred to the Opportunity Expansion Account for the purpose of supporting opportunity expansion awards. Microsoft was the only company to contribute funds.

A working group of fourteen community, business and government leaders was convened to develop a Request for Information (RFI) process, review final applications, and identify three final proposals. In the initial round of applications, 20 colleges and universities responded with requests totaling nearly \$50 million. In June of 2016, the WSOS Board of Directors approved funding for the proposals below. Grants were awarded in full to winning proposals by August 2016.

- \$2.2M to University of Washington's STARS Program, which provides intensive wraparound services to first-year, Pell-eligible engineering students
- \$2.2M to Central Washington University for their CWU Teach Program, a new teacher recruiting and retention program (modeled after UT Austin's UTeach program), which aims to develop and offer a new computer science teaching endorsement and math competency
- \$1.6M to Western Washington University's Computer Science degree program and to develop a new Computer Science K-12 endorsement at WWU's Center for Science Math and Technology (SMATE)

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## STUDENT SPOTLIGHT



### Dan Radion

Growing up, Dan Radion saw no pathway to college. Today he's the first in his family to earn a degree. While pursuing his fascination with computers and systems, Dan sought the right courses and internships that led him to exciting professional opportunities. Since earning his degree in computer engineering from the University of Washington, he now works as a software engineer at Google.

**“As a software engineer, I’m constantly challenged to think about how to make our systems more efficient, reliable and scalable.”**

#### **What inspired you to pursue your major?**

I grew up in a low-income, immigrant family that did not emphasize education, so I never even planned on going to college. But some amazing teachers and mentors from my high school Robotics Club encouraged me to think bigger. Out of six older siblings, I became the first to attend college. I majored in Computer Engineering because I really enjoyed thinking about systems. Some people have this idea that CSE is all about sitting over a computer and hacking away at code. In reality, software engineering requires you to think deeply about how all the pieces of a system interact. As a software engineer at Google, I’m constantly challenged to think about how to make our systems more efficient, reliable and scalable.

#### **What excites you most about your profession?**

Software engineering is a challenging, creative and rewarding career. Every day, I get to work with very smart coworkers designing software systems that have large impact on our users.

#### **How has receiving WSOS supported you on your path to a thriving career in your field?**

Coming from a low-income family, WSOS has been a very welcome financial support. I’ve also really enjoyed befriending the amazing staff who make WSOS possible.

#### **What is your favorite app?**

My Facebook and Snapchat serve as photo streams of my wonderful cat named Charles. :) I’m also a big fan of Coursera—where you can learn pretty much any topic from top schools. I’ve taken courses on Game Theory, Finance and Economics.

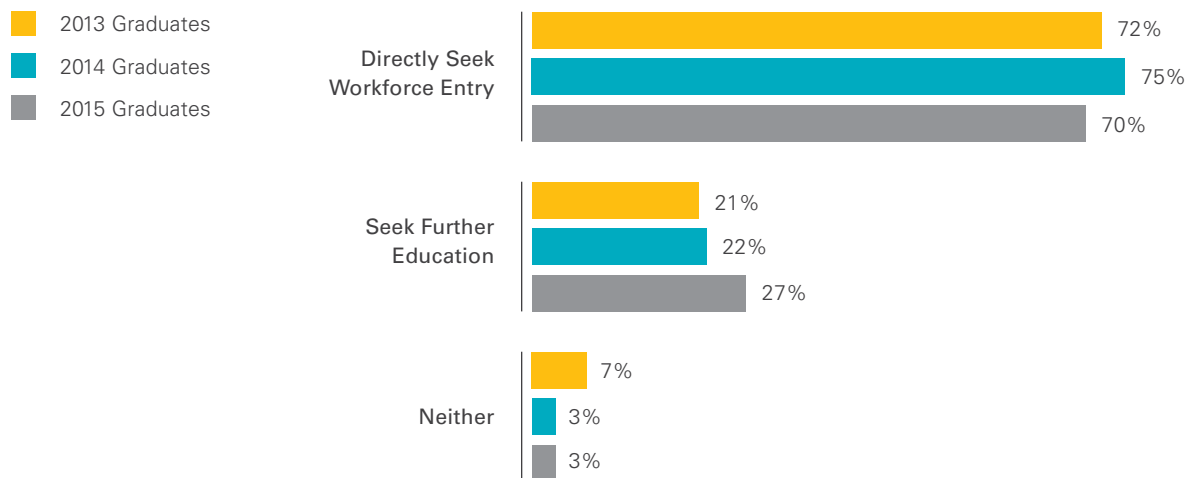
## SCHOLAR OUTCOMES

**What We've Learned So Far:** The intent of this section is to provide a deeper look at program outcomes that may or may not be evident from the preceding sections. Findings highlighted are selected based on strength of data and relevance to the intended impact of the legislation.

In mid-March through early April 2016, a post-graduation survey was administered to the most recent<sup>16</sup> WSOS graduates. Of these 443 graduates, 186 (42 percent) responded to the survey and provided valuable insight into their outcomes after earning their bachelor's degree.

After graduation, 2015 graduates followed one of two pathways: 70 percent sought to join the workforce directly (started or completed their job search) while 27 percent pursued further education (graduate or professional school).<sup>17</sup> Compared to the previous year's graduating class, this represents a five percent decrease in the proportion of graduates searching for employment and a five percent increase in the proportion attending graduate or professional school. Because not all graduates seek employment directly following graduation, workforce impacts of WSOS may be delayed.

**GRAPHIC 10:** Post-Graduation Plans



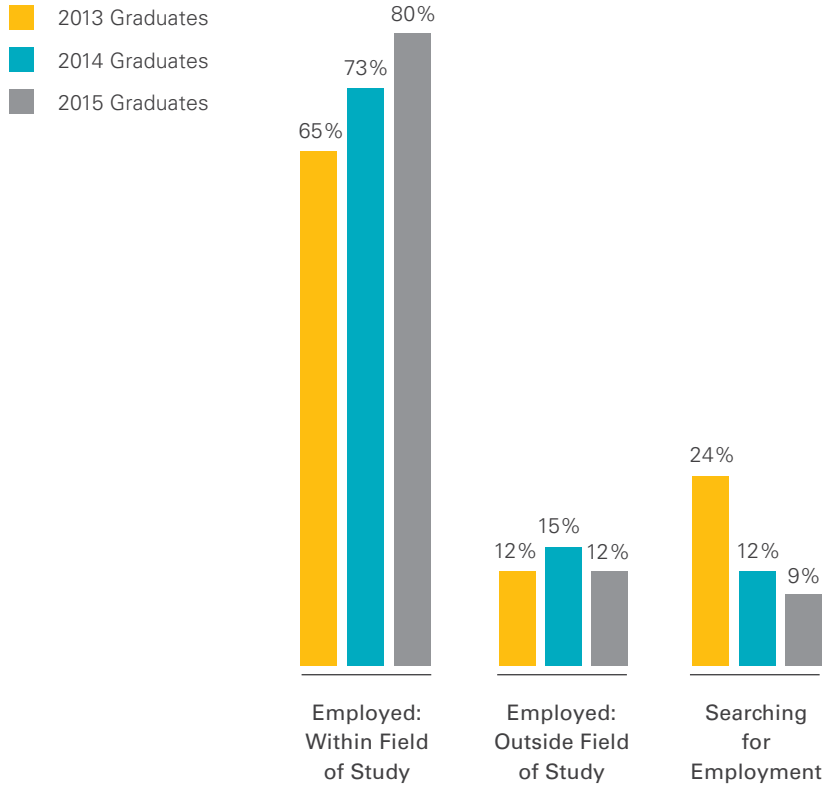
**Four of out five 2015 graduates who sought workforce entry directly are employed within their field of study.** Among workforce direct graduates, 80 percent work in their field of study, 12 percent are employed outside of their field of study, and nine percent are still looking for work.<sup>18</sup> Compared to the graduating class of 2014, this represents a three percent increase in the proportion of employed job seekers, a seven percent increase in the proportion of job seekers employed in their field of study, and a three percent decrease in the proportion employed outside their field of study.

16. Recent graduates refer to WSOS participants who graduated in 2015.

17. Three percent indicated they had not started a job search and are not seeking further education for other reasons.

18. Total of proportions exceeds 100 percent due to rounding.

**GRAPHIC 11:** Post-Graduation Employment Status of Job Seekers



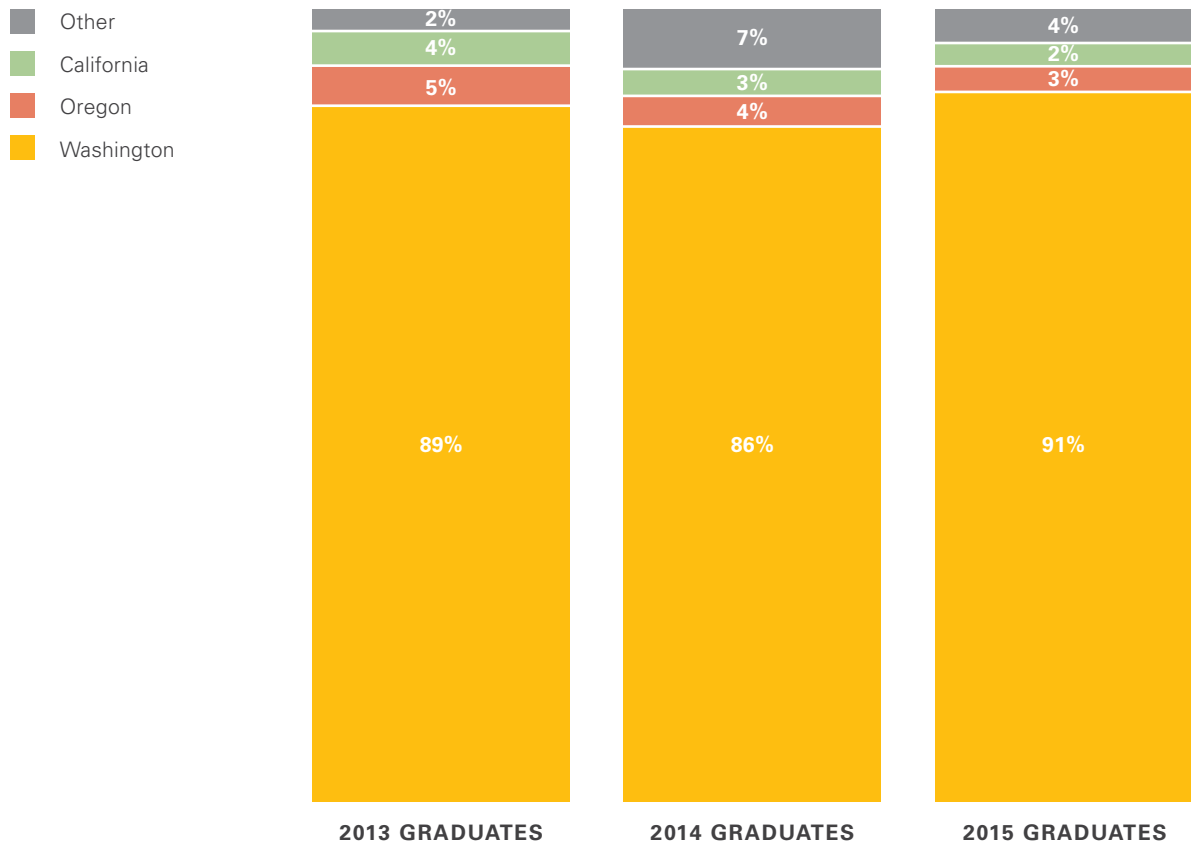
Employed 2015 graduates demonstrated strong desirability within the workforce. The hire-ability of WSOS graduates is demonstrated by the following:

- About nine out of ten (91%) graduates who sought work were employed within nine months of graduation.
- Nearly four out of five (79%) employed graduates found employment within three months.
- About half of employed graduates (48%) applied for fewer than five jobs within their field of study and more than half (51%) received two or more job offers in their field of study.

**Eighty percent of WSOS graduates employed full-time in their field of study earn \$40,000 or more within one year.** The majority (72%) of 2015 graduates employed full-time within their field of study report earning between \$40,000 and \$79,999 per year. The greatest proportion of WSOS graduates employed full-time in their field of study earn between \$60,000 and \$79,999 (43%).

**WSOS is keeping talent in Washington state.** Most graduates who are seeking further education want to stay in or return to Washington state. Eighty percent of graduates seeking advanced degrees plan to attend graduate school in state and 70 percent report an intent to focus their future job search for employment opportunities in Washington. Most (91%) WSOS graduates employed in their field of study stayed in Washington state. Graduates report being employed at nearly 100 diverse companies and organizations.

**GRAPHIC 12:** Job Location of Graduates Employed in Field of Study



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## APPENDIX A

### Description of Program Administrator

In 2011, the College Success Foundation (CSF) was named as the program administrator of WSOS. In this capacity, CSF is charged with the management and development of the application and selection processes based on selection criteria authorized by the WSOS Board. Administration of the scholarship program involves development of application materials, outreach to potential applicants, collaboration with financial aid, academic advisement and post-graduate support professionals at colleges and universities and storing of student data in CSF's in-house data system. CSF also oversees communications to WSOS applicants and manages the scholarship awarding and disbursement processes through an electronic database as well as through student service supports.

## APPENDIX B

### Selected Scholars by Major Category of Interest

CATEGORIES OF APPROVED MAJORS	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	TOTAL
	#	#	#	#	#	#
Health Professions & Related Programs	829	254	272	324	470	2,149
Engineering, Engineering Technologies & Engineering-Related Fields <sup>24</sup>	743	197	179	267	414	1,800
Biological & Biomedical Sciences	595	159	170	219	180	1,323
Computer & Information Sciences & Support Services	315	49	59	99	268	790
Physical Sciences	180	46	25	46	30	327
Mathematics & Statistics	143	23	19	28	14	227
Multi/Interdisciplinary Studies	83	17	16	23	28	167
Natural Resources & Conservation	73	13	12	21	7	126
Education <sup>25</sup>	14	15	13	18	29	89
Agriculture, Agriculture Operations & Related Sciences	25	3	16	9	5	58
Science Technologies/Technicians	3	2	1	3	0	9
Business, Management, Marketing, & Related Support Services	0	0	0	0	5	5
Other <sup>26</sup>	42	0	0	0	0	42
<b>GRAND TOTAL</b>	<b>3,045</b>	<b>778</b>	<b>782</b>	<b>1,057</b>	<b>1,450</b>	<b>7,112</b>

NOTES: 1. Not all Scholars who are selected to receive the scholarship end up enrolling in college to become WSOS participants. Therefore, it is important to note that selected Scholars differ from actual cohort participants. 2. The table above references the major of interest indicated on Scholars' applications; many college students change their major over time, and Scholars may not graduate in the same field they declared their initial interest. 3. Engineering and Engineering Technologies & Engineering-Related Fields, while separate CIP families, have been combined into one category in the table above. 4. For Cohorts 1–4, Multi/Interdisciplinary Studies include biological and physical sciences, computational science, human biology, human computer interaction, marine sciences, mathematics, computer science and natural sciences only. For Cohort 5, this category includes accounting and computer sciences, biological and physical sciences, human computer interaction, mathematics and computer science and natural sciences. 5. Education includes biology, chemistry, computer, earth science, mathematics, physics and science teacher education only. 6. Prior to determining the original set of 367 eligible majors within the twelve categories for Cohort 2, forty-two Cohort 1 Scholars originally applied under "Other" majors that no longer qualify.



APPENDIX B: Selected Scholars by Major Category of Interest

CATEGORIES OF APPROVED MAJORS	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	TOTAL
	%	%	%	%	%	%
Health Professions & Related Programs	27%	33%	35%	31%	32%	30%
Engineering, Engineering Technologies & Engineering-Related Fields <sup>24</sup>	24%	25%	23%	25%	29%	25%
Biological & Biomedical Sciences	20%	20%	22%	21%	12%	19%
Computer & Information Sciences & Support Services	10%	6%	8%	9%	18%	11%
Physical Sciences	6%	6%	3%	4%	2%	5%
Mathematics & Statistics	5%	3%	2%	3%	1%	3%
Multi/Interdisciplinary Studies	3%	2%	2%	2%	2%	2%
Natural Resources & Conservation	2%	2%	2%	2%	0%	2%
Education <sup>25</sup>	0.5%	2%	2%	2%	0.3%	1%
Agriculture, Agriculture Operations & Related Sciences	1%	0.4%	2%	1%	2%	1%
Science Technologies/Technicians	0.1%	0.3%	0.1%	0.3%	0.0%	0.1%
Business, Management, Marketing, & Related Support Services	0%	0%	0%	0%	0.3%	0.1%
Other <sup>26</sup>	1%	0%	0%	0%	0%	0.6%
<b>GRAND TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

NOTES: 1. Not all Scholars who are selected to receive the scholarship end up enrolling in college to become WSOS participants. Therefore, it is important to note that selected Scholars differ from actual cohort participants. 2. The table above references the major of interest indicated on Scholars' applications; many college students change their major over time, and Scholars may not graduate in the same field they declared their initial interest. 3. Engineering and Engineering Technologies & Engineering-Related Fields, while separate CIP families, have been combined into one category in the table above. 4. For Cohorts 1–4, Multi/Interdisciplinary Studies include biological and physical sciences, computational science, human biology, human computer interaction, marine sciences, mathematics, computer science and natural sciences only. For Cohort 5, this category includes accounting and computer sciences, biological and physical sciences, human computer interaction, mathematics and computer science and natural sciences. 5. Education includes biology, chemistry, computer, earth science, mathematics, physics and science teacher education only. 6. Prior to determining the original set of 367 eligible majors within the twelve categories for Cohort 2, forty-two Cohort 1 Scholars originally applied under "Other" majors that no longer qualify.

## APPENDIX C

### Race or Ethnicity of Cohort 1–5 Participants

Race or Ethnicity	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5
American Indian or Alaska Native	1%	0%	2%	1%	1%
Asian	20%	19%	24%	22%	26%
Black or African American	3%	5%	8%	7%	6%
Hispanic/Latino of any race(s)	4%	18%	21%	20%	25%
Native Hawaiian or Other Pacific Islander	1%	0%	1%	1%	1%
Two or More Races	7%	7%	1%	7%	6%
White	63%	49%	44%	42%	34%
Not Reported	2%	1%	1%	1%	1%

NOTES: 1. In accordance with federal and state norms, students who identify as Hispanic/Latino of any race(s) are categorized as Hispanic/Latino of any race(s). Students who do not identify as Hispanic/Latino and identify two or more races are categorized as "Two or more races." All other students are categorized in the race category under which they self-identified.

# APPENDIX D

## Cohort 1–5 Participants by Home County

COUNTY	COHORT 1 PARTICIPANTS		COHORT 2 PARTICIPANTS		COHORT 3 PARTICIPANTS		COHORT 4 PARTICIPANTS	
Adams	7	0.2%	3	0.4%	5	0.7%	2	0.2%
Asotin	7	0.2%	1	0.1%	2	0.3%	1	0.1%
Benton	36	1.2%	10	1.4%	16	2.2%	20	2.0%
Chelan	39	1.3%	14	1.9%	11	1.5%	17	1.7%
Clallam	30	1.0%	3	0.4%	2	0.3%	18	1.8%
Clark	211	7.1%	37	5.1%	45	6.1%	46	4.6%
Columbia	2	0.1%	0	0.0%	1	0.1%	2	0.2%
Cowlitz	36	1.2%	14	1.9%	13	1.8%	8	0.8%
Douglas	11	0.4%	2	0.3%	12	1.6%	3	0.3%
Ferry	2	0.1%	2	0.3%	1	0.1%	4	0.4%
Franklin	15	0.5%	10	1.4%	13	1.8%	15	1.5%
Garfield	0	0.0%	0	0.0%	0	0.0%	2	0.2%
Grant	33	1.1%	12	1.7%	12	1.6%	20	2.0%
Grays Harbor	36	1.2%	9	1.3%	7	0.9%	9	0.9%
Island	32	1.1%	8	1.1%	2	0.3%	8	0.8%
Jefferson	11	0.4%	1	0.1%	2	0.3%	4	0.4%
King	924	30.9%	220	30.6%	214	29.0%	298	30.0%
Kitsap	94	3.1%	16	2.2%	27	3.7%	22	2.2%
Kittitas	24	0.8%	5	0.7%	3	0.4%	7	0.7%
Klickitat	3	0.1%	5	0.7%	8	1.1%	5	0.5%
Lewis	27	0.9%	5	0.7%	7	0.9%	14	1.4%
Lincoln	12	0.4%	4	0.6%	6	0.8%	5	0.5%
Mason	11	0.4%	4	0.6%	6	0.8%	8	0.8%
Okanogan	15	0.5%	13	1.8%	5	0.7%	10	1.0%
Pacific	4	0.1%	4	0.6%	1	0.1%	5	0.5%
Pend Oreille	2	0.1%	1	0.1%	5	0.7%	6	0.6%
Pierce	402	13.4%	88	12.2%	89	12.0%	107	10.8%
San Juan	3	0.1%	3	0.4%	0	0.0%	4	0.4%
Skagit	42	1.4%	12	1.7%	15	2.0%	21	2.1%
Skamania	2	0.1%	0	0.0%	0	0.0%	0	0.0%
Snohomish	303	10.1%	61	8.5%	59	8.0%	65	6.5%
Spokane	200	6.7%	45	6.3%	49	6.6%	72	7.2%
Stevens	18	0.6%	7	1.0%	7	0.9%	11	1.1%
Thurston	107	3.6%	22	3.1%	16	2.2%	32	3.2%
Wahkiakum	1	0.0%	0	0.0%	1	0.1%	1	0.1%
Walla Walla	33	1.1%	4	0.6%	7	0.9%	6	0.6%
Whatcom	123	4.1%	19	2.6%	14	1.9%	28	2.8%
Whitman	44	1.5%	11	1.5%	2	0.3%	8	0.8%
Yakima	88	2.9%	44	6.1%	54	7.3%	80	8.0%
<b>TOTAL</b>	<b>2,990</b>	<b>100.0%</b>	<b>719</b>	<b>100.0%</b>	<b>739</b>	<b>100.0%</b>	<b>994</b>	<b>100.0%</b>

NOTES: 1. Home county refers to the county associated with the zip code of Scholars' home mailing address.

APPENDIX D: Cohorts 1–5 Participants by Home County

COUNTY	COHORT 5 PARTICIPANTS		COHORT 5 ELIGIBLE APPLICANTS	
Adams	7	0.5%	10	0.4%
Asotin	2	0.1%	4	0.2%
Benton	27	2.0%	59	2.4%
Chelan	29	2.1%	51	2.1%
Clallam	4	0.3%	13	0.5%
Clark	87	6.3%	177	7.1%
Columbia	1	0.1%	1	0.0%
Cowlitz	6	0.4%	17	0.7%
Douglas	14	1.0%	20	0.8%
Ferry	0	0.0%	4	0.2%
Franklin	33	2.4%	61	2.5%
Garfield	0	0.0%	3	0.1%
Grant	23	1.7%	42	1.7%
Grays Harbor	12	0.9%	21	0.8%
Island	8	0.6%	11	0.4%
Jefferson	4	0.3%	7	0.3%
King	451	32.9%	764	30.8%
Kitsap	35	2.6%	77	3.1%
Kittitas	4	0.3%	9	0.4%
Klickitat	7	0.5%	12	0.5%
Lewis	10	0.7%	23	0.9%
Lincoln	7	0.5%	12	0.5%
Mason	3	0.2%	11	0.4%
Okanogan	12	0.9%	18	0.7%
Pacific	9	0.7%	11	0.4%
Pend Oreille	5	0.4%	10	0.4%
Pierce	125	9.1%	227	9.2%
San Juan	4	0.3%	6	0.2%
Skagit	14	1.0%	25	1.0%
Skamania	0	0.0%	1	0.0%
Snohomish	144	10.5%	257	10.4%
Spokane	91	6.6%	175	7.1%
Stevens	6	0.4%	11	0.4%
Thurston	30	2.2%	66	2.7%
Wahkiakum	0	0.0%	0	0.0%
Walla Walla	18	1.3%	28	1.1%
Whatcom	27	2.0%	52	2.1%
Whitman	6	0.4%	15	0.6%
Yakima	107	7.8%	169	6.8%
<b>TOTAL</b>	<b>1,372</b>	<b>100.0%</b>	<b>2480</b>	<b>100.0%</b>

## APPENDIX E

### Number of Scholarships Awarded by Academic Year, Cohort, and Maximum Amount

ACADEMIC YEAR	COHORT	MAXIMUM ANNUAL AWARD AMOUNT				TOTAL # ANNUAL SCHOLARSHIPS AWARDED
		\$1,000	\$2,500	\$5,000	\$7,500	
2012 – 13	Cohort 1	2,990	N/A	N/A	N/A	2,990
	<b>Annual Total</b>	2,990	N/A	N/A	N/A	2,990
2013 – 14	Cohort 1	1,197	N/A	660	N/A	1,857
	Cohort 2	642	N/A	77	N/A	719
	<b>Annual Total</b>	1,839	N/A	737	N/A	2,576
2014 – 15	Cohort 1	N/A	286	261	415	962
	Cohort 2	N/A	425	42	121	588
	Cohort 3	N/A	714	19	6	739
	<b>Annual Total</b>	N/A	1,425	322	542	2,289
2015 – 16	Cohort 1	N/A	24	111	309	444
	Cohort 2	N/A	168	119	157	444
	Cohort 3	N/A	475	41	93	609
	Cohort 4	N/A	964	29	1	994
	<b>Annual Total</b>	N/A	1,631	300	560	2,491
2016 – 17	Cohort 1	N/A	14	47	30	91
	Cohort 2	N/A	16	44	188	248
	Cohort 3	N/A	205	110	156	471
	Cohort 4	N/A	657	48	89	794
	Cohort 5	N/A	1,333	26	13	1,372
	<b>Annual Total</b>	N/A	2,225	275	476	2,976
ALL YEARS	Cohort 1	N/A	324	1,079	754	2,157
	Cohort 2	N/A	609	282	466	1,357
	Cohort 3	N/A	1,394	170	255	1,819
	Cohort 4	N/A	1,621	77	90	1,788
	Cohort 5	N/A	1,333	26	13	1,372
	<b>GRAND TOTAL</b>		<b>4,829</b>	<b>5,281</b>	<b>1,634</b>	<b>1,578</b>

NOTES: 1. The maximum annual award amount does not necessarily reflect the dollars that will be received by a Scholar. If other funding sources leave less than the maximum award amount due to a Scholar's institution, only the balance remaining would be paid in WSOS funds.

## APPENDIX F

### Participant Graduation and Re-Enrollment by Cohort and Self-Reported Class Standing in Scholarship Application

COHORT & CLASS STANDING AT APPLICATION	Scholar Participants All-Time (#)	GRADUATION (as of 11/1/2016)	RE-ENROLLMENT RATE (2016-17)	GRADUATION + RE-ENROLLMENT RATE (2016-17)
<b>COHORT 1 (2012)</b>	2,990	67%	3%	70%
1ST YEAR	766	56%	11%	68%
2ND YEAR	796	49%	0%	49%
3RD YEAR	824	82%	0%	82%
4TH YEAR	472	84%	0%	84%
5TH YEAR	132	78%	0%	78%
<b>COHORT 2 (2013)</b>	719	25%	34%	59%
1ST YEAR	473	8%	46%	54%
2ND YEAR	106	35%	26%	61%
3RD YEAR	140	73%	1%	74%
<b>COHORT 3 (2014)</b>	739	5%	64%	69%
1ST YEAR	497	1%	72%	73%
2ND YEAR	149	7%	47%	54%
3RD YEAR	93	24%	48%	72%
<b>COHORT 4 (2015)</b>	994	0%	80%	80%
1ST YEAR	745	0%	82%	82%
2ND YEAR	150	1%	79%	79%
3RD YEAR	99	2%	68%	70%
<b>COHORT 5 (2016)</b>	N/A	N/A	N/A	N/A
<b>GRAND TOTAL</b>	<b>5,442</b>	<b>2,218</b>	<b>1,604</b>	<b>70%</b>

# APPENDIX G

## Participant Graduation and Enrollment by Cohort and Self-Reported Class Standing in Scholarship Application: By Academic Year

COHORT & APPLICATION CLASS STANDING	ACADEMIC YEAR											
	2012-13		2013-14		2014-15		2015-16		2016-17			
	Enrolled	Total Graduates (as of 11/2012)	Enrolled	Total Graduates (as of 11/2013)	Enrolled	Total Graduates (as of 11/2014)	Enrolled	Total Graduates (as of 11/2015)	Enrolled	Total Graduates (as of 11/2016)		
<b>COHORT 1 (2012)</b>	2,990	393	1,857	584	962	432	444	1,409	91	1,998		
1ST YEAR	766	1	624	5	515	43	338	49	88	432		
2ND YEAR	796	0	493	38	270	209	100	247	2	387		
3RD YEAR	824	63	602	391	172	165	6	619	1	678		
4TH YEAR	472	242	133	136	5	13	0	391	0	398		
5TH YEAR	132	87	5	14	0	2	0	103	0	103		
<b>COHORT 2 (2013)</b>	NA	NA	719	6	588	65	444	71	248	177		
1ST YEAR	NA	NA	473	0	412	6	340	6	219	38		
2ND YEAR	NA	NA	106	0	82	3	61	3	28	37		
3RD YEAR	NA	NA	140	6	94	56	43	62	1	102		
<b>COHORT 3 (2014)</b>	N/A	N/A	N/A	N/A	739	1	609	1	471	40		
1ST YEAR	N/A	N/A	N/A	N/A	497	0	427	0	356	7		
2ND YEAR	N/A	N/A	N/A	N/A	149	0	122	0	70	11		
3RD YEAR	N/A	N/A	N/A	N/A	93	1	60	1	45	22		
<b>COHORT 4 (2015)</b>	N/A	N/A	N/A	N/A	N/A	N/A	994	N/A	794	3		
1ST YEAR	N/A	N/A	N/A	N/A	N/A	N/A	745	N/A	609	N/A		
2ND YEAR	N/A	N/A	N/A	N/A	N/A	N/A	150	N/A	118	1		
3RD YEAR	N/A	N/A	N/A	N/A	N/A	N/A	99	N/A	67	2		
<b>COHORT 5 (2016)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,372	N/A		
1ST YEAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,125	N/A		
2ND YEAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	148	N/A		
3RD YEAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	99	N/A		
<b>GRAND TOTAL</b>	<b>2,990</b>	<b>398</b>	<b>2,576</b>	<b>598</b>	<b>2,289</b>	<b>498</b>	<b>2,491</b>	<b>1,481</b>	<b>2,976</b>	<b>2,218</b>		

NOTES 1. Previous graduation data has been updated to reflect revised scholarship disbursement and/or graduation date information. 2. Only Scholars who received funding and earned their first bachelor's degree in the academic year of their first scholarship disbursement or later are included in the analysis.

## APPENDIX H

### Scholar Enrollment and Graduation by Cohort and Major Category of Study

Degrees Earned	Cohort 1 (2012)	Cohort 2 (2013)	Cohort 3 (2014)	Cohort 4 (2015)	GRAND TOTAL
Engineering	418 (20%)	34 (19%)	6 (14%)	-	458 (20%)
Biological And Biomedical Sciences	371 (17%)	42 (23%)	4 (10%)	-	417 (18%)
Other	363 (17%)	24 (13%)	8 (19%)	-	395 (17%)
Health Professions And Related Programs	292 (14%)	37 (21%)	15 (36%)	3 (100%)	347 (15%)
Computer And Information Sciences And Support Services	178 (8%)	11 (6%)	3 (7%)	-	192 (8%)
Mathematics And Statistics	153 (7%)	5 (3%)	-	-	158 (7%)
Physical Sciences	121 (6%)	13 (7%)	2 (5%)	-	136 (6%)
Multi/Interdisciplinary Studies	70 (3%)	6 (3%)	1 (2%)	-	77 (3%)
Natural Resources And Conservation	55 (3%)	3 (2%)	2 (5%)	-	60 (3%)
Business, Management, Marketing, And Related Support Services	55 (3%)	2 (1%)	-	-	57 (2%)
Education	31 (1%)	2 (1%)	1 (2%)	-	34 (1%)
Agriculture, Agriculture Operations, And Related Sciences	15 (0.7%)	1 (0.6%)	-	-	16 (0.7%)
<b>GRAND TOTAL</b>	<b>2,122 (100%)</b>	<b>180 (100%)</b>	<b>42 (100%)</b>	<b>3 (100%)</b>	<b>2,347 (100%)</b>

Degrees Pursued in 2016-17	Cohort 1 (2012)	Cohort 2 (2013)	Cohort 3 (2014)	Cohort 4 (2015)	Cohort 5 (2016)	GRAND TOTAL
Health Professions And Related Programs	16 (18%)	55 (22%)	122 (26%)	211 (27%)	428 (31%)	832 (28%)
Engineering	23 (25%)	73 (29%)	95 (20%)	183 (23%)	392 (29%)	766 (26%)
Biological And Biomedical Sciences	19 (21%)	55 (22%)	132 (28%)	174 (22%)	179 (13%)	559 (19%)
Computer And Information Sciences And Support Services	10 (11%)	16 (6%)	43 (9%)	89 (11%)	251 (18%)	409 (14%)
Physical Sciences	6 (7%)	19 (8%)	17 (4%)	26 (3%)	31 (2%)	99 (3%)
Multi/Interdisciplinary Studies	4 (4%)	3 (1%)	13 (3%)	30 (4%)	30 (2%)	80 (3%)
Natural Resources And Conservation	3 (3%)	13 (5%)	19 (4%)	30 (4%)	7 (0.5%)	72 (2%)
Mathematics And Statistics	4 (4%)	11 (4%)	11 (2%)	22 (3%)	17 (1%)	65 (2%)
Education	6 (7%)	2 (1%)	8 (2%)	15 (2%)	26 (2%)	57 (2%)
Agriculture, Agriculture Operations, And Related Sciences	-	-	11 (2%)	12 (2%)	5 (0.4%)	28 (0.9%)
Business, Management, Marketing, And Related Support Services	-	-	-	2 (0.3%)	6 (0.4%)	8 (0.3%)
Other	-	1 (0.4%)	-	-	-	1 (0.0%)
<b>GRAND TOTAL</b>	<b>91 (100%)</b>	<b>180 (100%)</b>	<b>471 (100%)</b>	<b>794 (100%)</b>	<b>1,372 (100%)</b>	<b>2,976 (100%)</b>



NOTES: 1. Some major categories with few students have been grouped together for ease of presentation. For example, students in "Science Technologies and Technicians" have been grouped with "Physical Sciences." 2. 127 Scholars earned two or more bachelor's degrees (representing double majors that qualify for separate bachelor's degrees granted). Therefore, the total bachelor's degrees earned is 2,347 while the total unique Scholars is 2,218. 3. Since many college students change their major over time, Degrees Pursued in 2016-17 represents the most recent major reported by Scholars with anticipated scholarship disbursements in 2016-17 but does not necessarily reflect the major in which Scholars will eventually graduate. 4. Although 17 percent of bachelor's degrees earned are in the "Other" category, less than 1% of Scholars currently enrolled are seeking degrees in the "Other" category, suggesting that over time we will see a decrease in the number of "Other" bachelor's degrees earned. Additionally, it is worth noting that many of these "Other" degrees are earned by Scholars with two majors whose other degree was in a STEM field; of the 125 Scholars who earned two or more degrees, n=113 or 90% earned at least one of those degrees in a STEM field. This indicates that of the 17% of "Other" degrees earned, 5% are attributable to Scholars who earned a STEM degree in addition to their "Other" degree.

# APPENDIX I

## Scholar Enrollment 2016–17 by Institution and Cohort

INSTITUTION & TYPE	COHORT 1 (2012)	COHORT 2 (2013)	COHORT 3 (2014)	COHORT 4 (2015)	COHORT 5 (2016)	GRAND TOTAL
<b>FOUR-YEAR INDEPENDENT</b>						
Pacific Lutheran University	2	13	21	19	32	87
Gonzaga University	3	11	10	15	28	67
Whitworth University	1	9	7	12	24	53
Seattle Pacific University	-	9	7	10	25	51
Seattle University	1	9	7	17	12	46
Saint Martin's University	1	1	5	5	13	25
Heritage University	1	1	1	10	10	23
DigiPen Institute of Technology	-	1	2	-	9	12
Northwest University	-	2	2	4	3	11
University of Puget Sound	-	-	-	2	8	10
Whitman College	-	2	1	4	1	8
Walla Walla University	-	-	-	1	7	8
Western Governors University	-	1	2	2	2	7
The Art Institute of Seattle	-	-	-	-	2	2
<b>FOUR-YEAR PUBLIC</b>						
University of Washington-Seattle	36	96	184	270	508	1,094
Washington State University - Pullman	14	32	66	109	154	375
Western Washington University	8	17	29	50	64	168
Eastern Washington University	6	10	26	47	62	151
University of Washington-Bothell	1	5	15	21	49	91
Central Washington University	1	3	12	33	30	79
University of Washington-Tacoma	4	5	14	19	37	79
Washington State University-Vancouver	2	3	15	10	24	54
Washington State University-Tri-Cities	1	2	8	9	18	38
Washington State University-Spokane	8	12	5	2	2	29
Columbia Basin College	-	-	2	7	19	28
The Evergreen State College	-	1	4	2	2	9

APPENDIX I: Scholar Enrollment 2016–17 by Institution and Cohort – Continued

INSTITUTION	COHORT 1 (2012)	COHORT 2 (2013)	COHORT 3 (2014)	COHORT 4 (2015)	COHORT 5 (2016)	GRAND TOTAL
<b>TWO YEAR</b>						
Clark College	-	-	2	9	26	37
Highline Community College	-	-	2	9	25	36
Bellevue College	-	-	4	12	17	33
Yakima Valley Community College	-	1	3	6	17	27
Tacoma Community College	-	-	1	12	8	21
Wenatchee Valley College	-	-	2	6	12	20
Everett Community College	-	-	2	3	15	20
Seattle Central College	-	1	1	4	11	17
Spokane Falls Community College	-	-	-	5	11	16
Green River Community College	-	-	-	2	13	15
Grays Harbor College	-	-	1	6	6	13
Pierce College at Fort Steilacoom	-	-	-	3	10	13
Olympic College	-	-	-	2	10	12
Edmonds Community College	-	-	-	2	8	10
Shoreline Community College	-	-	-	4	6	10
Walla Walla Community College	-	-	3	2	5	10
Whatcom Community College	-	-	1	4	4	9
South Seattle College	-	-	-	2	7	9
Centralia College	-	-	1	4	3	8
Spokane Community College	-	-	1	1	6	8
Bellingham Technical College	1	-	-	5	1	7
South Puget Sound Community College	-	-	-	3	4	7
Big Bend Community College	-	-	-	1	5	6
Cascadia Community College	-	-	-	3	2	5
Lower Columbia College	-	1	1	-	2	4
Skagit Valley College	-	-	1	1	2	4
Renton Technical College	-	-	-	-	3	3
North Seattle College	-	-	-	2	1	3
Peninsula College	-	-	-	3	-	3
Clover Park Technical College	-	-	1	-	1	2
Lake Washington Institute of Technology	-	-	2	-	-	2
Pierce College at Puyallup	-	-	-	1	-	1
Seattle Vocational Institute	-	-	-	-	1	1
Northwest Indian College	-	-	-	1	-	1
<b>GRAND TOTAL</b>	<b>91</b>	<b>248</b>	<b>471</b>	<b>794</b>	<b>1,372</b>	<b>2,976</b>

NOTES: 1. As of 10/22/2016, 21 students had declared intended interest in enrollment at multiple institutions but had not yet received funding. Ultimately, students will only receive disbursements at one institution, but this report was prepared while multiple institutions of intent were listed. Scholars with multiple institutions indicated are counted in attendance at all declared institutions (for calculations related to institution name) but only once in the grand total row (which reflects the unique student count).

## APPENDIX J

### Graduation by Institution

INSTITUTION	COHORT 1 (2012)	COHORT 2 (2013)	COHORT 3 (2014)	COHORT 4 (2015)	GRAND TOTAL
<b>College - Four-Year Independent</b>	<b>396</b>	<b>33</b>	<b>9</b>	<b>-</b>	<b>438</b>
Bastyr University	18	1	-	-	19
Brandman University	1	-	-	-	1
Columbia University in the City of New York	1	-	-	-	1
Concordia University	1	-	-	-	1
DigiPen Institute of Technology	3	-	-	-	3
Gonzaga University	73	3	-	-	76
Heritage University	5	-	-	-	5
Newberry College	1	-	-	-	1
Northwest University	8	5	-	-	13
Pacific Lutheran University	79	12	3	-	94
Pacific University	2	-	-	-	2
Saint Martin's University	18	1	-	-	19
Seattle Pacific University	40	5	-	-	45
Seattle University	70	4	3	-	77
Southern New Hampshire University	1	-	-	-	1
Trinity Lutheran College	-	1	-	-	1
University of Portland	1	-	-	-	1
University of Puget Sound	11	-	-	-	11
Walla Walla University	2	-	-	-	2
Western Governors University	22	-	2	-	24
Whitman College	13	-	-	-	13
Whitworth University	26	1	1	-	28
<b>College - Two Year</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>9</b>
Bellevue College	1	-	-	-	1
Clover Park Technical College	-	-	1	-	1
ITT Technical Institute-Seattle	1	-	-	-	1
Lake Washington Institute of Technology	-	1	-	-	1
Northwest Indian College	-	-	1	-	1
Olympic College	3	-	-	-	3
Seattle Central College	-	-	1	-	1

APPENDIX J: Graduation by Institution – Continued

<b>INSTITUTION</b>	<b>COHORT 1 (2012)</b>	<b>COHORT 2 (2013)</b>	<b>COHORT 3 (2014)</b>	<b>COHORT 4 (2015)</b>	<b>GRAND TOTAL</b>
<b>College - Four-Year Public</b>	<b>1,600</b>	<b>143</b>	<b>28</b>	<b>3</b>	<b>1,774</b>
Boise State University	2	-	-	-	2
California University of Pennsylvania	1	-	-	-	1
Central Washington University	52	8	-	-	60
Eastern Washington University	78	12	5	-	95
Eastern Washington University & Washington State University - Spokane	9	-	-	-	9
Lewis-Clark State College	2	-	-	-	2
Montana State University-Billings	2	-	-	-	2
Oregon State University	1	-	-	-	1
Portland State University	2	-	-	-	2
The Evergreen State College	46	3	1	-	50
University of Idaho	1	-	-	-	1
University Of Louisville	1	-	-	-	1
University of Oklahoma-Norman Campus	1	-	-	-	1
University of Washington-Bothell	57	5	2	1	65
University of Washington-Seattle	847	70	11	-	928
University of Washington-Tacoma	81	5	2	1	89
University Of Wisconsin-Green Bay	1	-	-	-	1
Virginia Commonwealth University	1	-	-	-	1
Washington State University	197	20	1	-	218
Washington State University-Spokane	30	4	2	-	36
Washington State University-Tri-Cities	23	1	1	-	25
Washington State University-Vancouver	55	9	2	-	66
Western Washington University	110	6	1	1	118
<b>College - For Profit</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>
Grand Canyon University	2	-	-	-	2
Kaplan University-Davenport Campus	1	-	-	-	1
<b>GRAND TOTAL</b>	<b>1,998</b>	<b>177</b>	<b>40</b>	<b>3</b>	<b>2,218</b>

NOTES: 1. Six Cohort 1 Scholars are reported as having graduated from two institutions. These Scholars are counted in the body of the table toward the institution totals and institution type totals for both schools. However, the total row reflects only unique Scholars.



Supporting the next generation of STEM & health care leaders

The Washington State Opportunity  
Scholarship is administered by the  
College Success Foundation

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# **Tab C**

**Review of Proposed Changes to WSOS Statute  
for 2017 Legislative Session**



Supporting the next generation of STEM & health care leaders

To: WSOS Board Members  
From: Naria K Santa Lucia, Executive Director  
Date: December 5, 2016  
Subject: Proposed Changes to WSOS Statute

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The following language highlights proposed changes to the Washington State Opportunity Scholarship (WSOS) Statute (RCW 28B.145) for the 2017 Legislative Session.

To summarize, these changes would impact the WSOS program as follows:

1. Provide the WSOS Board of Directors with the ability to fund scholarships for students pursuing Professional and Technical Degree programs. The proposed changes create a **separate** account for these degrees and would not impact our four-year, high-demand scholarship commitments. While to Board would ultimately be able to design all aspects of the program (degrees funded, amounts, etc.), the proposed changes would limit funding to students attending colleges within the State Board of Technical and Community Colleges system.
2. Provide the WSOS Board with the ability to direct the staffing of WSOS by the contracted program administrator.
3. Provide Washington Dream Act (1079) WSOS Scholars with the ability to fill out a Washington State Financial Aid (WASFA) application in lieu of a Free Application for Federal Student Aid (FAFSA) for scholarship renewal. Currently, students who apply for WSOS do not need to fill out a FAFSA form for income eligibility, however, under the portion of the statute that deals with renewal, FAFSAs are required for all applicants. Since 1079 students do not have a federal social security number, they cannot complete a FAFSA form. This change would align the statute for application and renewal purposes for those students.

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*The College Success Foundation (CSF) is the program administrator for the Washington State Opportunity Scholarship.*



## **Section 1.**

### **RCW 28B.145.005**

#### **Finding—Intent.**

The legislature finds that, despite increases in degree production, there remain acute shortages in high employer demand programs of study, particularly in the science, technology, engineering, and mathematics (STEM) and health care fields of study. According to the workforce training and education coordinating board, seventeen percent of Washington businesses had difficulty finding job applicants in 2010. Eleven thousand employers did not fill a vacancy because they lacked qualified job applicants. Fifty-nine percent of projected job openings in Washington state from now until 2017 will require some form of postsecondary education and training.

It is the intent of the legislature to provide jobs and opportunity by making Washington the place where the world's most productive companies find the world's most talented people. The legislature intends to accomplish this through the creation of the opportunity scholarship and the opportunity expansion programs to help mitigate the impact of tuition increases, increase the number of professional-technical certificates, professional-technical degrees, or baccalaureate degrees in high employer demand and other programs, and invest in programs and students to meet market demands for a knowledge-based economy while filling middle-income jobs with a sufficient supply of skilled workers.

## **Section 2.**

### **RCW 28B.145.010**

#### **Definitions.**

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Board" means the opportunity scholarship board.

(2) "Council" means the student achievement council.

(3) "Eligible education programs" means high employer demand and other programs of study as determined by the board.

(4) "Eligible expenses" means reasonable expenses associated with the costs of acquiring an education such as tuition, books, equipment, fees, room and board, and other expenses as determined by the program administrator in consultation with the council and the state board ~~for community and technical colleges~~.

(5) "Eligible student" means a resident student who received his or her high school diploma or high school equivalency certificate as provided in RCW [28B.50.536](#) in Washington and who:

(a)(i) Has been accepted at a four-year institution of higher education into an eligible education program leading to a baccalaureate degree; ~~or~~

(ii) Will attend a two-year institution of higher education and intends to transfer to an eligible education program at a four-year institution of higher education;

(iii) Has been accepted at an institution of higher education into a professional-technical degree in an eligible education program; or

(iv) Has been accepted at an institution of higher education into a professional-technical certificate program in an eligible education program.

(b) Declares an intention to obtain a professional-technical certificate, professional-technical degree, or a baccalaureate degree; and

(c) Has a family income at or below one hundred twenty-five percent of the state median family income at the time the student applies for an opportunity scholarship.

(6) "High employer demand program of study" has the same meaning as provided in RCW 28B.50.030.

(7) "Participant" means an eligible student who has received a scholarship under the opportunity scholarship program.

(8) "Professional-technical certificate" means a program as approved by the state board under RCW 28B.50.090(7)(c), and is offered by a public institution.

(9) "Professional-technical degree" means a program as approved by the state board under RCW 28B.50.090(7)(c), and is offered by a public institution.

(10) "Program administrator" means a ~~college scholarship organization that is a private nonprofit corporation registered under Title 24 RCW and qualified as a tax-exempt entity under section 501(c)(3) of the federal internal revenue code, with expertise in managing scholarships and college advising.~~

(9)(11) "Resident student" has the same meaning as provided in RCW 28B.15.012.

(12) "State board" means the state board for community and technical colleges.

### **Section 3.**

#### **RCW 28B.145.020**

##### **Opportunity scholarship board.**

(1) The opportunity scholarship board is created. The board consists of eleven members:

(a) Six members appointed by the governor. For three of the six appointments, the governor shall consider names from a list provided by the president of the senate and the speaker of the house of representatives; and

(b) Five foundation or business and industry representatives appointed by the governor from among the state's most productive industries such as aerospace, manufacturing, health care, information technology, engineering, agriculture, and others, as well as philanthropy. The foundation or business and industry representatives shall be selected from among nominations provided by the private sector donors to the opportunity scholarship and opportunity expansion programs. However, the governor may request, and the private sector donors shall provide, an additional list or lists from which the governor shall select these representatives.

(2) Board members shall hold their offices for a term of four years from the first day of September and until their successors are appointed. No more than the terms of two members may expire simultaneously on the last day of August in any one year.

(3) The members of the board shall elect one of the business and industry representatives to serve as chair.

(4) Seven members of the board constitute a quorum for the transaction of business. In case of a vacancy, or when an appointment is made after the date of expiration of the term, the governor or the president of the senate or the speaker of the house of representatives, depending upon which made the initial appointment to that position, shall fill the vacancy for the remainder of the term of the board member whose office has become vacant or expired.

(5) ~~The board shall be staffed by the program administrator.~~ At the direction of the board, the program administrator shall staff the board.

(6) The purpose of the board is to provide oversight and guidance for the opportunity expansion and the opportunity scholarship programs in light of established legislative priorities and to fulfill the duties and responsibilities under this chapter, including but not limited to determining eligible education programs for purposes of the opportunity scholarship program. Duties, exercised jointly with the program administrator, include soliciting funds and setting annual fund-raising goals.

(7) The board may report to the governor and the appropriate committees of the legislature with recommendations as to:

(a) Whether some or all of the scholarships should be changed to conditional scholarships that must be repaid in the event the participant does not complete the eligible education program; and

(b) A source or sources of funds for the opportunity expansion program in addition to the voluntary contributions of the high technology research and development tax credit under RCW [82.32.800](#).

#### **Section 4.**

#### **RCW 28B.145.030**

#### **Program administrator—Duties—Scholarship account—Endowment account.**

(1) The program administrator, under contract with the council and the board, shall staff the board and shall have the duties and responsibilities provided in this chapter, including but not limited to publicizing the program, selecting participants for the opportunity scholarship award, distributing opportunity scholarship awards, and achieving the maximum possible rate of return on investment of the accounts in subsection (2) of this section, while ensuring transparency in the investment decisions and processes. Duties, exercised jointly with the board, include soliciting funds and setting annual fund-raising goals. The program administrator shall be paid an administrative fee as determined by the board.

(2) With respect to the opportunity scholarship program, the program administrator shall:

(a) Establish and manage ~~two~~ three separate accounts into which to receive grants and contributions from private sources as well as state matching funds, and from which to disburse scholarship funds to participants;

(b) Solicit and accept grants and contributions from private sources, via direct payment, pledge agreement, or escrow account, of private sources for deposit into any of the three specified accounts upon the direction of the donor ~~into one or both of the two accounts~~ created in this subsection (2)(b) in accordance with this subsection (2)(b):

(i) The "scholarship account," whose principal may be invaded, and from which scholarships must be disbursed for baccalaureate programs beginning no later than December 1, 2011, if, by that date, state matching funds in the amount of five million dollars or more have been received. Thereafter, scholarships shall be disbursed on an annual basis beginning no later than May 1, 2012, and every October 1st thereafter;

(ii) The "pathways scholarship account," whose principal may be invaded, and from which scholarships may be disbursed for professional-technical certificate or degree programs in the fiscal year following appropriations of state matching funds. Thereafter, scholarships shall be disbursed on an annual basis;

(iii) The "endowment account," from which scholarship moneys may be disbursed for baccalaureate programs from earnings only in years when:

(A) The state match has been made into both the scholarship account and the endowment account;

(B) The state appropriations for the state need grant under RCW [28B.92.010](#) meet or exceed state appropriations for the state need grant made in the 2011-2013 biennium, adjusted for inflation, and eligibility for state need grant recipients is at least seventy percent of state median family income; and

(C) The state has demonstrated progress toward the goal of total per-student funding levels, from state appropriations plus tuition and fees, of at least the sixtieth percentile of total per-student funding at similar public institutions of higher education in the global challenge states, as defined, measured, and reported in \*RCW [28B.15.068](#). In any year in which the office of financial management reports that the state has not made progress toward this goal, no new scholarships may be awarded. In any year in which the office of financial management reports that the percentile of total per-student funding is less than the sixtieth percentile and at least five percent less than the prior year, pledges of future grants and contributions may, at the request of the donor, be released and grants and contributions already received refunded to the extent that opportunity scholarship awards already made can be fulfilled from the funds remaining in the endowment account. In fulfilling the requirements of this subsection, the office of financial management shall use resources that facilitate measurement and comparisons of the most recently completed academic year. These resources may include, but are not limited to, the data provided in a uniform dashboard format under RCW [28B.77.090](#) as the statewide public four-year dashboard and academic year reports prepared by the state board for community and technical colleges;

~~(iii)~~ (iv) An amount equal to at least fifty percent of all grants and contributions must be deposited into the scholarship account until such time as twenty million dollars have been deposited into the account, after which time the private donors may designate whether their contributions must be deposited to the scholarship, pathways scholarship, or the endowment account. The board and the program administrator must work to maximize private sector contributions to ~~both~~ the scholarship account, the pathways scholarship account, and the endowment account, to maintain a robust scholarship program while simultaneously building the endowment, and to determine the division between the scholarship, the pathways scholarship, and the endowment ~~two~~ accounts in the case of undesignated grants and contributions, taking into account the need for a long-term funding mechanism and the short-term needs of families and students in Washington. The first five million dollars in state match, as provided in RCW [28B.145.040](#), shall be deposited into the scholarship account and thereafter the state match shall be deposited into the two accounts in equal proportion to the private funds deposited in each account; and

~~(iv)~~ (v) Once moneys in the opportunity scholarship match transfer account are subject to an agreement under RCW [28B.145.050\(5\)](#) and are deposited in the scholarship account, pathways scholarship account, or endowment account under this section, the state acts in a fiduciary rather than ownership capacity with regard to those assets. Assets in the scholarship account and endowment account are not considered state money, common cash, or revenue to the state;

(c) Provide proof of receipt of grants and contributions from private sources to the council, identifying the amounts received by name of private source and date, and whether the amounts received were deposited into the scholarship account, pathways scholarship account, or the endowment account;

(d) In consultation with the council and the state board for community and technical colleges, make an assessment of the reasonable annual eligible expenses associated with eligible education programs identified by the board;

(e) Determine the dollar difference between tuition fees charged by institutions of higher education in the 2008-09 academic year and the academic year for which an opportunity scholarship is being distributed;

(f) Develop and implement an application, selection, and notification process for awarding opportunity scholarships;

(g) Determine the annual amount of the opportunity scholarship for each selected participant. The annual amount shall be at least one thousand dollars or the amount determined under (e) of this subsection, but may be increased on an income-based, sliding scale basis up to the amount necessary to cover all reasonable annual eligible expenses as assessed pursuant to (d) of this subsection, or to encourage participation in professional-technical certificate programs, professional-technical degree programs, or baccalaureate degree programs identified by the board;

(h) Distribute scholarship funds to selected participants. Once awarded, and to the extent funds are available for distribution, an opportunity scholarship shall be automatically renewed as long as the participant annually submits documentation of filing both a free application for federal student aid and for available federal education tax credits, including but not limited to the American opportunity tax credit, or if ineligible to apply for federal student aid, the participant annually submits documentation of filing a state financial aid application as approved by the office of student financial assistance; and until the participant withdraws from or is no longer attending the program, completes the program, or has taken the credit or clock hour equivalent of one hundred twenty-five percent of the published length of time of the participant's program, whichever occurs first, and as long as the participant annually submits documentation of filing both a free application for federal student aid and for available federal education tax credits, including but not limited to the American opportunity tax credit; and

(i) Notify institutions of scholarship recipients who will attend their institutions and inform them of the terms of the students' eligibility.

(3) With respect to the opportunity expansion program, the program administrator shall:

(a) Assist the board in developing and implementing an application, selection, and notification process for making opportunity expansion awards; and

(b) Solicit and accept grants and contributions from private sources for opportunity expansion awards.

## **Section 5.**

### **RCW 28B.145.040**

#### **Opportunity scholarship program.**

(1) The opportunity scholarship program is established.

(2) The purpose of this scholarship program is to provide scholarships that will help low and middle-income Washington residents earn professional-technical certificates, professional-technical degrees, or baccalaureate degrees in high employer demand and other programs of study and encourage them to remain in the state to work. The program must be designed for both students starting professional-technical certificate or degree programs, students starting at two-

year institutions of higher education and intending to transfer to four-year institutions of higher education, ~~and~~ or students starting at four-year institutions of higher education.

(3) The opportunity scholarship board shall determine which programs of study, including but not limited to high employer demand programs, are eligible for purposes of the opportunity scholarship.

(4) The source of funds for the program shall be a combination of private grants and contributions and state matching funds. A state match may be earned under this section for private contributions made on or after June 6, 2011. A state match, up to a maximum of fifty million dollars annually, shall be provided beginning the later of January 1, 2014, or January 1st next following the end of the fiscal year in which collections of state retail sales and use tax, state business and occupation tax, and state public utility tax exceed, by ten percent the amounts collected from these tax resources in the fiscal year that ended June 30, 2008, as determined by the department of revenue.

## **Section 6.**

### **RCW 28B.145.050**

#### **Opportunity scholarship match transfer account.**

(1) The opportunity scholarship match transfer account is created in the custody of the state treasurer as a non-appropriated account to be used solely and exclusively for the opportunity scholarship program created in RCW [28B.145.040](#). The purpose of the account is to provide matching funds for the opportunity scholarship program.

(2) Revenues to the account shall consist of appropriations by the legislature into the account and any gifts, grants, or donations received by the executive director of the council for this purpose.

(3) No expenditures from the account may be made except upon receipt of proof, by the executive director of the council from the program administrator, of private contributions to the opportunity scholarship program. Expenditures, in the form of matching funds, may not exceed the total amount of private contributions.

(4) Only the executive director of the council or the executive director's designee may authorize expenditures from the opportunity scholarship match transfer account. Such authorization must be made as soon as practicable following receipt of proof as required under subsection (3) of this section.

(5) The council shall enter into an appropriate agreement with the program administrator to demonstrate exchange of consideration for the matching funds.

## **Section 7.**

### **RCW 28B.145.060**

#### **Opportunity expansion program—Generally—Reports.**

(1) The opportunity expansion program is established.

(2) The board shall select institutions of higher education to receive opportunity expansion awards. In so doing, the board must:

(a) Solicit, receive, and evaluate proposals from institutions of higher education that are designed to directly increase the number of baccalaureate degrees produced in high employer demand and other programs of study, and that include annual numerical targets for the number of

such degrees, with a strong emphasis on serving students who received their high school diploma or high school equivalency certificate as provided in RCW [28B.50.536](#) in Washington or are adult Washington residents who are returning to school to gain a baccalaureate degree;

(b) Develop criteria for evaluating proposals and awarding funds to the proposals deemed most likely to increase the number of baccalaureate degrees and degrees produced in high employer demand and other programs of study;

(c) Give priority to proposals that include a partnership between public and private partnership entities that leverage additional private funds;

(d) Give priority to proposals that are innovative, efficient, and cost-effective, given the nature and cost of the particular program of study;

(e) Consult and operate in consultation with existing higher education stakeholders, including but not limited to: Faculty, labor, student organizations, and relevant higher education agencies; and

(f) Determine which proposals to improve and accelerate the production of degrees in high employer demand and other programs of study will receive opportunity expansion awards for the following state fiscal year, notify the state treasurer, and announce the awards.

(3) The state treasurer, at the direction of the board, must distribute the funds that have been awarded to the institutions of higher education from the opportunity expansion account.

(4) Institutions of higher education receiving awards under this section may not supplant existing general fund state revenues with opportunity expansion awards.

(5) Annually, the office of financial management shall report to the board, the governor, and the relevant committees of the legislature regarding the percentage of Washington households with incomes in the middle-income bracket or higher. For purposes of this section, "middle-income bracket" means household incomes between two hundred and five hundred percent of the 2010 federal poverty level, as determined by the United States department of health and human services for a family of four, adjusted annually for inflation.

(6) Annually, the council must report to the board, the governor, and the relevant committees of the legislature regarding the increase in the number of degrees in high employer demand and other programs of study awarded by institutions of higher education over the average of the preceding ten academic years.

(7) In its comprehensive plan, the workforce training and education coordinating board shall include specific strategies to reach the goal of increasing the percentage of Washington households living in the middle-income bracket or higher, as calculated by the office of financial management and developed by the agency or education institution that will lead the strategy.

## **Section 8.**

### **RCW 28B.145.070**

#### **Reports—Review for legislative action.**

(1) Annually each December 1st, the board, together with the program administrator, shall report to the council, the governor, and the appropriate committees of the legislature regarding the opportunity scholarship and opportunity expansion programs, including but not limited to:

(a) Which education programs the board determined were eligible for purposes of the opportunity scholarship;

(b) The number of applicants for the opportunity scholarship, disaggregated, to the extent possible, by race, ethnicity, gender, county of origin, age, and median family income;

(c) The number of participants in the opportunity scholarship program, disaggregated, to the extent possible, by race, ethnicity, gender, county of origin, age, and median family income;

(d) The number and amount of the scholarships actually awarded, and whether the scholarships were paid from the scholarship account or the endowment account;

(e) The institutions and eligible education programs in which opportunity scholarship participants enrolled, together with data regarding participants' completion and graduation;

(f) The total amount of private contributions and state match moneys received for the opportunity scholarship program, how the funds were distributed between the scholarship and endowment accounts, the interest or other earnings on the accounts, and the amount of any administrative fee paid to the program administrator; and

(g) Identification of the programs the board selected to receive opportunity expansion awards and the amount of such awards.

(2) In the next succeeding legislative session following receipt of a report required under subsection (1) of this section, the appropriate committees of the legislature shall review the report and consider whether any legislative action is necessary with respect to either the opportunity scholarship program or the opportunity expansion program, including but not limited to consideration of whether any legislative action is necessary with respect to the nature and level of focus on high employer demand fields and the number and amount of scholarships.

## **Section 9.**

### **RCW 28B.145.080**

#### **Evaluation of opportunity scholarship and opportunity expansion programs by joint legislative audit and review committee.**

(1) Beginning in 2018, the joint legislative audit and review committee shall evaluate the opportunity scholarship and opportunity expansion programs, and submit a report to the appropriate committees of the legislature by December 1, 2018. The committee's evaluation shall include, but not be limited to:

(a) The number and type of eligible education programs as determined by the opportunity scholarship board;

(b) The number of participants in the opportunity scholarship program in relation to the number of participants who completed a baccalaureate degree;

(c) The total cumulative number of students who received opportunity scholarships, and the total cumulative number of students who gained a baccalaureate degree after receiving an opportunity scholarship and the types of baccalaureate degrees awarded;

(d) The amount of private contributions to the opportunity scholarship program, annually and in total;

(e) The amount of state match moneys to the opportunity scholarship program, annually and in total;

(f) The amount of any administrative fees paid to the program administrator, annually and in total;

(g) The source and amount of funding, annually and cumulatively, for the opportunity expansion program;

(h) The number and type of proposals submitted by institutions for opportunity expansion awards, the number and type of proposals that received an award of opportunity expansion funds, and the amount of such awards;



(i) The total cumulative number of additional high employer demand degrees produced in Washington state due to the opportunity expansion program, including both the initial opportunity expansion awards and the subsequent inclusion in base funding; and

(j) Evidence that the existence of the opportunity scholarship and opportunity expansion programs have contributed to the achievement of the public policy objectives of helping to mitigate the impact of tuition increases, increasing the number of baccalaureate degrees in high employer demand and other programs, and investing in programs and students to meet market demands for a knowledge-based economy while filling middle-income jobs with a sufficient supply of skilled workers.

(2) In the event that the joint legislative audit and review committee is charged with completing an evaluation of other aspects of degree production, funding, or other aspects of higher education in 2018, and to the extent that it is economical and feasible to do so, the committee shall combine the multiple evaluations and submit a single report.

## **Section 10.**

### **RCW 28B.145.090**

#### **Investments by the state investment board.**

(1) The board may elect to have the state investment board invest the funds in the scholarship account and endowment account described under RCW [28B.145.030\(2\)\(b\)](#). If the board so elects, the state investment board has the full power to invest, reinvest, manage, contract, sell, or exchange investment money in the two accounts. All investment and operating costs associated with the investment of money shall be paid under RCW [43.33A.160](#) and [43.84.160](#). With the exception of these expenses, the earnings from the investment of the money shall be retained by the accounts.

(2) All investments made by the state investment board shall be made with the exercise of that degree of judgment and care under RCW [43.33A.140](#) and the investment policy established by the state investment board.

(3) As deemed appropriate by the state investment board, money in the scholarship and endowment accounts may be commingled for investment with other funds subject to investment by the state investment board.

(4) Members of the state investment board shall not be considered an insurer of the funds or assets and are not liable for any action or inaction.

(5) Members of the state investment board are not liable to the state, to the fund, or to any other person as a result of their activities as members, whether ministerial or discretionary, except for willful dishonesty or intentional violations of law. The state investment board in its discretion may purchase liability insurance for members.

(6) The authority to establish all policies relating to the scholarship account and the endowment account, other than the investment policies as provided in subsections (1) through (3) of this section, resides with the board and program administrator acting in accordance with the principles set forth in this chapter. With the exception of expenses of the state investment board in subsection (1) of this section, disbursements from the scholarship account and endowment account shall be made only on the authorization of the opportunity scholarship board or its designee, and moneys in the accounts may be spent only for the purposes specified in this chapter.

(7) The state investment board shall routinely consult and communicate with the board on the investment policy, earnings of the accounts, and related needs of the program.

# **Tab D**

## **WSOS Staff Report**



Supporting the next generation of STEM & health care leaders

## QUARTERLY PROGRAM & ACTIVITIES UPDATE | DECEMBER 2016

The following report highlights WSOS program and activities since our November 2016 Board Meeting.

### I. PROGRAM UPDATE

- A. PROMOTION** | The Application for enrollment into Cohort Six of the Washington State Opportunity Scholarship will go live on **Tuesday, January 3, 2017**. This year we will enroll 400 more Scholars than last year – including 1600 high school seniors and 250 college students. Following the promotion strategy used to attract Cohort Five Scholars, that resulted in 76% more applicants, we will directly and indirectly promote the Opportunity Scholarship across the state.
- 1. Direct Promotion** | In collaboration with the College Success Foundation we will *directly* promote the Opportunity Scholarship by email, direct mailing and targeted advertisement. We are available, as scheduling permits, for informational fairs, College and Career Fairs and general meetings to support schools and students in applying for the Opportunity Scholarship. Finally, the WSOS staff will aggressively support Opportunity Scholarship promotion at 80 identified schools with a likely large application pool.
  - 2. Indirect Promotion** | We will indirectly promote the Opportunity Scholarship by training 1) staff in aligned STEM organizations (e.g., College Access Now, GEAR Up and FIRST Washington Robotics) and 2) "WSOS Champions" in the nine Washington STEM Networks (Apple, Mid-Columbia, Skagit, Snohomish, South King County, Southwest, Tacoma, West Sound and Yakima. These **Champion Trainings** will be lead by Terrie Ashby-Scott and Theresa Britschgi in December and January and include discussion about activities seniors in high school should be participating in to attend college; as well as general information about the Opportunity Scholarship. Participants from high schools are offered up to \$200.00 if they provide an event at their school that assists with recruitment and supporting of students to complete the application. Schools will also receive the names of students who have started and completed the application, if their parents/guardians agreed to have their name shared with their home school before the application deadline (at the end of January and two times in February).
- B. RETENTION** | Program Officers are hosting Office Hours across the state, forging new campus partners and tighter connections with Scholars in schools large and small (e.g., Clark College, Peninsula College and Yakima Valley College). The November UW office hours attracted 40+ Scholars!

## C. CAREER READINESS |

1. **Skills That Shine** | This summer and fall Caitlin Spence and Joanna Moznette formalized the "Skills That Shine" (STS) mentoring strategy and curriculum. The program features instructional materials developed by the Boston Consulting Group, which were then piloted by WSOS Scholars mentored by Boeing professionals last year. STS is designed to support Scholars' professional growth through a guided activities and one-on-one mentorship with a professional in their field of study. Throughout the year, Mentors and Mentees will work together to accomplish key milestones for an undergraduate's professional development including crafting a polished resume and participating in a mock interview.

The 2016-17 program formally began with [Skills That Shine Mentorship Kickoff](#) events in Seattle and Spokane which brought together 180+ of the participating mentors and mentees. Mentees attend 24 different colleges and universities, the majority of which are located in Western Washington (86%). Mentors are employed by 60 different organizations and the majority of them reside in Western Washington (78%). Nearly three out of every four mentees identify as people of color, while only one out of four mentors identify as people of color. Approximately 60% of both mentees and mentors are women. Participants who could not attend a STS Kickoff event completed an online orientation so that all the partners could commence the STS program. Mentor-Mentee pairs will begin with the first module of guided content, [Networking Success](#), this winter.

### 2. Industry Explorations |

- i. Twenty-two (22) Scholars visited **Adaptive Biotechnologies** in Seattle to learn about traditional and alternative career pathways in biotech. These Scholars heard from Adaptive Biotech employees representing four different teams about how their work contributes to translating immune-sequencing discoveries into clinical diagnostics and therapeutic development to improve patient care.
- ii. Eastside Scholars had the opportunity to visit **St. Luke's Hospital** of Spokane. The experience was informative for attending Scholars, as it changed the minds of some of the Scholars regarding what their field of study looks like in a hospital setting. Scholars gained access into units not accessed in typical, larger student tours. An EWU Exercise Science Scholar stated, "It was incredibly eye-opening and has made me realize that I might want to look into working in a setting similar to St. Luke's." *Staci Franz*, Director of Human Resources for Inland Northwest Health Services and our guide, invited all of the Scholars to complete St. Luke's online job shadow and internship application (for potential placement beginning this spring). Scholars with biomedical interests are being directed to the St. Luke's biomedical engineering group with which they are contracted (through a local hospital). All of the students were very excited! St. Luke's is similarly interested in our Scholars – they will direct internships our way and will be recruiting future STS mentors.

On the horizon we look forward to hosting a 2017 Opportunity Talks gathering to showcase the 60+ Scholars who are pursuing education majors – the future change-makers of our state!

## II. MEDIA

We are thrilled and grateful for the strong earned media coverage we received to not only recognize and celebrate student success but to increase awareness and support of the program in communities across Washington.

### EARNED MEDIA

#### Coverage Summary:

- The Power of Mentorship Helps Local College Students Shine | **Geekwire**, November 25
- The Met Pages: OpportunityTalks | **Seattle Met Magazine**, January 2017

### SOCIAL MEDIA

Social engagement continues to grow rapidly and remains a key channel through which we communicate with Scholars, community partners and the public.

Key social media growth and impressions October 26 – December 6, 2016:

#### Facebook

- » 2,728 followers Oct 26, 2016
- » 2,763 followers Dec 6, 2016
- » Total impressions (paid & organic): 64,674

#### Twitter

- » 1,431 followers Oct 26, 2016
- » 1,439 followers Dec 6, 2016
- » Total impressions (paid & organic): 9,856

#### Top mention earned 159 engagements



**Brad Smith**

@BradSmi · Nov 29

Microsoft is proud to be a founding sponsor of **#GivingTuesday**. Join the global movement! **#UNselfie @OppScholarship**  
[pic.twitter.com/LAwT3S9kYI](http://pic.twitter.com/LAwT3S9kYI)



↪ 13 ❤️ 44

[View Tweet](#)

## The Power of Mentorship Helps Local College Students Shine

*Editorial Published: Friday, November 25, 2016*



After an enthusiastic welcome from our staff, a few meet-your-neighbor exercises, and a program orientation, the ice was broken at the first Skills That Shine Mentorship Program kick-off in early November, where many first-generation college students met the first mentor they've ever had—a professional who is in their field of interest.

In total, nearly 200 professionals across the state have signed up to participate in the mentorship-focused program designed by our team at the Washington State Opportunity Scholarship (WSOS), a public-private partnership between the State and private business, which helps more local low-income and under-represented students to pursue high-demand degrees in STEM and health care and launch their careers here at home.

Over half of WSOS Scholars are students of color while almost 60 percent are first-generation college students and 57 percent of Scholars are female.

[Skills That Shine](#) is the latest professional development opportunity we offer. It focuses on engaging, guiding and inspiring our students to succeed academically and launch professionally by connecting them with professionals who can help them sharpen skills and better understand career paths and opportunities. We know there are a variety of reasons students drop out or become disengaged in school.

Only 11 percent of first-generation, low-income college students graduate with a four-year degree and first-generation students are twice as likely to drop out of school compared to those whose parents graduated from college [according to research from the Pell Institute](#).

For many students already facing barriers to success in high-demand careers, connecting to the industry and professionals in their field of study is key.

Through Skills That Shine, we match WSOS Scholars one-to-one with a professional with expertise in their field of interest. Scholars access interactive video content developed by the Boston Consulting Group on networking, resumes, interviewing and more, then complete exercises and receive individualized feedback and engagement from their mentor.

We are eager to see our students' skills and confidence grow with the help of their mentors throughout the year and believe this investment in students is powerful, critical and beneficial for all Washingtonians.

Currently, under the unique legislation that governs WSOS, the State matches dollar-for-dollar all funding we raise from the private sector, amplifying both time and funding invested in the program. This is especially true right now during GeekWire's [Geeks Give Back](#), in partnership with Bank of America, since donations to WSOS are quadrupled.

We know the impact we can have by removing barriers to students' professional success. We see it in the students who light up with their mentor, land their first internship and make their way on a trajectory that may have otherwise remained out of reach. We see it in our more than 2,100 graduates!

It's critical for industry—both employers and professionals—to continue to invest dollars, time and expertise in our future employees, so we can grow the robust homegrown workforce that will help keep Washington's innovation economy strong and vibrant for years to come.

We hope you'll join in.

Written by Naria Santa Lucia, Executive Director of the Washington State Opportunity Scholarship



## **Tab E**

### **Finance & Investment Report**



## FINANCE & INVESTMENT COMMITTEE MEETING MINUTES | MONDAY, OCTOBER 17, 2016

Members present: Naria Santa Lucia (WSOS Executive Director), Darrell Powell (CSF Chief Financial & Administration Officer); via teleconference: Mack Hogans (Committee Chair), Bob Moser (CSF Board Chair), Tahreem Kampton (Microsoft, in place of George Zinn), Chris Phillips (Washington State Investment Board), & Gary Rubens (Rubens Family Foundation)

Others present: Karyl Gregory (WSOS Staff) and Debra Wilson (CSF Staff)

Mack Hogans called the meeting of the Washington State Opportunity Scholarship (WSOS) Finance and Investment Committee to order at 1:05 pm.

### **Approval of Minutes from June 14, 2016 Finance and Investment Committee**

Bob Moser made a motion and Carolyn Kelly seconded the motion to approve the minutes of the June 14, 2016 meeting. The motion carried.

### **WSIB Report**

Chris Phillips, Director of Institutional Relations at the Washington State Investment Board (WSIB), provided a performance review of WSOS funds invested through August 31, 2016. Phillips reported that there is a period of transition with WSIB position rotations. The Governor appoints the members and WSIB elects their own officers. He further reported that each new member is experienced and will add strength to the Board.

Hogans requested that dates be added for contribution events.

Tahreem Kampton asked if the financial report should note that the plan is on track to ensure sufficient assets are available to fund the scholarship goals of the program over a 10-year time frame. This is one of the investment objectives.

Phillips indicated that WSIB is limited in the vehicles they can invest in cash. It does not make sense right now to have a different investment strategy per a separate discussion with Allyson Tucker, Naria Santa Lucia and Darrell Powell. Powell reported that we are in year 5 of a 10 year program.

### **Financial Update**

Powell presented the WSOS financials through 8/31/16 which represents the first two months of the fiscal year.

- The increase in Cash balance to \$14M results from the annual cash transfer from WSIB to fund scholarships and operating expenses for FY 2017.



- Unrealized gains of \$1.66M from investments held at WSIB.
- The positive variance for salary expense of \$40k represents timing; the remaining amount represents an unfilled position.

### **Legislative Update**

Naria Santa Lucia reported that WSOS has been working with the Governor's STEM Alliance, Washington STEM and College Success Foundation to align its legislative priorities for the 2017 session. Chief amongst the WSOS legislative ask will be a budget request for state match funds.

### **Program Update**

1450 students were awarded scholarships. This is an increase due to additional funding from Microsoft and Gary Rubens.

A new program called Opportunity Launch gathered 200 new awardees in August. The two day event included community-building time as well as hard and soft skills with industry partners.

Our second annual OpportunityTalks Breakfast is Tuesday, October 25<sup>th</sup> with 900 guests expected.

The Geeks Give Back campaign has set a \$1M fundraising goal. Gary Rubens is matching the first 250K.

WSOS will award 1850 next fall which will be our largest cohort to date.

The meeting adjourned and the Committee went into Executive Session at 2 pm. After a brief executive session, the meeting was adjourned.

Respectfully submitted,  
Mack Hogans



**Washington State  
Investment Board**

**WSOS Investment and Finance Committee  
Performance Review  
December 7, 2016**



**Chris Phillips  
Director of Institutional Relations**



# Overview of the Washington State Investment Board (WSIB)

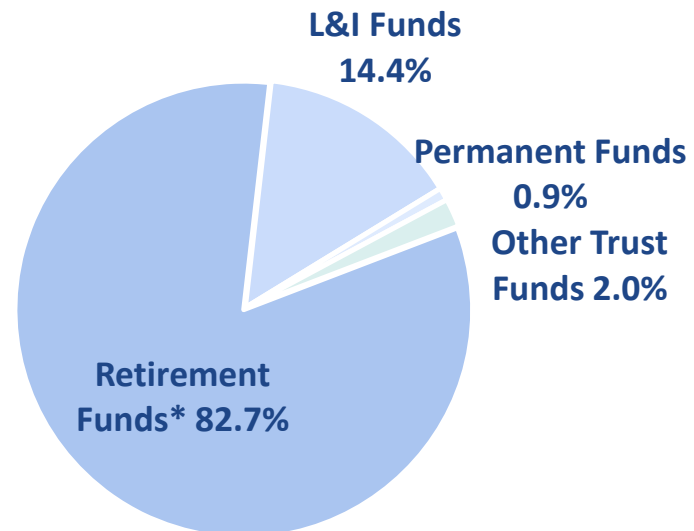


The WSIB invests on behalf of 35 funds

- ▣ 17 Retirement Funds
- ▣ 5 State Insurance Funds
- ▣ 13 Permanent and Other Trust Funds

**Assets Managed by the WSIB  
as of October 31, 2016  
\$111.0 Billion**

Washington State Opportunity Scholarship program falls under Other Trust Funds



\*Defined Benefit Fund, Defined Contribution Funds, and Higher Education Retirement Plan



## WSIB – Board Membership



**Board comprised of 15 members – a balance of elected officials, state agency leaders, representatives of beneficiary groups and independent investment professionals**

### **Latest updates in Board membership/roles:**

- ▣ **Kelly Fox was elected WSIB Chair in September**
- ▣ **Tracy Guerin was appointed by the Governor as the Director of the Department of Retirement Systems**
- ▣ **Duane Davidson was elected State Treasurer; replaces James McIntire in January**
- ▣ **Senator Mike Hewitt has retired; his replacement will be appointed by the President of the Senate (Lieutenant Governor), based on majority membership of the Senate**
- ▣ **George Masten will retire at year end after serving over 23 years on the Board. He represents members of the state retirement system, and his replacement will be appointed by the governor.**



## Overview of the Washington State Opportunity Scholarship Program (WSOS)



The WSOS was created by the Legislature in 2011. The WSOS board selected the WSIB to invest on its behalf in March 2014

### Investment Objectives

- Maintain the financial stability of the program
- Ensure sufficient assets are available to fund the scholarship goals of the program over a 10-year time horizon
- Subject to one and two above, manage the assets to maximize return at a prudent level of risk
- Invest in a manner that will not compromise public confidence in the program

### Time Line





# Growth of WSOS Funds



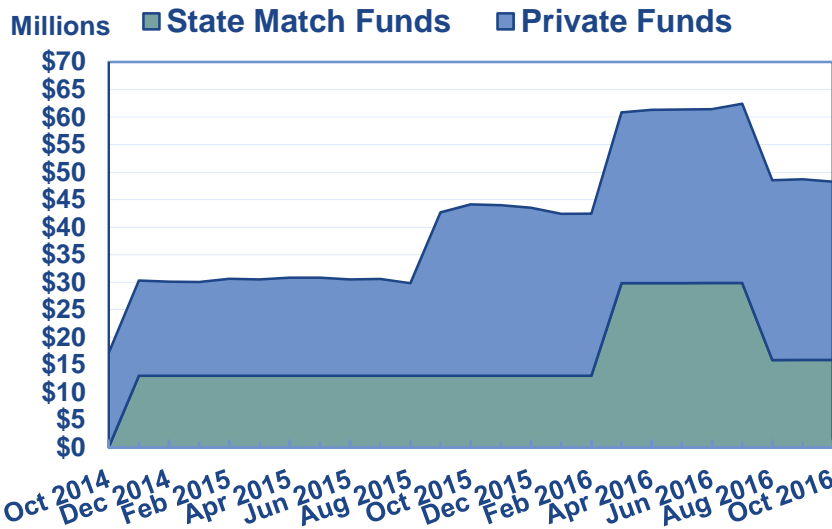
## Scholarship Account

- Total assets as of October 31, 2016, were \$48.3 million, comprised of 67% private funds and 33% state match funds

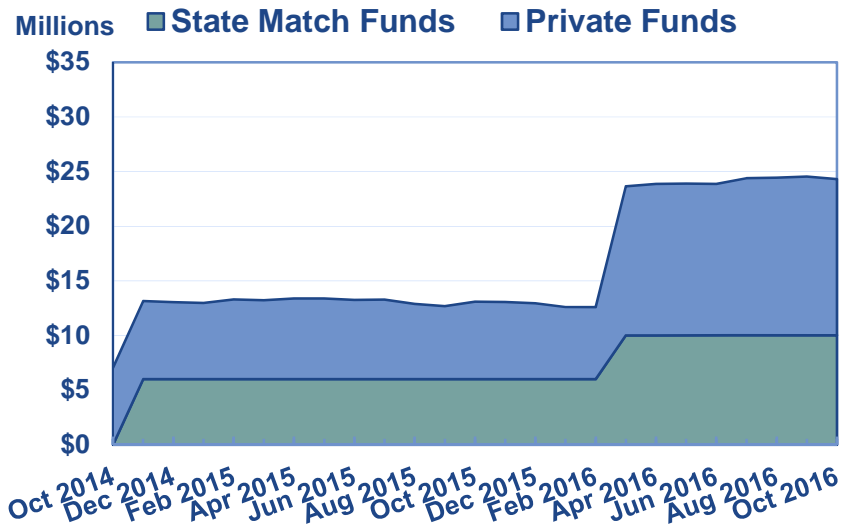
## Endowment Account

- Total assets as of October 31, 2016, were \$24.3 million, comprised of 59% private funds and 41% state match funds

### Growth of Scholarship Account Assets



### Growth of Endowment Account Assets





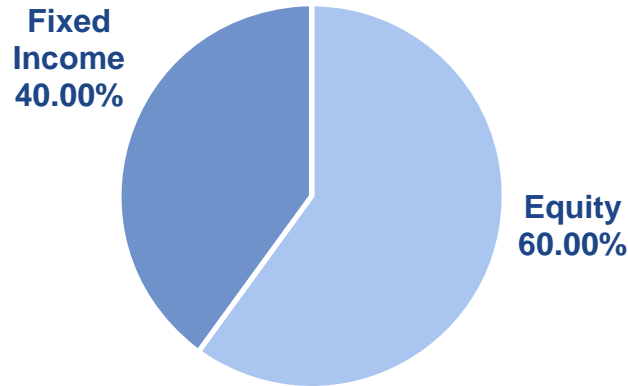


# WSOS Scholarship Account

## Private Funds

### October 31, 2016 Allocation

Market Value **\$32,391,830**



The Equity portfolio is passively managed by BlackRock and is expected to closely track the MSCI All Country World Investable Market Index

The Fixed Income portfolio is invested in the WSIB bond fund, which is actively managed by WSIB staff

The Cash portfolio is invested in a government and agency money market fund managed by BlackRock

### Current Targets

	Target	Range
Cash	0%	0% - 5%
Public Equity	60%	55% - 65%
Fixed Income	40%	35% - 45%

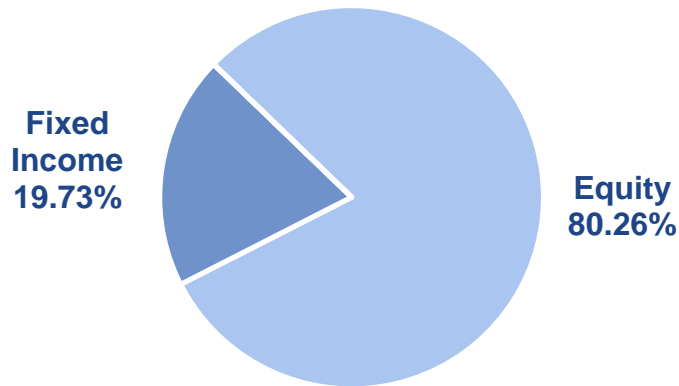


# WSOS Endowment Account

## Private Funds

### October 31, 2016 Allocation

Market Value      \$14,274,116



The Equity portfolio is passively managed by BlackRock and is expected to closely track the MSCI All Country World Investable Market Index

The Fixed Income portfolio is invested in the WSIB bond fund, which is actively managed by WSIB staff

The Cash portfolio is invested in a government and agency money market fund managed by BlackRock

### Current Targets

	Target	Range
Cash	0%	0% - 5%
Public Equity	80%	75% - 85%
Fixed Income	20%	15% - 25%



## **WSOS Scholarship and Endowment Accounts**

*State Match Funds*

**October 31, 2016**

<b>Scholarship Market Value</b>	<b>\$15,877,935</b>
<b>Endowment Market Value</b>	<b>\$10,021,845</b>

**State match funds are held in cash**

**Both the target and current allocation are 100% cash**

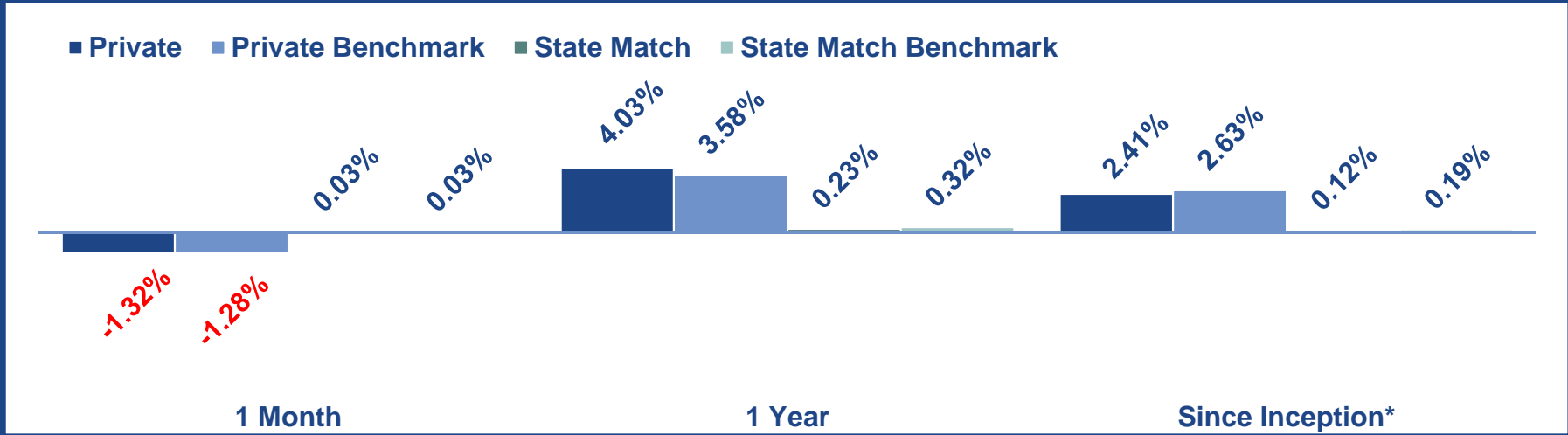
**The cash portfolios are invested in a government and agency money market fund managed by BlackRock**



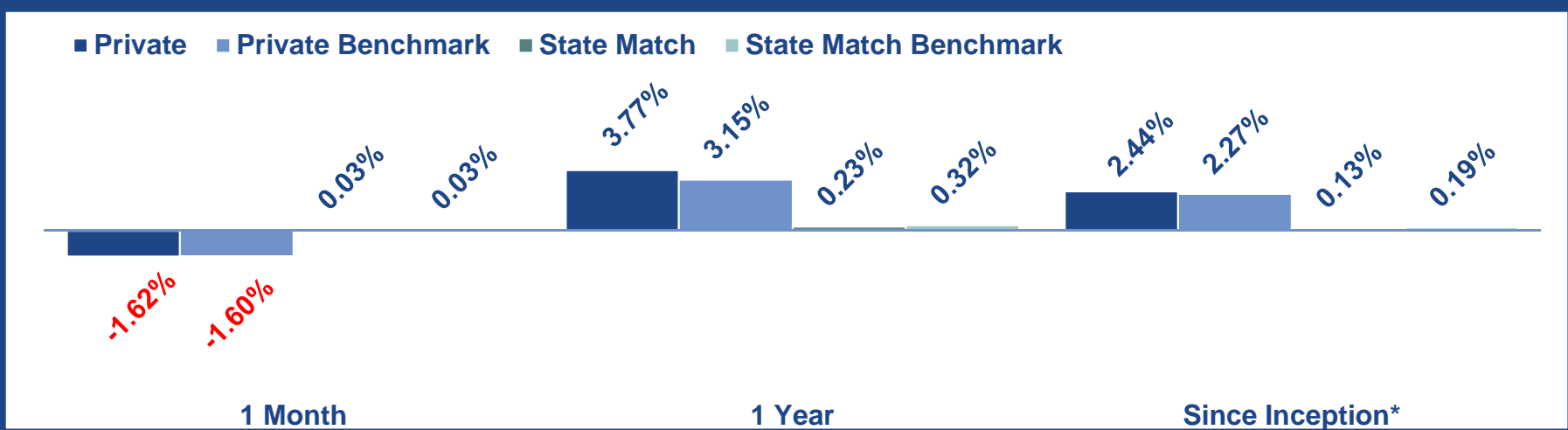
# Early Account Returns

October 31, 2016

## Private and State Match Scholarship



## Private and State Match Endowment



Scholarship Benchmarks: Private 60% MSCI ACWI IMI w/U.S. Gross & 40% Bloomberg Barclays Intermediate Credit, State Match 90 Day T-bill  
 Endowment Benchmarks: Private 80% MSCI ACWI IMI w/U.S. Gross & 20% Bloomberg Barclays Intermediate Credit, State Match 90 Day T-bill

\* Since Inception: Private 10/1/14, State Match 11/25/14

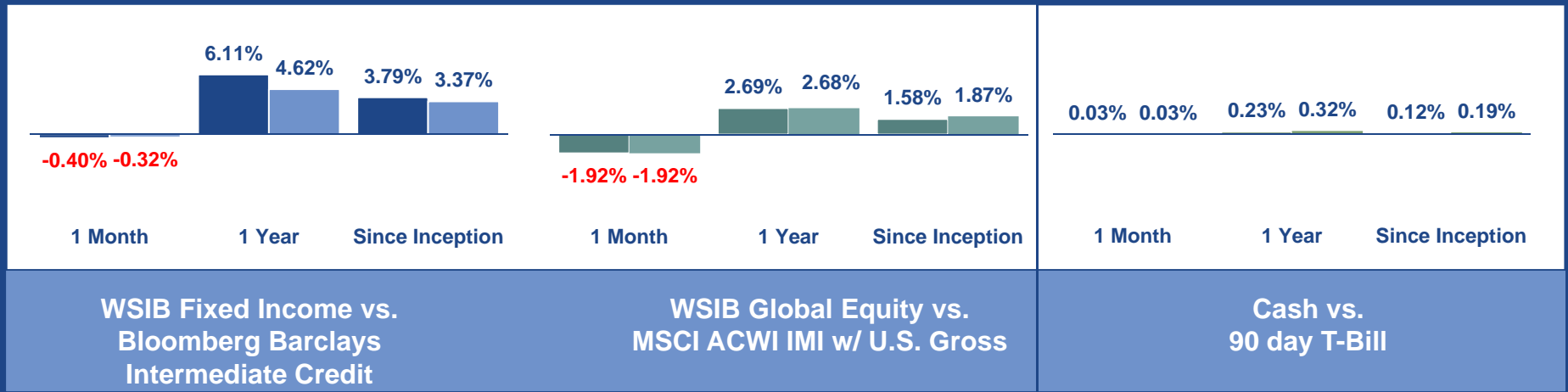


# WSIB Fund Performance Compared to Market Indices

## October 31, 2016

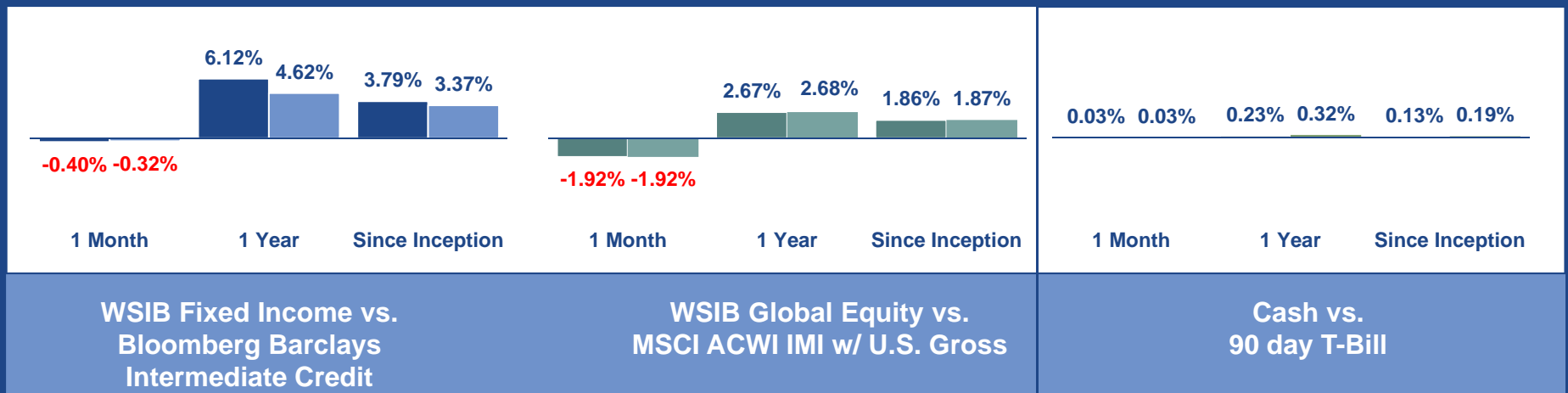
### Private Scholarship

### State Match Scholarship



### Private Endowment

### State Match Endowment





## Contact Information



Web Site: <http://www.sib.wa.gov>



**Address:** 2100 Evergreen Park Drive SW  
P.O. Box 40916  
Olympia, WA 98504-0916

**Phone Number:** (360) 956-4600

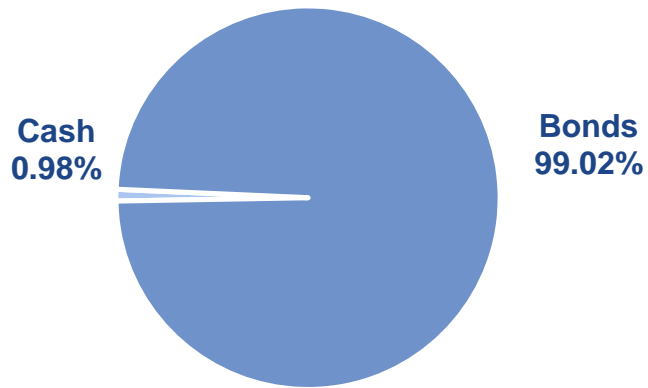


## Appendix: Bond Fund Characteristics & Top 10 Issuers

September 30, 2016

### Allocation

**Market Value**      **\$1,865,262,501**



### Characteristics

	Fund	Index
Average Maturity	5.3 years	4.9 years
Yield to Maturity	2.46%	2.16%
Modified Duration	4.77	4.35
Average Coupon	3.31%	3.43%
Number of Holdings	247	4,474

### Top 10 Issuers

Unilever Capital Corp.	1.07%
Ontario, Province of	0.98%
International Finance Corp.	0.92%
Cencosud SA	0.87%
Burlington Northern Santa Fe Corp.	0.86%
Manitoba, Province of	0.86%
Alibaba Group Holding Ltd.	0.85%
EQT Corp.	0.85%
Citigroup Inc.	0.85%
U.S. Bancorp Investments, Inc.	0.84%

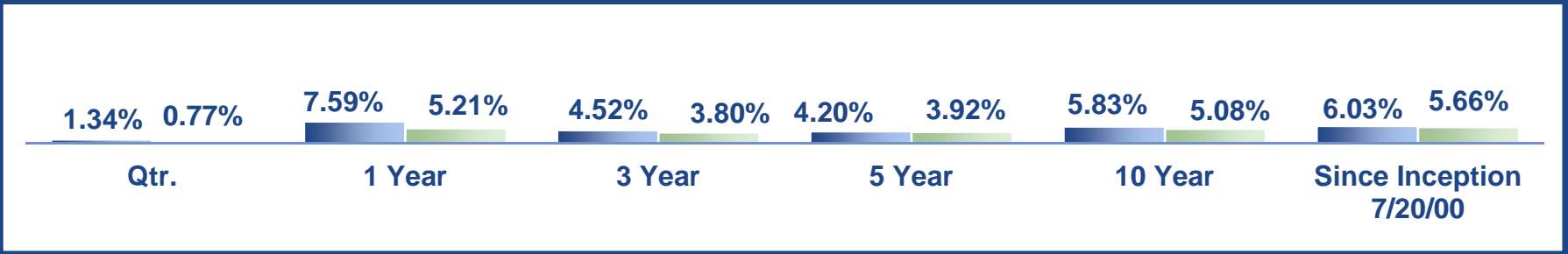


# Appendix: Bond Fund Performance, Sector Distribution & Ratings

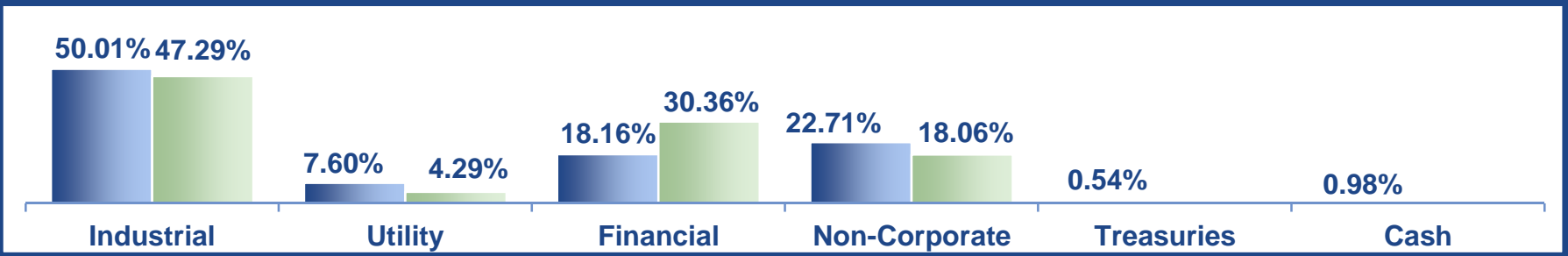
September 30, 2016

Fund Index

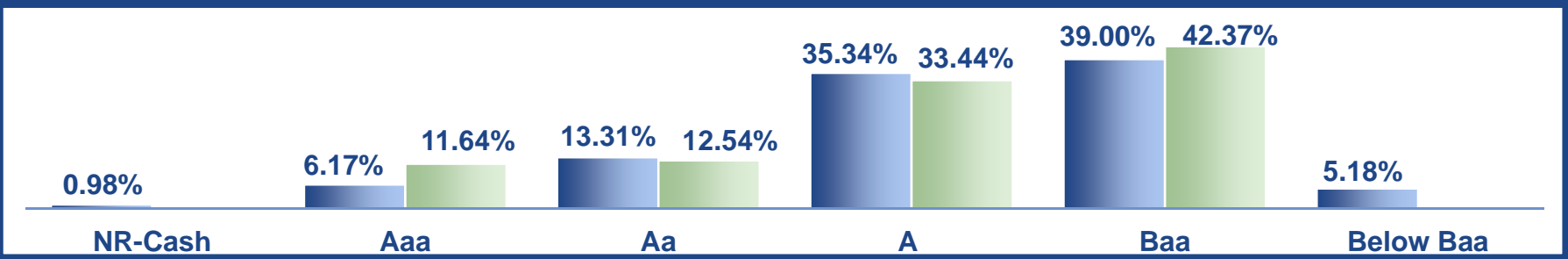
## Total Return



## Sector Distribution



## Moody's Equivalent Ratings





# FINANCE UPDATE



Finance/Investment Committee Meeting | December 7, 2016

# WSOS Balance Sheet

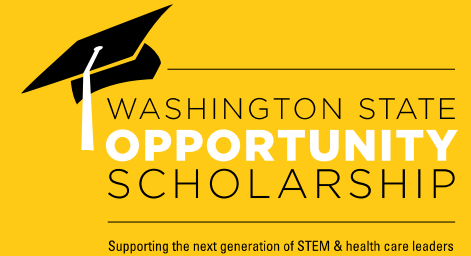


Supporting the next generation of STEM & health care leaders

Washington State Opportunity Scholarship  
Comparative Balance Sheets  
Period Ending October 31, 2016

	Comparison to FYE			Notes	Comparison to Same Period LFY		
	06/30/2016	% Change	10/31/2016		10/31/2015	% Change	10/31/2016
<b>Assets</b>							
Cash	2,243,707	565%	14,918,724	1	7,802,172	91%	14,918,724
Investments	85,316,061	-15%	72,565,725	2	55,382,689	31%	72,565,725
Pledges and Grants Receivable	25,428,522	-10%	22,815,203	3	22,478,640	1%	22,815,203
Prepaid Expenses	48,175	-100%	100		14,784	0%	100
<b>Total Assets</b>	<b>113,036,465</b>	<b>-2%</b>	<b>110,299,752</b>		<b>85,678,284</b>	<b>29%</b>	<b>110,299,752</b>
<b>Liabilities and Net Assets</b>							
Accounts Payable	228,962	47%	335,745		118,135	184%	335,745
Payroll Related Liabilities	131,958	32%	174,722		143,575	22%	174,722
Scholarship Commitments	36,937,798	-11%	32,964,729	4	30,643,979	8%	32,964,729
<b>Total Liabilities</b>	<b>37,298,718</b>	<b>-10%</b>	<b>33,475,195</b>		<b>30,905,688</b>	<b>8%</b>	<b>33,475,195</b>
<b>Net Assets</b>							
Temporarily Restricted Net Assets	51,700,427	1%	52,153,871		36,203,667	45%	52,587,066
Permanently Restricted Net Assets	24,037,319	3%	24,670,686		21,104,509	18%	24,804,179
<b>Total Net Assets</b>	<b>75,737,746</b>	<b>1%</b>	<b>76,824,556</b>		<b>57,308,176</b>	<b>35%</b>	<b>77,391,245</b>
<b>Total Liabilities and Net Assets</b>	<b>113,036,465</b>	<b>-2%</b>	<b>110,299,752</b>		<b>88,213,864</b>	<b>26%</b>	<b>110,866,440</b>

# WSOS Balance Sheet



## Notes to the Financials

1. Increase in Cash reflects a \$14M infusion of cash from WSIB to fund scholarships and operating expenses for FY 2017.
2. \$14M drawdown from WSIB. See note 1 above.
3. Pledge payments received from Rubens Family Foundation
4. \$4M Scholarship payments processed this academic year to date.

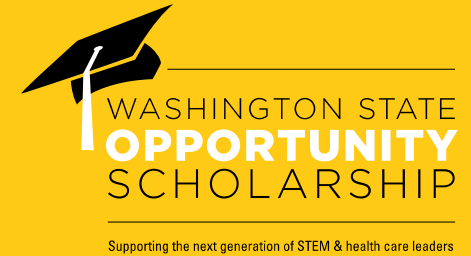
# WSOS Income Statement



Washington State Opportunity Scholarship  
 Income Statements  
**Income Statement for the Ten (4) Months Ending October 31, 2016**

	Four Months Ended October 31, 2016			Notes	June 30, 2017
	Actual	Budget	Variance Fav (Unfav)		Annual Budget
<b>Revenue</b>					
Private	454,340	3,700,000	(3,245,660)	1	11,000,000
Public	-	-	-		21,000,000
Investment Income	1,258,389	-	1,258,389	2	-
<b>Total Revenue</b>	<b>1,712,730</b>	<b>3,700,000</b>	<b>(1,987,270)</b>		<b>32,000,000</b>
<b>Expense</b>					
Salaries and Benefits	313,116	361,876	48,760	3	997,426
Program Other Direct	302,982	280,683	(22,299)	4	610,013
Indirect Administrative Expenses	25,593	32,063	6,471		96,190
Professional Fees - CSF Admin Support	126,634	126,634	-		379,902
Professional Fees - Contractors	28,572	33,850	5,278		102,650
<b>Total Expense</b>	<b>796,896</b>	<b>835,106</b>	<b>38,210</b>		<b>2,186,180</b>
<b>Net Income (Loss)</b>	<b>915,834</b>	<b>2,864,894</b>	<b>(1,949,060)</b>		<b>29,813,820</b>
<b>Scholarships</b>					
Scholarship Expenses	3,606,947	3,670,702	63,756		12,235,674

# WSOS Income Statement



## Notes to the Financials

1. Private fundraising lagging the budgeted timetable.
2. Unrealized gains from investment held at WSIB. We don't budget or estimate gains and losses from investments.
3. Salary expense of \$49k represents timing, the remaining amount represents an unfilled position.
4. Event expenses of \$22k represents timing.

# WSOS Cash Flow



Supporting the next generation of STEM & health care leaders

Cash Flow Summary  
**Inception-To-Date**  
**October 31, 2016**

	Inception - October 31, 2016		
	Scholarship	Endowment	Total
<b><u>CASH FLOW</u></b>			
<b>Cash Inflow:</b>			
Boeing	12,500,000	12,500,000	25,000,000
Microsoft	27,500,000	-	27,500,000
Other Private	18,891,227	1,016,414	19,907,641
State	40,354,000	10,000,000	50,354,000
Investment Income	1,938,818	813,945	2,752,762
<b>Total Cash Inflows</b>	<b>101,184,045</b>	<b>24,330,359</b>	<b>125,514,403</b>
<b>Cash Outflow:</b>			
Scholarships	(30,557,461)	-	(30,557,461)
Program Expenses	(7,438,094)	(34,399)	(7,472,493)
<b>Total Cash Outflows</b>	<b>(37,995,556)</b>	<b>(34,399)</b>	<b>(38,029,955)</b>
<b>Net Cash Flow Inception-To-Date &amp; Balance of Cash &amp; Investments October 31, 2016</b>	<b>63,188,489</b>	<b>24,295,960</b>	<b>- 87,484,449</b>
WSOS US Bank Account	14,918,723.67	-	14,918,723.67
Oppenheimer Account	-	-	-
<b>Balance per WSIB October 31, 2016</b>	<b>48,269,766</b>	<b>24,295,960</b>	<b>72,565,725</b>