

<b>Title</b>	Agency Budget Request Submitted to OFM
<b>Staff lead:</b>	Don Bennett
<b>Position</b>	Deputy Director
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<b>Phone:</b>	360.753.7831
<b>Synopsis:</b>	<p>At its August meeting, Council members reviewed the Office of Financial Management instructions for submission of state agencies' biennial budget requests and a presentation on the recommended approach for the Washington Student Achievement Council budget request.</p> <p>As required by the budget instructions, the agency request completed on September 12, 2014, includes prioritized budget reductions equal to 15 percent of unprotected Near-General Fund Maintenance Level.</p> <p>Requests for new funding align with three of the Strategic Action Plan recommendations:</p> <ul style="list-style-type: none"> <li>• Increase State Need Grant to serve more of the unserved students</li> <li>• Coordinated support for underrepresented students</li> <li>• Reinvest in State Work Study</li> </ul> <p>Included documents:</p> <ol style="list-style-type: none"> <li>1. Executive Director Gene Sharratt's transmittal letter to Governor Inslee</li> <li>2. Recommendation Summary</li> <li>3. Decision Packages Summary (with links to individual decision packages)</li> </ol>
<b>Guiding questions:</b>	<p>Does a substantial reduction in State Need Grant (required to reach 15 percent of General-Fund appropriations) contradict the priorities in the Strategic Action Plan?</p> <p>Will the Washington Student Achievement Council have the financial resources necessary to carry out its statutory mission and duties and advance Strategic Action Plan recommendations?</p>
<b>Possible council action:</b>	<input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
<b>Documents and attachments:</b>	<input type="checkbox"/> Brief/Report <input type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input checked="" type="checkbox"/> Other



STATE OF WASHINGTON  
WASHINGTON STUDENT ACHIEVEMENT COUNCIL

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September 12, 2014

The Honorable Jay Inslee  
Office of the Governor  
P.O. Box 40002  
Olympia, Washington 98504-0002

Dear Governor Inslee:

Enclosed is the operating budget request for the Washington Student Achievement Council for the 2015-17 biennium. As required by the budget instruction memorandum from David Schumacher, Director of the Office of Financial Management, dated June 13, 2014, we provide both a series of targeted reductions equal to 15 percent of unprotected Near-General Fund Maintenance Level appropriations and a series of decision packages to convey the Council's priority investments needed to raise educational attainment in Washington.

The Council shares your first *Results Washington* goal that every child deserves a world-class education that prepares him or her for a healthy, productive life. The state's 2013 Roadmap establishes two educational attainment goals for 2023:

- All adults in Washington, ages 25-44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.

We must all work together as a state to make measurable improvement in the leading indicators of access to education that prepares students to transition to elementary, middle, and high school, postsecondary, career, and lifelong learning opportunities. And our schools must provide innovative, high-quality opportunities and tools for every student to attain the 21st century skills needed to succeed in school, job, career, and community.

Against the backdrop of the state Supreme Court's *McCleary* decision that requires significantly greater investments in K-12 education, you and the Legislature face a difficult challenge to enact a budget for the next biennium. The Student Achievement Council's 2014 Strategic Action Plan, currently under development, will make specific policy and investment recommendations needed to make progress toward the state's goals. The Council will also advocate for postsecondary education investments that advance the state's educational goals and meet workforce needs. Stable, predictable, and dedicated funding for higher education is essential for the well-prepared, motivated students who graduate from our public schools to have access and opportunities to gain the skills to succeed.

Among a number of possible reductions for your consideration, the largest would move the state in the wrong direction. A \$79.5 million reduction in State Need Grant would add 9,300 students to the 34,500 eligible, low-income students who are already not receiving this crucial state financial aid. Restoration of this cut is the top priority for reinvestment in order to make additional strategic biennial investments to eventually serve all eligible students by 2023. By phasing in \$16 million additional investments per year, the state would align funding with its policy commitment to ensure that the cost of higher education is not a barrier for low-income students.

The Council also recommends investments of \$4.9 million per year to coordinate and enhance Scholar Success Support for students in secondary and postsecondary education who are from low-income families, first-generation college students, or from backgrounds underrepresented in current degree attainment levels. Access to work-based learning opportunities would also be improved by phasing in \$5.0 million additional investments per year in State Work Study to serve 2,900 more students.

Our approach to achieve reductions equal to 15 percent of unprotected Near-General Fund Maintenance Level budget was essentially the converse of the priority investments described above. Funding for new awards under many of the state's merit-based and workforce scholarship programs was suspended in phases beginning in 2010 and continued through the next two biennia. Because suspended funding returns in the agency's estimated Carry Forward Level, we again propose suspension of funding for the 2015-17 biennium. Because student financial aid exceeds \$700 million at Carry Forward Level from all fund sources (\$616 million of which is State Need Grant), it is not possible to reach 15 percent without a substantial reduction to State Need Grant.

As Washington continues to grapple with slow economic recovery, we in state government face difficult decisions around budgetary priorities, cuts, and investments. On behalf of the Washington Student Achievement Council, thank you for your continued commitment to the goals and values that support access to opportunity and success in education for all students in Washington. We look forward to reviewing our budget request with your staff.

Sincerely,



Gene Sharratt  
Executive Director

Enclosure

State of Washington  
**Recommendation Summary**

10:32:57AM

Agency: **340 Student Achievement Council**

9/15/2014

Dollars in Thousands

	Annual Average FTEs	General Fund State	Other Funds	Total Funds
<b>2013-15 Current Biennium Total</b>	<b>95.3</b>	<b>505,397</b>	<b>262,443</b>	<b>767,840</b>
CL CF Carry Forward Level	1.5	24,188	(24,721)	(533)
<b>Total Carry Forward Level</b>	<b>96.8</b>	<b>529,585</b>	<b>237,722</b>	<b>767,307</b>
Percent Change from Current Biennium	1.6%	4.8%	(9.4)%	(1)%
M1 ML College Bound Caseload Adjustments		25,000		25,000
<b>Carry Forward plus Workload Changes</b>	<b>96.8</b>	<b>554,585</b>	<b>237,722</b>	<b>792,307</b>
Percent Change from Current Biennium	1.6%	9.7%	(9.4)%	3.2%
<b>Total Maintenance Level</b>	<b>96.8</b>	<b>554,585</b>	<b>237,722</b>	<b>792,307</b>
Percent Change from Current Biennium	1.6%	9.7%	(9.4)%	3.2%
PL A0 Reduce Aerospace Loans		(2,000)		(2,000)
PL A1 Suspend Small Grant Programs		(1,016)		(1,016)
PL A2 Suspend WA Scholars and WAVE		(8,300)		(8,300)
PL A3 Suspend Future Teachers Program		(2,000)		(2,000)
PL A4 Suspend Health Prof Scholarship		(7,650)		(7,650)
PL A5 Agency Budget Reduction		(1,000)		(1,000)
PL A6 Reduce State Need Grant		(79,521)		(79,521)
PL N0 Maintain State Need Grant		79,521		79,521
PL N1 Maintain Agency Capabilities	5.0	1,000		1,000
PL N2 Enhance Service in State Need Grant		48,000		48,000
PL N3 Support Underrepresented Students	4.0	9,982		9,982
PL N4 Reinvest in State Work Study		10,000		10,000
<b>Subtotal - Performance Level Changes</b>	<b>9.0</b>	<b>47,016</b>		<b>47,016</b>
<b>2015-17 Total Proposed Budget</b>	<b>105.8</b>	<b>601,601</b>	<b>237,722</b>	<b>839,323</b>
Percent Change from Current Biennium	11.0%	19.0%	(9.4)%	9.3%

**M1 ML College Bound Caseload Adjustments**

Based on current projections, additional funding is likely required for College Bound Scholarship (CBS) payouts for the 2015-17 biennium as a maintenance level change to carryforward level. The amount needed to cover CBS payouts for this period will be determined by the Caseload Forecast Council in its November and March forecasts; as such the figures in this request are estimates only.

**PL A0 Reduce Aerospace Loans**

The Aerospace Loan Program provides low-interest loans to students who are enrolled in authorized aerospace training or education programs. The program was designed to be self-sustaining after initial funding as loan recipients finished training and began repayment. The annual appropriation for Aerospace Loans increased from \$250,000 to \$1.25 million beginning in fiscal year 2013. Appropriations for the 2015-17 biennium can be reduced to prior levels and still meet projected loans together with repayments from earlier loan recipients.

**PL A1 Suspend Small Grant Programs**

Appropriations for small grant programs were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. Funding for the Foster Care Endowed Scholarship Trust Fund, Community Scholarship Matching Grants, and Professional Student Exchange through the Western Interstate Commission for Higher Education can be suspended again for the 2015-17 biennium with minimal or no impact on current service levels.

**PL A2 Suspend WA Scholars and WAVE**

Appropriations for Washington Scholars and Washington Award for Vocational Excellence (WAVE) were suspended in the 2011-13 biennium, after reducing award amounts and the number of students selected from three per legislative district to one per district during the 2009-11 biennium. Suspension of both programs continued through the 2013-15 biennium, though laws remain in effect to require the selection and recognition of Washington Scholars (RCW 28A.600.150) and WAVE (RCW 28C.04.535). Students with remaining eligibility to use scholarships awarded in previous years will not be affected by continuing the suspension of funding for new awards for the 2015-17 biennium.

**PL A3 Suspend Future Teachers Program**

Appropriations for the Future Teachers Conditional Scholarship Program were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. Future Teachers was designed to encourage outstanding students and paraprofessionals to become teachers, and encourage current teachers to obtain additional endorsements in teacher shortage subjects. Students who received scholarships in previous years will remain subject to the conditions of award, and collection of repayments will continue, but no new scholarships will be made with the continued suspension of funding for new awards for the 2015-17 biennium.

**PL A4 Suspend Health Prof Scholarship**

Most appropriations for the Health Professional Loan Repayment and Scholarship Program were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. State matching funds required to receive federal funds continued. The program encourages health professionals to provide services in low-income rural and urban underserved communities through loan repayment in exchange for multi-year service commitments. Scholarships and loan repayment commitments from previous years will remain subject to the conditions of award, and collection of repayments will continue, but no new state-only commitments will be made with continued suspension of funding for new awards for the 2015-17 biennium.

**PL A5 Agency Budget Reduction**

The Washington Student Achievement Council was created in 2012 (RCW 28B.77) to provide statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. A reduction of approximately 10 percent of appropriations for personnel and operating costs would negatively impact Council responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration. The Council would be unable to carry out all its statutory duties which are essential for the coordinated push to reach the state's educational attainment goals.

**PL A6 Reduce State Need Grant**

State Need Grant would need to be reduced by \$79.5 million in order to reach a level equal to 15 percent of the agency's state appropriations. Over 103,000 eligible low-income students enrolled in Washington's public, independent and private colleges, universities, and vocational schools last year, yet one-third of these students did not receive State Need Grant because institutions had exhausted allocated funds to serve just over 70,000 students. Nearly 9300 more students from families with income less than 70 percent of the state Median Family Income would not be served each year as a result of this reduction.

**PL N0 Maintain State Need Grant**

An additional \$79.5 million is required to maintain the current level of funding for State Need Grant, which is already below the amount needed to serve all eligible students. Over 103,000 eligible low-income students enrolled in Washington's colleges, universities, and vocational schools last year, yet one-third of them did not receive State Need Grant because institutions had exhausted allocated funds to serve just over 70,000 students. Restoring this reduction will prevent another 9300 students from families with income less than 70 percent of the state Median Family Income being added to the unserved.

**PL N1 Maintain Agency Capabilities**

The Washington Student Achievement Council was created in 2012 (RCW 28B.77) to provide statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. Restoring a reduction of approximately 10 percent of appropriations for personnel and operating costs will enable the Council to carry out its statutory responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration. Strategic Action Plan recommendations to reach educational attainment goals depend on a foundation of current level resources.

**PL N2 Enhance Service in State Need Grant**

The State Need Grant program has provided critical tuition assistance to low-income students for 43 years. The service gap has persisted and is likely to worsen without funding increases. Over 103,000 eligible students enrolled last year and one-third of these students were not able to receive program funding as institutions had exhausted funding serving just over 70,000 students.

The Council believes affordability is critical to reaching the state's educational attainment goals. To provide an equal opportunity for all eligible students, the Council proposes adding \$16m in additional funding each year until all eligible students are served.

**PL N3 Support Underrepresented Students**

Reaching the state's educational attainment goals requires strategic support for students who are less likely to graduate from high school and attain a postsecondary credential. Students in secondary and postsecondary education who are from low-income families, are first-generation college, and are from backgrounds underrepresented in degree attainment are far more likely to succeed with support services.

To optimize the return on the state's investment in College Bound, the Council proposes coordination of individualized support services for underrepresented students in K-12 and on campuses, and the organization of collective impact coalitions to improve educational attainment.

**PL N4 Reinvest in State Work Study**

State Work Study (SWS) has helped students earn money for college while gaining valuable work experience for 40 years. Partnering with nearly 1,000 Washington employers, who match a portion of state funds, nearly 4,800 students earned about \$13.5 million in 2012-13.

Program funding has been reduced by two-thirds and student and employer demand for SWS support exceeds program resources. The Council proposes incrementally reinvesting in SWS with an additional \$5 million annually to provide work-based learning opportunities for nearly 3,000 eligible low and middle income resident students and generating more than \$3 million in additional employer matching contributions each year.







N3 [Support Underrepresented Students](#)

\$9,982,000

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To optimize the return on the state's investment in College Bound, the Council proposes coordination of individualized support services for underrepresented students in K-12 and on campuses, and the organization of collective impact coalitions to improve educational attainment.

N4 [Reinvest in State Work Study](#)

\$10,000,000

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Program funding has been reduced by two-thirds and student and employer demand for SWS support exceeds program resources. The Council proposes incrementally reinvesting in SWS with an additional \$5 million annually to provide work-based learning opportunities for nearly 3,000 eligible low and middle income resident students and generating more than \$3 million in additional employer matching contributions each year.

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** ML – College Bound Caseload Adjustments

**Budget Period:** 2015-17

**Budget Level:** M1 – Maintenance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Based on current projections, additional funding is likely required for College Bound Scholarship (CBS) payouts for the 2015-17 biennium as a maintenance level change to carry-forward level. The amount needed to cover CBS payouts for this period will be determined by the Caseload Forecast Council in its November and March forecasts; as such the figures in this request are estimates only.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund – State				
	<b>Total Cost</b>	\$10,000,000	\$ 15,000,000	\$ 25,000,000
		<b>\$10,000,000</b>	<b>\$ 15,000,000</b>	<b>\$ 25,000,000</b>
<b>Staffing</b>				
NONE				
	<b>Total FTEs</b>			
<b>Revenue Detail</b>				
NONE				
	<b>Total Revenues</b>	<b>\$0</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Description:**

The 2007 Legislature established the CBS program (28B.118 RCW) to encourage low-income students to plan and prepare for postsecondary education and to remove financial barriers. Eligible students who fulfill the conditions of the program receive state assistance to cover the cost of tuition and fees at public institution rates and a small book allowance when they enroll in college.

To apply, a student must be in the 7th or 8th grade and eligible for free or reduced price lunch. All foster youth also are eligible. Each student is required to submit a completed application, which includes a signed pledge to graduate from high school with at least a 2.0 grade point average, to stay felony-free, and apply for college admission and financial aid in a timely manner after graduation.

To be eligible for the scholarship, a student's family income must fall within 65 percent of the state's median family income (MFI), which is verified by the Free Application for Federal Student Aid (FAFSA) annually.

The CBS program is intended to work in tandem with the State Need Grant (SNG) program and other state aid. CBS funds cover costs for tuition, fees, and books not covered by other state aid. College Bound students are encouraged to complete a FAFSA by the priority date of February 1 to increase the likelihood they will receive SNG. Students who do not meet this deadline are prioritized in SNG unless the institution has exhausted their funding, in which case CBS will cover the full award.

The Legislature assigned the program to the Caseload Forecast Council (CFC) to include in its forecasts for budget projections. The November 2014 forecast will utilize final 2013-14 academic year data for 8th grade enrollments, high school graduates, and enrollment and persistence rates for those cohorts in postsecondary institutions. The March 2015 forecast will use updated 2014-15 academic year postsecondary data.

The 2007 Legislature appropriated \$7.4 million for CBS, which was invested in the Guaranteed Education Tuition (GET) prepaid tuition program. That investment covered the scholarship costs of the first cohort, in academic year 2012-13. The Legislature then appropriated \$48 million for the 2013-15 biennium, covering another two cohorts, and also giving CBS students priority when institutions award the State Need Grant.

The appropriation for the 2015-17 biennium will provide the final year of scholarship payments for first cohort, two years of scholarship payments for next three cohorts, and the first year of the fifth cohort. Fiscal year (FY) 17 will be the first year the program has four cohorts in the postsecondary pipeline, and as such, the rate of future funding increases should begin to subside.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

The College Bound Scholarship is modeled after another early commitment of financial aid program in Indiana, the 21st Century Scholars program. The Indiana program has observed significant increases in high school graduation, postsecondary participation, and degree completion rates compared to rates of other low-income students.

- **Performance Measure Detail:**

High school graduation rates for the first two CBS cohorts were 19 and 15 percentage points higher than for their respective low-income, non-CBS peers. College enrollment rates have been higher than those expected of low-income students. CBS students have enrolled in four-year institutions at higher rates than typical for low-income students, signaling that participation in the program encouraged them to plan and prepare by taking more rigorous coursework. College Bound has been described as both a dropout prevention program and a postsecondary achievement program.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

The Council is required to develop a ten-year Roadmap, proposing the state's educational attainment goals to reach by FY 2023. The Roadmap goals were adopted by the Legislature and signed by the Governor in FY 2014. The Council is currently developing the Strategic Action Plan, which outlines the funding and strategies required to make significant progress toward the statewide attainment goals. This funding request is a critical aspect of keeping college affordable for low-income students as well as encouraging them to plan and prepare for college. Fulfilling the state's obligation to College Bound students has been identified by the Council as a top priority critical to reaching postsecondary educational attainment goals by providing access to higher education for low-income students and ensuring college is affordable.

- **Reason for change:**

Because the Legislature pre-invested for College Bound students only once, annual appropriations have been necessary. In addition, tuition rates have increased since 2007 and changes to the State Need Grant program have driven cost to the CBS program (such as reduced awards for students attending private institutions and reduced award for the upper-income ranges). Higher percentages of eligible students have signed up for the program—reaching 89 percent for the 2014 8th grade cohort. The assignment of the program to the Caseload Forecast Council signals the legislative intent to fulfill the obligation made to students who have applied for the program and met program requirements.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

College Bound sign-up rates are a specific measure under Results Washington's Goal 1 (Goal 1.3d). As we sign up more students in middle school, the state must fulfill its promise to help these students attend postsecondary education.

- **What are the important connections or impacts related to this proposal?**

This proposal is a priority of the Council, with support from the Council of Presidents, State Board for Community and Technical Colleges, and Independent Colleges of Washington. As the program is essentially an early promise of an enhanced SNG, funding for the SNG is a critical component of a comprehensive strategy aimed at increasing postsecondary participation rates for low-income students.

- **What alternatives were explored by the agency and why was this alternative chosen?**

After FY 17, when cohorts begin to graduate and the program serves four cohorts in the postsecondary pipeline at a time, funding increases will be a result of tuition increases, changes to State Need Grant that increase costs to CBS, and improved enrollment and retention rates.

- **What are the consequences of adopting this package?**

Adopting this package will fulfill the state's promise to support College Bound students with tuition assistance and could avoid litigation that could result if the program is not funded.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

Estimated expenditures based on June 2014 caseload projections

([http://www.cfc.wa.gov/Handouts/WSAC\\_CBSP.pdf](http://www.cfc.wa.gov/Handouts/WSAC_CBSP.pdf)) to be updated in November 2014.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

The proposed funding is expected to be ongoing under the current assumptions of eligible student population and program policies as reviewed and approved by the Caseload Forecast Council technical workgroup for College Bound.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$10,000,000	\$15,000,000	\$25,000,000
<b>Total Objects</b>	<b>\$10,000,000</b>	<b>\$15,000,000</b>	<b>\$25,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A0 – Reduce Aerospace Loans

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

The Aerospace Loan Program provides low-interest loans to students who are enrolled in authorized aerospace training or education programs. The program was designed to be self-sustaining after initial funding as loan recipients finished training and began repayment. The annual appropriation for Aerospace Loans increased from \$250,000 to \$1.25 million beginning in fiscal year 2013. Appropriations for the 2015-17 biennium can be reduced to prior levels and still meet projected loans together with repayments from earlier loan recipients.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund - State		\$-1,000,000	\$-1,000,000	\$-2,000,000
<b>Total Cost</b>		<b>\$-1,000,000</b>	<b>\$-1,000,000</b>	<b>\$-2,000,000</b>
<b>Staffing</b>				
NONE		0.0	0.0	0.0
<b>Total FTEs</b>		0.0	0.0	0.0
<b>Revenue Detail</b>				
NONE		\$0	\$0	\$0
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

The Aerospace Training Student Loan Program (also referred to as Aerospace Loan Program or ALP) was established in 2011 to help financially eligible students pay for the tuition and fees charged for short certificate aerospace training programs. Students who have access to other financial assistance to cover these educational expenses are not eligible for ALP. To ensure long-term viability for this loan program, available funds are prioritized to the lowest-risk applicants (average-to-high credit scores or no credit) and applicants who do not have criminal backgrounds that would prevent them from being hired in the industry.

Appropriations for ALP increased to \$1,250,000 for each fiscal year (FY) in the 2013-15 biennium. Demand for aerospace loans rose in FY 13 with 372 applications received, and loans were made to 185 students in the aggregate amount of \$823,000. Preliminary information for FY 14 shows a decline in demand for loans, as 64 applications were submitted, from which 61 students received loans, and expenditures totaled just over \$242,000.

With expenditures less than appropriations for two consecutive years, a reduction of \$1,000,000 per fiscal year in 2015-17 will not have an impact on the ability to make loans to eligible students. With a reduced appropriation of \$250,000 per fiscal year for 2016 and 2017, together with projected repayments from earlier loan recipients (estimated at \$500,000 for the biennium), the Aerospace Training Student Loan Account (Fund 17R) will maintain adequate working capital to meet expected demand for loans.

Please contact Rachele Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

Applications from students eligible for Aerospace Training Student Loans will continue to be evaluated and loans made to qualified borrowers.

- **Performance Measure Detail:**

Sixty (60) loan applications per fiscal year; loans made to all qualified borrowers.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

Reduction in appropriations does not impact the agency's strategic plan.

- **Reason for change:**

In FY 12, the first year ALP was in operation, \$250,000 General Fund-State (GF-S) was appropriated and transferred to the Aerospace Training Student Loan Account (Fund 17R). Fifty (50) successful applicants received loans in the amount of \$4,800 per recipient. The first cohort of loan recipients began aerospace job training in January 2012.

For FY 13, appropriations increased to \$1,250,000 GF-S. Another 185 students received loans in FY 13 with expenditures totaling \$823,000. For FY 14, annual appropriations continued at the \$1,250,000 GF-S level. Demand for aerospace training student loans has declined, with only 64 applications submitted, from which 61 students received loans. New loans from the Aerospace Training Student Loan Account totaled just over \$242,000 for FY 14.

A reduced appropriation level will still maintain adequate working capital for the loan program during the 2015-17 biennium.

- **Does this decision package provide essential support to one or more of the Governor’s Results Washington priorities?**

The Aerospace Loan Program contributes to both increased educational attainment (Goal 1 – World-class education) and increased employment in the important aerospace sector of the state’s economy (Goal 2 – Prosperous economy). The proposed reduction should have no discernible impact on the service level for eligible aerospace training students.

- **What are the important connections or impacts related to this proposal?**

Aerospace industry partners, including employers and employee organizations, might be concerned by this reduced financial commitment. The Washington Aerospace Training and Research Center, the primary training provider through Edmonds Community College and Renton Technical College, might also be concerned if students are not able to obtain funding to complete the targeted training program.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency’s unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized among reductions as most easily implemented with lowest impact on services.

- **What are the consequences of adopting this package?**

As described above, minimal to no impact on current level of service to students.

- **Relationship to the state's capital budget:**

NONE

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE

- **Expenditure and revenue calculations and assumptions:**

- Revenues Calculations and Assumptions:

NONE.

- Expenditures Calculations and Assumptions:

Appropriations allotted for expenditure as loans to students (Object N) are reduced by \$1,000,000 each fiscal year.

- **Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Savings from reducing appropriation are likely to continue into future biennia, unless the program has an unexpected surge in demand for aerospace training loans.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A - Salaries	\$0	\$0	\$0
B - Benefits	\$0	\$0	\$0
C - Personal Service Contracts	\$0	\$0	\$0
E - Goods and Services	\$0	\$0	\$0
G - Travel	\$0	\$0	\$0
J - Equipment (over \$5,000 per item)	\$0	\$0	\$0
M - Transfers to trust funds	\$0	\$0	\$0
N - Grants to students or others	\$-1,000,000	\$-1,000,000	\$-2,000,000
<b>Total Objects</b>	<b>\$-1,000,000</b>	<b>\$-1,000,000</b>	<b>\$-2,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A1 – Suspend Small Grant Programs

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Appropriations for small grant programs were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. Funding for the Foster Care Endowed Scholarship Trust Fund, Community Scholarship Matching Grants, and Professional Student Exchange through the Western Interstate Commission for Higher Education can be suspended again for the 2015-17 biennium with minimal or no impact on current service levels.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State				
<b>Total Cost</b>		\$-510,000	\$-506,000	\$-1,016,000
		<b>\$-510,000</b>	<b>\$-506,000</b>	<b>\$-1,016,000</b>
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>				
<b>Total Revenues</b>		\$0	\$0	\$0
		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

Appropriations for three small grant programs were suspended individually and in phases beginning in the 2010 supplemental budget. For the 2011-13 biennium, the reductions were aggregated under the same policy change titled “Suspend Small Grant Programs.” Suspension of funding for these grants continued for the 2013-15 biennium. This proposed reduction for 2015-17 continues suspension of funding as described below:

Foster Care Endowed Scholarship (-\$150,000). The Foster Care Endowed Scholarship program was created in 2005 (codified as Ch. 28B.116 RCW). In its original design, state funds appropriated to match private contributions for scholarships were transferred to the Foster Care Endowed Scholarship Trust Account (Fund 08B). Private contributions were to be deposited in the Foster Care Scholarship Endowment Account (Fund 852), together with a like amount of state matching funds transferred from the trust account, for grants to eligible students. Annual appropriations of \$75,000 GF-S intended for transfer to the trust account as matching funds for private contributions were first suspended in fiscal year 2010 and were suspended for each fiscal year since in succeeding biennial budgets. In 2007, the Passport to College Promise Program was created (codified as Ch. 28B.117 RCW) to coordinate efforts to improve educational outcomes for former foster youth and resulted in appropriations for support services and grants to eligible students. In 2011, the remaining balance in the trust account (\$400,000) was transferred to the state general fund.

Community Scholarship Matching Grants (-\$492,000). No statutory framework exists for community scholarship matching grants. From 1999 through 2008, annual appropriations supported \$2,000 matching grants to community-based organizations that conducted fundraising and awarded scholarships to students. Grant support was also provided to Washington Dollars for Scholars, a nonprofit charitable organization that mobilized support for community-based scholarships. Appropriations for Community Scholarship Matching Grants were suspended in the 2011-13 biennial budget and continued for 2013-15.

Professional Student Exchange Program (-\$374,000). The Professional Student Exchange Program (PSEP) is one of a number of regional student exchanges facilitated by the Western Interstate Commission for Higher Education (WICHE). Prior to suspension of funding for PSEP, Washington residents were able to pursue degrees in optometry and osteopathy in other western states at reduced tuition rates because those degree programs are not offered by any public university in Washington. Funding for PSEP was phased out for currently enrolled students beginning in 2010 and suspended for the 2011-13 and 2013-15 biennium. Funding for Washington's continued participation in WICHE (the regional compact ratified in Ch. 28B.70 RCW) remains in Maintenance Level appropriations. In the time that PSEP has been suspended, WICHE dues have increased slightly to \$141,000 for FY16 and \$145,000 for FY17, so the savings attributed to suspension of funding for PSEP for 2015-17 is adjusted accordingly.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

No measureable impact from suspension of funding for these grant programs over current performance level.

- **Performance Measure Detail:**

N/A

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

No.

- **Reason for change:**

Continuation of previous policy decisions to suspend funding as described above.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No.

- **What are the important connections or impacts related to this proposal?**

Continued state participation in WICHE, the regional compact, provides Washington residents who attend undergraduate institutions in other western states reduced nonresident tuition through the Western Undergraduate Exchange (WUE). WICHE also provides state policymakers and higher education institutions with access to relevant policy and research information, as well as coordination of the State Authorization Reciprocity Agreement through which distance education programs are authorized across multiple states for regulatory consistency and effective student consumer protection.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized among reductions as more easily implemented with low impact on services.

- **What are the consequences of adopting this package?**

No measureable impact from suspension of funding for these grant programs over current performance level.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE

Expenditures Calculations and Assumptions:

Foster Care Endowed Scholarship: Reduce carry-forward appropriation by \$75,000 for each fiscal year, for a total reduction of \$150,000 for the biennium.

Community Scholarship Matching Grants: Reduce carry-forward appropriation by \$246,000 for each fiscal year, for a total reduction of \$492,000.

Professional Student Exchange Program: Reduce carry-forward appropriation by \$189,000 for FY 16 and \$185,000 for FY 17, for a total reduction of \$374,000.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Appropriations for these small grant programs have been suspended in previous biennia and may be suspended for 2015-17, and on an ongoing basis thereafter.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$-510,000	\$-506,000	\$-1,016,000
<b>Total Objects</b>	<b>\$-510,000</b>	<b>\$-506,000</b>	<b>\$-1,016,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A2 – Suspend Washington Scholars and WAVE

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Appropriations for Washington Scholars and Washington Award for Vocational Excellence (WAVE) were suspended in the 2011-13 biennium, after reducing award amounts and the number of students selected from three per legislative district to one per district during the 2009-11 biennium. Suspension of both programs continued through the 2013-15 biennium, though laws remain in effect to require the selection and recognition of Washington Scholars (RCW 28A.600.150) and WAVE (RCW 28C.04.535). Students with remaining eligibility to use scholarships awarded in previous years will not be affected by continuing the suspension of funding for new awards for the 2015-17 biennium.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State				
	<b>Total Cost</b>	\$-3,900,000	\$-4,400,000	\$-8,300,000
		<b>\$-3,900,000</b>	<b>\$-4,400,000</b>	<b>\$-8,300,000</b>
<b>Staffing</b>				
NONE				
	<b>Total FTEs</b>			
<b>Revenue Detail</b>				
	<b>Fund Source</b>			
NONE		\$0	\$0	\$0
	<b>Total Revenues</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

Appropriations were reduced and then suspended for the state’s two merit-based scholarship programs—Washington Scholars and the Washington Award for Vocational Excellence (WAVE)—beginning by reducing the number of awards from three per legislative district to one per district in 2011. Appropriations for new awards were suspended completely for the 2011-13 biennium and again for 2013-15. Students who received scholarship awards in 2011 or earlier may have eligibility remaining during the 2015-17 biennium under the statutes governing the respective programs.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

Continue to make scholarship payments to the remaining eligible students who received scholarship awards in 2011 or earlier. Continue to modify selection and recognition required in current law to align with the lack of financial awards for students.

- **Performance Measure Detail:**

N/A.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

No.

- **Reason for change:**

No measureable change over current performance level will result from suspension of funding for these programs.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No.

- **What are the important connections or impacts related to this proposal?**

The statutory framework for the Washington Scholars program (RCW 28A.600.100–150; RCW 28B.76.660–665) involves a partnership with the secondary school principals' association to develop selection criteria, nominate, select, and recognize outstanding students. During suspension of funding for new awards, Washington Student Achievement Council staff have worked to balance the administrative effort needed to manage the selection and recognition process with the absence of a scholarship award for students named as Washington Scholars.

Similar to Washington Scholars, WAVE (RCW 28C.04.520–550; RCW 28B.76.670) recognizes and honors students who have distinguished themselves in occupational training programs at high schools, community colleges, and technical colleges. The Workforce Training and Education Coordinating Board is responsible for screening and selection of awardees, in consultation with the state community and technical colleges, the Superintendent of Public Instruction, vocational educators, and representatives from business, labor, and industry. The Washington Student Achievement Council serves as the fiscal agent for administration of scholarship awards.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized among reductions as more easily implemented with low impact on services.

- **What are the consequences of adopting this package?**

No measureable change from the current performance level. However, suspension of new awards for another two years undercuts the purpose of these merit-based programs to recognize and honor outstanding academic achievement.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

An amendment to RCW 28C.04.535 was included in the 2013-15 biennial appropriations bill (Sec. 964, Ch. 4, Laws of 2013) to suspend selection of WAVE awards for the biennium. No similar amendment was included for Washington Scholars.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

Appropriations for Washington Scholars and WAVE can be reduced by \$3,900,000 for FY 16 and \$4,400,000 for FY 17. This reduction will leave approximately \$1,000,000 in Maintenance Level appropriation that is needed for projected remaining eligibility during the 2015-17 biennium.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Reduced appropriations in the previous two biennia can be extended through 2015-17. A declining number of students eligible for awards may allow remaining appropriations to be repurposed for other priorities beginning in 2017-19.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$-3,900,000	\$-4,400,000	\$-8,300,000
<b>Total Objects</b>	<b>\$-3,900,000</b>	<b>\$-4,400,000</b>	<b>\$-8,300,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A3 – Suspend Future Teachers Conditional Scholarship and Loan Repayment

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Appropriations for the Future Teachers Conditional Scholarship program were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. Future Teachers was designed to encourage outstanding students and paraprofessionals to become teachers, and encourage current teachers to obtain additional endorsements in teacher shortage subjects. Students who received scholarships in previous years will remain subject to the conditions of award, and collection of repayments will continue, but no new scholarships will be made with the continued suspension of funding for new awards for the 2015-17 biennium.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State		\$-1,000,000	\$-1,000,000	\$-2,000,000
<b>Total Cost</b>		<b>\$-1,000,000</b>	<b>\$-1,000,000</b>	<b>\$-2,000,000</b>
<b>Staffing</b>				
NONE.				
<b>Total FTEs</b>				
<b>Revenue Detail</b>				
		<u>Fund</u>	<u>Source</u>	
NONE.		\$0	\$0	\$0
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

The Future Teachers Conditional Scholarship and Loan Repayment program was established in 1987 (codified as Ch. 28B.102 RCW) to encourage outstanding students to enter the teaching profession. Students agree to teach in Washington schools for two years for each year of scholarship received. Repayment obligations are incurred if the recipient fails to complete the service requirement. Funding for new conditional scholarships was suspended beginning in fiscal year 2011. Suspension of new scholarships continued for the 2011-13 and 2013-15 biennia.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

No change in current performance outcomes. No new conditional scholarships will be awarded. At the time the program was suspended, approximately 25 prospective teachers or current teachers obtaining additional endorsements received scholarships each year. Billing and collection activity will continue for repayment obligations incurred by previous scholarship recipients who did not complete service requirements.

### **Performance Measure Detail:**

No measureable impact from suspension of funding for these grant programs over current performance level.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

No.

- **Reason for change:**

No measureable change over current performance level will result from suspension of funding for this program.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No.

- **What are the important connections or impacts related to this proposal?**

The statutory framework for the Future Teachers Conditional Scholarship and Loan Repayment program (Ch. 28B.102 RCW) envisions a cooperative partnership with the Professional Educator Standards Board and the Office of Superintendent of Public Instruction. A selection committee of educators, college of education faculty, and education agency and association partners participated in naming scholarship recipients. The program is closely allied with the Alternative Route Teacher Certification program (Ch. 28A.660 RCW) as administered by the Professional Educator Standards Board. The Washington Student Achievement Council serves as fiscal agent for that program by managing funding and payments through the Future Teachers Conditional Scholarship Account (Fund 496).

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized among reductions as more easily implemented with low impact on services.

- **What are the consequences of adopting this package?**

No measureable change from the current performance level. However, suspension of new scholarship awards for another two years undercuts the purpose of encouraging outstanding students to enter the teaching profession.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

Appropriations for Future Teachers Conditional Scholarship and Loan Repayment are \$1,000,000 per fiscal year for FY 16 and FY 17, for a reduction of \$2,000,000 for the 2015-17 biennium.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Suspension of appropriations for new conditional scholarships has occurred for the two previous biennia and can be continued for 2015-17.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$-1,000,000	\$-1,000,000	\$-2,000,000
<b>Total Objects</b>	<b>\$-1,000,000</b>	<b>\$-1,000,000</b>	<b>\$-2,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A4 – Suspend Health Professional Loan Repayment and Scholarship

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Most appropriations for the Health Professional Loan Repayment and Scholarship Program were suspended beginning in the 2011-13 biennium, and continued through the 2013-15 biennium. State matching funds required to receive federal funds continued. The program encourages health professionals to provide services in low-income rural and urban underserved communities through loan repayment in exchange for multi-year service commitments. Scholarships and loan repayment commitments from previous years will remain subject to the conditions of award, and collection of repayments will continue, but no new state-only commitments will be made with continued suspension of funding for new awards for the 2015-17 biennium.

**Fiscal Detail:**

			FY 2016	FY 2017	Total
<b>Operating Expenditures</b>					
001-1 General Fund-State			\$-3,825,000	\$-3,825,000	\$-7,650,000
<b>Total Cost</b>			<b>\$-3,825,000</b>	<b>\$-3,825,000</b>	<b>\$-7,650,000</b>
<b>Staffing</b>					
NONE					
<b>Total FTEs</b>					
<b>Revenue Detail</b>					
			<b>Fund Source</b>		
747-6 – Health Professional Loan Repayment and Scholarship Program Account			06	21	
			\$-3,825,000	\$-3,825,000	\$-7,650,000
<b>Total Revenues</b>			<b>\$-3,825,000</b>	<b>\$-3,825,000</b>	<b>\$-7,650,000</b>

**Description:**

The Health Professional Loan Repayment and Scholarship program was created in 1989 (now codified as Ch. 28B.115 RCW) to address poor distribution of health care professionals. The program encourages them to serve in shortage areas through repayment of student loans in exchange for multiple year commitments to provide services in low-income rural and urban underserved area of the state.

Appropriations for new state-funded loan repayments were suspended beginning in 2010, and continued to be suspended for the 2011-13 and 2013-15 biennia. State funding required to match a federal Health Resources and Services Administration grant remains in the Maintenance Level appropriation.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

The Health Professional Loan Repayment and Scholarship program benefits the citizens of Washington by encouraging eligible health care professionals to serve in the state's most medically underserved urban and rural communities. The goal of the program is to assist the state in reducing barriers to access primary care health services. The program benefits students and health care professionals by reducing their educational debt.

- **Performance Measure Detail:**

N/A

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

No.

- **Reason for change:**

No measureable change over current performance level will result from suspension of state funding for this program.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No. Suspension of funding will make it more difficult to achieve Results Washington's Goal 4 (healthy & safe communities) indicators for access to health care.

- **What are the important connections or impacts related to this proposal?**

The Washington Student Achievement Council has developed a long-standing working relationship with the Department of Health, community health clinics, and professional associations to adapt this program to changing workforce and health care shortage areas during throughout the program's duration.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized as third to last among reductions that could be implemented and has greater impact on services than other proposed reductions.

- **What are the consequences of adopting this package?**

Washington's rural communities have a variety of barriers to access primary health care. A notable portion (24 percent) of Washington's population is rural. Thirty-eight percent of the people who live in rural Washington are at or below 200 percent of the federal poverty level, and 15 percent of the rural population are elderly, according to an estimate by the U.S. Census Bureau.

Washington has an aging medical workforce. According to a recent study conducted by the University of Washington Center for Health Workforce Studies, 70 percent of physicians in Washington are 56 years old or older. The state also faces a primary health care provider shortage. This program provides incentives for medical students in Washington to go into primary care medicine instead of specialty medicine.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

- Revenues Calculations and Assumptions:

NONE.

- Expenditures Calculations and Assumptions:

Appropriations for Health Professional Loan Repayment and Scholarship would be reduced by \$3,825,000 per fiscal year for FY 16 and FY 17, for a total of \$7,650,000 for the biennium. \$525,000 per fiscal year for FY 16 and FY 17 would remain as state matching funds for the federal grant.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Funding for new state-only loan repayment and scholarship commitments was suspended for the 2011-13 and 2013-15 biennia.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$-3,825,000	\$-3,825,000	\$-7,650,000
<b>Total Objects</b>	<b>\$-3,825,000</b>	<b>\$-3,825,000</b>	<b>\$-7,650,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A5 – Agency Budget Reduction

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 010 – Policy Coordination and Administration

**Agency Recommendation Summary Text:**

The Washington Student Achievement Council was created in 2012 (RCW 28B.77) to provide statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. A reduction of approximately ten percent of appropriations for personnel and operating costs would negatively impact Council responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration. The Council would be unable to carry out all its statutory duties which are essential for the coordinated push to reach the state’s educational attainment goals.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund - State		\$-500,000	\$-500,000	\$-1,000,000
<b>Total Cost</b>		<b>\$-500,000</b>	<b>\$-500,000</b>	<b>\$-1,000,000</b>
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>				
		<b><u>Fund Source</u></b>		
NONE		\$0	\$0	\$0
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

Established as a new cabinet-level state agency in 2012, the Washington Student Achievement Council (WSAC) provides statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. The agency supports the nine-member Council composed of education sector appointees and citizens appointed by the Governor in its strategic planning and policy development roles, as well as carrying out a variety of program administration and regulatory responsibilities.

The Council adopted the 2013 Roadmap that sets a clear course to increase educational attainment for Washingtonians, leading to better-prepared high school graduates and more adults who earn postsecondary credentials—all primary contributors to a robust and prosperous Washington. WSAC has engaged in continuous work to ensure that all programs and activities are aimed at reaching the state’s attainment goals. The Council’s principal deliverable for 2014 is a Strategic Action Plan that recommends the discrete policy and funding recommendations needed to make progress toward state goals. The Council and its staff are required to constantly engage with a variety of education partners in an ongoing planning and action cycle, updating the ten-year roadmap in odd-numbered years and the strategic action plan in even-numbered years.

A reduction of approximately ten percent of General Fund-State appropriations intended for personnel and operating costs would have impacts across the agency’s spectrum of responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration.

Please contact Don Bennett, Deputy Director, at 360.753.7831 or donb@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

Decreased staffing and related costs will impact timeliness and accuracy of information and data analysis needed to support strategic planning, policy development, and program evaluation.

- **Performance Measure Detail:**

N/A

- **Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

No. Reduced agency funding for personnel and operating costs will diminish agency effectiveness in support of the Council’s key strategic planning responsibilities for state educational attainment. The agency’s internal strategic plan sets goals to serve as a collaborative educational advocate, to strive for exceptional work and continuous improvement, and to create a culture of one agency.

- **Reason for change:**

General-Fund State reductions to appropriations for Policy and Coordination (Program 010) directly impact staffing and related costs to perform agency core functions. Human and fiscal resources must be dedicated to effective financial and business operations to maintain accountability for over \$300 million in state financial aid funds, together with the capacity needed to support the Guaranteed Education Tuition program, federal grant programs, and overall agency administrative responsibilities. Duties with less financial risk necessarily get fewer resources, yet these planning, policy, and program management and evaluation tasks are some of the most critical in support of the Student Achievement Council’s statutory mission.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No. Reduced effectiveness of the Washington Student Achievement Council will negatively impact Results Washington's Goal 1 (world-class education) and Goal 5 (efficient, effective, and accountable government).

- **What are the important connections or impacts related to this proposal?**

The Washington Student Achievement Council was created in 2012 as successor to the Higher Education Coordinating Board after nearly two years of review and discussion among legislators, education stakeholders, and then-Governor Gregoire. Coincident with this examination of the role and mission for a new education coordination agency, the effects of the Great Recession on the state's economy and revenues led to substantial budget reductions, especially for higher education agencies and institutions. Beginning in 2009, a quick scan of agency detail budget notes show targeted administrative reductions to this agency of: \$2.3 million (09-11 biennial budget); \$497,000 (2010 supplemental); \$1.3 million efficiency savings (11-13 biennial); and \$193,000 (2011 supplemental). With the creation of WSAC in 2012, \$1 million of the earlier efficiency savings was restored in that year's supplemental budget. This is important context for understanding the cumulative impact of earlier reductions in anticipation of another \$1,000,000 reduction aimed at a much smaller target.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions are also required in order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget. This decision package was prioritized as next to last among reductions as more difficult to implement and with greater impact on services, second only to the substantial reduction in State Need Grant funding.

- **What are the consequences of adopting this package?**

Potential for elimination of up to five (5) staff positions, either through layoffs or attrition by leaving positions vacant upon retirements or other separations from agency employment.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

Expenditures Calculations and Assumptions:

Amount of proposed reduction is approximately 10 percent of General Fund-State appropriations intended for personnel and agency operating costs (\$10.6 million). Calculations in the object detail below assume the costs of three (3) Program Coordinator positions (annual salaries of \$39,500) and two (2) Program Manager positions (annual salaries of \$51,800), together with associated benefits, and standard agency estimates for personal service contracts, goods and services, and travel per position.

No additional FTE reductions are attributed to this funding reduction due to Maintenance Level FTE reductions in the 2014 Supplemental Budget (8.1 for FY 14; 9.1 for FY 15) with no corresponding reduction in funding.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Reduced appropriation for the 2015-17 biennia would establish a lower base amount for future biennia, subject to future policy decisions.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$-223,000	\$-223,000	\$-446,000
B – Benefits	\$ -88,000	\$ -88,000	\$-176,000
C – Personal Service Contracts	\$ -55,000	\$ -55,000	\$-110,000
E – Goods and Services	\$-130,000	\$-130,000	\$-260,000
G – Travel	\$ -4,000	\$ -4,000	\$ -8,000
J – Equipment (over \$5,000 per item)	\$	\$	\$
M – Transfers to trust funds	\$	\$	\$
N – Grants to students or others	\$	\$	\$
<b>Total Objects</b>	<b>\$-500,000</b>	<b>\$-500,000</b>	<b>\$-1,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** A6 – Reduce State Need Grant

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

State Need Grant would need to be reduced by \$79.5 million in order to reach a level equal to 15 percent of the agency’s state appropriations. Over 103,000 eligible low-income students enrolled in Washington’s public, independent, and private colleges, universities, and vocational schools last year, yet one-third of these students did not receive State Need Grant because institutions had exhausted allocated funds to serve just over 70,000 students. Nearly 9,300 more students from families with income less than 70 percent of the state Median Family Income would not be served each year as a result of this reduction.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State		\$-40,008,000	\$-39,513,000	\$-79,521,000
<b>Total Cost</b>		<b>\$-40,008,000</b>	<b>\$-39,513,000</b>	<b>\$-79,521,000</b>
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>				
		<u>Fund</u>	<u>Source</u>	
NONE		\$0	\$0	\$0
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

The State Need Grant (SNG) is Washington’s primary student aid program for the state’s lowest-income students attending Washington’s public, independent, and private colleges, universities, and vocational schools. To qualify for SNG, a resident undergraduate student’s family income must be at or below 70 percent of the state Median Family Income (MFI), which is \$57,500 for a family of four. Award amounts relate to a percent of public tuition and fees and are reduced as income rises. Students attending participating private institutions receive reduced awards as a result of budget action taken in fiscal year (FY) 2012.

In academic year 2013-14, just over 70,100 students received approximately \$303 million in State Need Grant funds; however, nearly 34,500 additional eligible students were not able to receive SNG as part of their financial aid. A reduction of nearly \$40 million per year for State Need Grant would add 9,300 more students to the unserved.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

An additional 9,300 eligible, enrolled, low-income students would not be served each year.

- **Performance Measure Detail:**

Percent of eligible students who receive State Need Grant would decline from 67 percent for FY 14 to 58 percent for FY 16 and FY 17.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

No. A reduction in State Need Grant is completely contrary to an essential strategy for reaching the state's educational attainment goals as described in the ten-year Roadmap and endorsed by the Legislature and Governor in 2014.

- **Reason for change:**

A reduction of \$79.5 million would result in fewer eligible students being awarded State Need Grant as part of their financial aid.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

No. A reduction in State Need Grant would be contrary to Results Washington's Goal 1 (world-class education) and make it more difficult to reach access and success objectives and specific indicators for degree completion. SNG service levels would likely move backward from the desired direction.

- **What are the important connections or impacts related to this proposal?**

One important connection to consider is the relationship between SNG funding and the state's commitment to students eligible for the College Bound Scholarship. As an early commitment program targeted at eligible, low-income middle school students, College Bound is predicated on SNG funding for this same eligible population once those students graduate from high school and enroll in higher education institutions in Washington. A substantial reduction in SNG could result in increased costs for College Bound or could disproportionately affect other SNG-eligible students if available SNG funds are prioritized to College Bound students as directed by current budget language.

- **What alternatives were explored by the agency and why was this alternative chosen?**

A number of other reductions were applied to reduce the size of this reduction to SNG funding. In order to achieve a 15 percent reduction in the agency's unprotected Near General Fund-State Maintenance Level budget, all other appropriations to the agency could be eliminated and a substantial reduction in SNG would still be required to reach that target. This decision package was prioritized last among proposed reductions as the most difficult to implement with the highest and most direct impact on services.

- **What are the consequences of adopting this package?**

As described above, an additional 9,300 students eligible for State Need Grant would not receive financial aid through this source during the next two academic years.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

The reduction amounts were calculated to achieve the directed target of 15 percent of the agency's unprotected Near General Fund-State Maintenance Level budget after totaling all other proposed reductions for each fiscal year. The relatively slight difference between fiscal years is due to changes in other proposed reductions. The impact was calculated by dividing the total reduction by the average award per student based on current award amounts.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Appropriation levels for SNG are determined in each biennial budget. Any reduction may establish a new funding level for subsequent biennia, subject to policy decisions on tuition rates and financial aid service levels.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$-40,008,000	\$-39,513,000	\$-79,521,000
<b>Total Objects</b>	<b>\$-40,008,000</b>	<b>\$-39,513,000</b>	<b>\$-79,521,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** N0 – Maintain State Need Grant

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

An additional \$79.5 million is required to maintain the current level of funding for State Need Grant, which is already below the amount needed to serve all eligible students. Over 103,000 eligible low-income students enrolled in Washington’s colleges, universities, and vocational schools last year, yet one-third of them did not receive State Need Grant because institutions had exhausted allocated funds to serve just over 70,000 students. Restoring this reduction will prevent another 9,300 students from families with income less than 70 percent of the state Median Family Income being added to the unserved.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State		\$40,008,000	\$39,513,000	\$79,521,000
<b>Total Cost</b>		<b>\$40,008,000</b>	<b>\$39,513,000</b>	<b>\$79,521,000</b>
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>	<b><u>Fund Source</u></b>			
NONE		\$0	\$0	\$0
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

The State Need Grant (SNG) is Washington’s primary student aid program for the state’s lowest-income students attending Washington’s public, independent, and private colleges, universities, and vocational schools. To qualify for SNG, a resident undergraduate student’s family income must be within 70 percent of the state Median Family Income (MFI), which is \$57,500 for a family of four. Award amounts relate to a percent of public tuition and fees and are reduced as income rises. Students attending participating private institutions receive reduced awards as a result of budget action taken in fiscal year (FY) 2012.

In academic year 2013-14, just over 70,100 students received approximately \$303 million in SNG funds; however, nearly 34,500 additional eligible students were not able to receive SNG as part of their financial aid. In order to maintain the current service level for State Need Grant, the nearly \$40 million per year reduction in State Need Grant would need to be restored to avoid adding 9,300 more students to the unserved.

Please contact Rachelle Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

An additional 9,300 eligible, enrolled, low-income students would be served each year instead of increasing the number unserved.

- **Performance Measure Detail:**

Percent of eligible students who receive State Need Grant would remain steady at 67 percent for FY 16 and FY 17.

- **Is this decision package essential to implement a strategy identified in the agency's strategic plan?**

Yes. The Council is required to develop a ten-year Roadmap, proposing the state's educational attainment goals to reach by FY 2023. The Roadmap goals were adopted by the Legislature and signed by the Governor in FY 2014. The Council is currently developing the Strategic Action Plan, which outlines the funding and strategies required to make significant progress toward the statewide attainment goals. Increasing the number of eligible students served by State Need Grant is a top priority critical to reaching postsecondary educational attainment goals by providing access to higher education for low-income students and ensuring college is affordable. Maintaining the current service level is a necessary foundation for moving toward the state's goals.

- **Reason for change:**

Maintaining current funding and approximately same service level would not result in any change in performance.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

Yes. Closing the gap of unserved students is essential to Results Washington's Goal 1 (world-class education) to ensure every student has 21st century skills to succeed in school, job, career, and in their communities. Access to and success in postsecondary education are key objectives toward this goal. A specific access indicator (1.3.3) strives to increase the percentage of eligible students who receive State Need Grant from 70 percent in 2013 to 85 percent in 2017. This proposal to maintain current service level is essential to move forward with any increase in the percentage of eligible students served by State Need Grant.

- **What are the important connections or impacts related to this proposal?**

As described in the corresponding reduction decision package, it is important to consider the connection between SNG funding and the state's commitment to students eligible for the College Bound Scholarship. As an early commitment program targeted at eligible, low-income middle school students, College Bound is predicated on SNG funding for this same eligible population once those students graduate from high school and enroll in higher education institutions in Washington.

Maintaining and enhancing State Need Grant is the highest priority for the Student Achievement Council, with support from the Council of Presidents, State Board for Community and Technical Colleges, and Independent Colleges of Washington. Additional stakeholders support the proposal, including the Workforce Training and Education Coordinating Board and Northwest Federation of Private Career Colleges. Serving more eligible students will be a top recommendation in the Council's Strategic Action Plan to be submitted to the Legislature in December 2014.

- **What alternatives were explored by the agency and why was this alternative chosen?**

Unless tuition rates are decreased, there are few alternatives to ensure students from low-income families have access to postsecondary education. The Council is exploring alternatives, including changes to grant awards to serve more students within a given appropriation; however, according to the Washington Institute for Public Policy's 2013 study of the program, this would have negative impacts on recipients' persistence.

- **What are the consequences of adopting this package?**

State Need Grant funding will serve approximately 9,300 students who would otherwise be added to the already 34,500 eligible students who did not receive SNG during the 2013-14 academic year.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

The amount added to State Need Grant reverses the reduction as calculated to achieve the directed target of 15 percent of the agency's unprotected Near General Fund-State Maintenance Level budget. The slight difference between fiscal years is due to changes in other proposed reductions. The number of students served was calculated by dividing the total additional funding by the average award per student based on current award amounts. Because SNG awards are ordinarily tied to tuition increases, each one percent increase in tuition would require an additional \$6 million in SNG funding to hold low-income students harmless from cost increases.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Appropriation levels for State Need Grant are determined in each biennial budget. Maintaining current level of effort would establish the funding level for subsequent biennia, subject to policy decisions on tuition rates and financial aid service levels.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$40,008,000	\$39,513,000	\$79,521,000
<b>Total Objects</b>	<b>\$40,008,000</b>	<b>\$39,513,000</b>	<b>\$79,521,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** N1 – Maintain Agency Capabilities

**Budget Period:** 2015-17

**Budget Level:** PL – Policy Level

**Program:** 010 – Policy Coordination and Administration

**Agency Recommendation Summary Text:**

The Washington Student Achievement Council was created in 2012 (RCW 28B.77) to provide statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. Restoring a reduction of approximately ten percent of appropriations for personnel and operating costs will enable the Council to carry out its statutory responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration. Strategic Action Plan recommendations to reach educational attainment goals depend on a foundation of current level resources.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State		\$500,000	\$500,000	\$1,000,000
	<b>Total Cost</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$1,000,000</b>
<b>Staffing</b>				
001-1 General Fund-State		5.0	5.0	5.0
	<b>Total FTEs</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>
<b>Revenue Detail</b>	<b><u>Fund Source</u></b>			
		\$	\$	\$
	<b>Total Revenues</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

**Description:**

Established as a new cabinet-level state agency in 2012, the Washington Student Achievement Council (WSAC) provides statewide strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment in Washington. The agency supports the nine-member Council composed of education sector appointees and citizens appointed by the Governor in its strategic planning and policy development roles, as well as carrying out a variety of program administration and regulatory responsibilities.

The Council adopted the 2013 Roadmap that sets a clear course to increase educational attainment for Washingtonians, leading to better-prepared high school graduates and more adults who earn postsecondary credentials—all primary contributors to a robust and prosperous Washington. WSAC has engaged in continuous work to ensure that all programs and activities are aimed at reaching the state’s attainment goals. The Council’s principal deliverable for 2014 is a Strategic Action Plan that recommends the discrete policy and funding recommendations needed to make progress toward state goals. The Council and its staff are required to constantly engage with a variety of education partners in an ongoing planning and action cycle, updating the ten-year roadmap in odd-numbered years and the strategic action plan in even-numbered years.

Restoration of an approximately ten percent reduction in General Fund-State appropriations intended for personnel and operating costs will enable the agency to carry out its responsibilities for strategic planning and policy coordination, administration of student financial aid and college access programs, student consumer protection and advocacy, and agency administration.

Please contact Don Bennett, Deputy Director, at 360.753.7831 or donb@wsac.wa.gov with any questions.

**Narrative Justification and Impact Statement:**

**• What specific performance outcomes does the agency expect?**

WSAC will be able to carry out its current statutory responsibilities and provide timely and accurate information and data analysis needed to support strategic planning, policy development, and program evaluation.

**• Performance Measure Detail:**

N/A

**• Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

Maintaining the current level of funding for personnel and operating costs will ensure agency effectiveness in support of the Council’s key strategic planning responsibilities for state educational attainment. Strategic Action Plan recommendations will include increased effort in state financial aid programs and support to underrepresented students in order to achieve state education goals. Maintaining current agency capabilities is a pre-condition for carrying out enhanced efforts, especially for coordination and grant administration for student support services. The agency’s internal strategic plan sets goals to serve as a collaborative educational advocate, to strive for exceptional work and continuous improvement, and to create a culture of one agency. Maintaining current capabilities is essential to supporting both statewide and agency strategic goals.

- **Reason for change:**

General-Fund State appropriations for Policy and Coordination (Program 010) directly support staffing and related costs to perform agency core functions. Human and fiscal resources must be dedicated to effective financial and business operations to maintain accountability for over \$300 million in state financial aid funds, together with the capacity needed to support the Guaranteed Education Tuition program, federal grant programs, and overall agency administrative responsibilities. Duties with less financial risk necessarily often receive fewer resources, yet these planning, policy, and program management and evaluation tasks are some of the most critical in support of the Student Achievement Council's statutory mission.

- **Does this decision package provide essential support to one or more of the Governor's Results Washington priorities?**

Effectiveness and capacity of the Washington Student Achievement Council provides support for Results Washington's Goal 1 (world-class education) and Goal 5 (efficient, effective, and accountable government).

- **What are the important connections or impacts related to this proposal?**

By design, the Washington Student Achievement Council connects the work of multiple education partners and serves as a policy development and research source for policymakers, including the Governor and the Legislature. The Council members comprise appointees from K-12, public community and technical colleges, public baccalaureate institutions, independent colleges, as well as a student member and appointees from business and education. In order for the agency that supports the Council's work to be effective, it needs adequate staffing and financial resources.

- **What alternatives were explored by the agency and why was this alternative chosen?**

Absorbing additional staff reductions and funding cuts as an alternative to seeking these funds was considered. This decision package was prioritized second highest, behind only restoration of a substantial reduction to State Need Grant funding. Maintaining agency capabilities is a necessary foundation for the Strategic Action Plan priority for supporting underrepresented students.

- **What are the consequences of adopting this package?**

The Washington Student Achievement Council will be able to carry out its statutory responsibilities and the foundation will be established for a priority Strategic Action Plan recommendation to support underrepresented students.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

The proposed funding restores an approximately ten percent reduction in General Fund-State appropriations intended for personnel and agency operation costs. Calculations in the object detail below assume the costs of three (3) Program Coordinator positions (annual salaries of \$39,500) and two (2) Program Manager positions (annual salaries of \$51,800), together with associated benefits, and standard agency estimates for personal service contracts, goods and services, and travel per position.

Five (5.0) FTE are associated with this funding to regain a portion of the Maintenance Level FTE reduction in the 2014 Supplemental Budget (8.1 for FY 14; 9.1 for FY 15).

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

Appropriations for Policy and Coordination are largely allotted for staffing and related costs of agency operations. As such, any increase or restoration of the reduction would remain as an ongoing cost.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$223,000	\$223,000	\$446,000
B – Benefits	\$ 88,000	\$ 88,000	\$176,000
C – Personal Service Contracts	\$ 55,000	\$ 55,000	\$110,000
E – Goods and Services	\$130,000	\$130,000	\$260,000
G – Travel	\$ 4,000	\$ 4,000	\$ 8,000
J – Equipment (over \$5,000 per item)	\$	\$	\$
M – Transfers to trust funds	\$	\$	\$
N – Grants to students or others	\$	\$	\$
<b>Total Objects</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$1,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** N2 – Expand Service in State Need Grant

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030– Student Financial Assistance

**Agency Recommendation Summary Text:**

The State Need Grant program has provided critical tuition assistance to low-income students for 43 years. The service gap has persisted and is likely to worsen without funding increases. Over 103,000 eligible students enrolled last year and one-third of these students were not able to receive program funding as institutions had exhausted funding serving just over 70,000 students.

The Council believes affordability is critical to reaching the state’s educational attainment goals. To provide an equal opportunity for all eligible students, the Council proposes adding \$16 million in additional funding each year until all eligible students are served.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund-State		\$16,000,000	\$ 32,000,000	\$ 48,000,000
<b>Total Cost</b>		\$16,000,000	\$ 32,000,000	\$ 48,000,000
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>		<b><u>Fund Source</u></b>		
NONE				
<b>Total Revenues</b>		<b>\$</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Description:**

The State Need Grant (SNG) program has provided tuition assistance to students from low-income families for 43 years. Washington’s history of providing funding increases tied to tuition levels has led the state to be nationally recognized for its commitment to providing opportunities to low-income students, even during periods of economic downturn.<sup>12</sup>

<sup>1</sup> Recession, Retrenchment, and Recovery: State Higher Education Funding & Student Financial Aid (2006). SHEEO. <http://education.illinoisstate.edu/downloads/csep/stateprofiles.pdf>

To qualify for the SNG program, a resident undergraduate student's family income must be within 70 percent of the state Median Family Income (MFI), which is \$57,500 for a family of four. Award amounts are tied to public tuition and fees and are reduced as income rises. Students attending participating private institutions receive reduced awards as a result of budget action taken in FY 2012.

In academic year 2013-14, over 70,100 students received over \$303 million in State Need Grant funding; however, nearly 34,500 additional eligible students were not able to receive program funding. Although enrollments have decreased at public two-year institutions, average incomes have declined and a higher portion of enrolled students are eligible for SNG. Historical patterns would have indicated that the eligible students would decline as the economy improves and a higher portion of eligible students would be served with stable funding. However, the trend of overall enrollments of eligible students has not subsided in five years.

As our K-12 graduates become more diverse and less affluent, SNG is a key component of any strategy to increase educational attainment. Grant assistance provides students from low-income families with access to postsecondary education. The Washington State Institute for Public Policy evaluated outcomes of State Need Grant students and found that for students with the lowest family incomes, receipt of SNG is associated with higher re-enrollment and completion rates.<sup>3</sup> Additional national studies have shown need-based grants increase the likelihood of attendance, support full-time attendance and campus engagement, and improve retention and completion.<sup>4</sup>

In order to make significant strides toward providing an equal opportunity to eligible students, the Council requests \$16 million in FY 2016 and \$32 million in FY 2017. This proposal would increase the percentage of eligible students served by State Need Grant from 68 percent in FY 14 to 71 percent in FY 16 and 75 percent in FY 17.

Please contact Rachele Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

## **Narrative Justification and Impact Statement:**

### **• What specific performance outcomes does the agency expect?**

Last year, 34,500 eligible students did not receive financial support from the state. Students who receive State Need Grant will have decreased student loan debt, be more likely to attend full time, and work fewer hours.

### **• Performance Measure Detail:**

This proposal would increase the percentage of eligible students served by State Need Grant from 68 percent in FY 14 to 71 percent in FY 16 and 75 percent in FY 17.

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<sup>2</sup> Washington ranks first in need-based aid per undergraduate enrollments for 2011-12. *National Association of State Student Grant Aid Programs (NASSGAP) 2011-12 Survey, Table 12.* <file:///C:/Users/rachelles/Downloads/NASSGAP%20Report%2011-12%20-%20revised%2011-18-13.pdf>

<sup>3</sup> The Effectiveness of the State Need Grant Program: Final Evaluation Report. January 2014. *Washington State Institute for Public Policy.* [http://www.wsipp.wa.gov/ReportFile/1545/Wsipp\\_The-Effectiveness-of-Washingtons-State-Need-Grant-Program-Final-Evaluation-Report\\_Final-Report.pdf](http://www.wsipp.wa.gov/ReportFile/1545/Wsipp_The-Effectiveness-of-Washingtons-State-Need-Grant-Program-Final-Evaluation-Report_Final-Report.pdf)

<sup>4</sup> Dynarski, Susan. 2003. "Does Aid Matter? Measuring the Effects of Student Aid on College Attendance and Completion." *American Economic Review*, 93(1):279-88.

- **Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

Yes. The Student Achievement Council developed the 2013 Roadmap—a ten-year strategic plan to raise educational attainment—including proposed state attainment goals to reach by FY 2023. The Roadmap goals were adopted by the Legislature and signed by the Governor in FY 2014. The Council is currently finishing work on a strategic action plan that includes the funding and strategies required to make significant progress toward the attainment goals in the next biennium. This funding request has been identified by the Council as a top priority critical to reaching postsecondary educational attainment goals by providing access to higher education for low-income students and ensuring college is affordable.

- **Reason for change:**

The state’s goal, as outlined in RCW 28B.92 is to provide low-income Washington residents with tuition assistance to provide them with the opportunity to access to the institution they have selected. This proposal allows the state to work toward achieving this goal by providing additional students with the opportunity to receive this critical financial assistance.

In academic year 2013-14, a record number of students who were eligible for state need-based grant aid were unable to receive funding. Despite a recent leveling of enrollment and income, and freezes on tuition increases in the current biennium, the unserved problem has persisted. This proposal would ensure 7,400 of the 34,500 students would receive financial assistance to support their academic progress and persistence. The Council’s ultimate goal is to ensure that by FY 2023, every eligible student is able to receive assistance to finance their higher education costs.

The Council surveyed eligible students unable to receive the grant in FY 2013 and the results indicated students who were able to attend without the grant had to adjust their educational plans and lifestyle generally to make up for the lack of SNG in academic year 2012-13.<sup>5</sup>

Adjustments included taking out additional loans, working additional hours, and enrolling in fewer classes. Students also reported the need to withdraw from classes in order to meet financial obligations. In addition, students expressed considerable anxiety and stress over their financial circumstances.

- **Does this decision package provide essential support to one or more of the Governor’s Results Washington priorities?**

Closing the gap of unserved students is part of Results Washington’s Goal 1, to provide a world class education and ensure all Washingtonians have access to postsecondary education. Goal 1.3.3 is “to increase the percentage of eligible students who receive State Need Grant from 70 percent in 2013 to 85 percent in 2017.”<sup>6</sup>

This proposal would provide a more modest increase in the percentage of eligible students served by State Need Grant from 68 percent in FY 14 to 71 percent in FY 16 and 75 percent in FY 17.

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<sup>5</sup> WSAC Survey of Unserved SNG Students, Fall 2013. <http://wsac.wa.gov/sites/default/files/2014.03.04.SNGUnservedReport.FINAL.pdf>

<sup>6</sup> Results Washington: Governor Inslee’s Continuous Improvement System. <http://www.results.wa.gov/what-we-do/measure-results/world-class-education/goal-map>

- **What are the important connections or impacts related to this proposal?**

This proposal is a priority of the Council, with support from the Council of Presidents, State Board for Community and Technical Colleges, and Independent Colleges of Washington. Additional stakeholders support the proposal, including the Workforce Education and Training Board and Northwest Federation of Private Career Colleges. This proposal will be included in the Council's Strategic Action Plan submitted to the Legislature in December 2014.

- **What alternatives were explored by the agency and why was this alternative chosen?**

Unless tuition rates are decreased, there are few alternatives to ensuring students from low-income families have access to postsecondary education. The Council is exploring alternatives, including changes to grant awards to serve more students within a given appropriation; however, according to the Washington Institute for Public Policy's 2013 study of the program, this would have negative impacts on recipients' persistence.

- **What are the consequences of adopting this package?**

This proposal will allow 7,400 students to pursue their higher education aspirations by increasing the likelihood they persist and complete a credential. Students will borrow less, work fewer hours, and more actively engage in their academic pursuits. Washington will have a more highly educated citizenry better prepared to enter needed positions in the workforce.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

This funding request is based upon the enrollments of eligible students in the 2013-14 academic year and serving an additional 7,400 students, or reducing the unserved population from one-third to 71 percent in the FY 16 and to 75 percent in FY 17.

Because SNG awards are tied to tuition increases, for every one percent increase to tuition, an additional \$6 million would be required to hold low-income students harmless from cost increases.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

The proposed funding is expected to be ongoing under the current assumptions of eligible student population and program policies.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$16,000,000	\$32,000,000	\$48,000,000
<b>Total Objects</b>	<b>\$16,000,000</b>	<b>\$32,000,000</b>	<b>\$48,000,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** N3 –Support Underrepresented Students

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

Reaching the state’s educational attainment goals requires strategic support for students who are less likely to graduate from high school and attain a postsecondary credential. Students in secondary and postsecondary education who are from low-income families, are first-generation college, and are from backgrounds underrepresented in degree attainment are far more likely to succeed with support services.

To optimize the return on the state’s investment in College Bound, the Council proposes coordination of individualized support services for underrepresented students in K-12 and on campuses, and the organization of collective impact coalitions to improve educational attainment.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
General Fund-State				
	<b>Total Cost</b>	\$4,991,000	\$4,991,000	\$9,982,000
		<b>\$4,991,000</b>	<b>\$4,991,000</b>	<b>\$9,982,000</b>
<b>Staffing</b>				
001-1 - General Fund-State				
	<b>Total FTEs</b>	4.0	4.0	4.0
		<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
<b>Revenue Detail</b>				
		<u>Fund</u>	<u>Source</u>	
NONE		\$0	\$0	\$0
	<b>Total Revenues</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

## **Description:**

The Washington State Legislature adopted statewide educational attainment goals in the FY 2014 session calling for 100 percent of Washington adults to have a high school diploma or equivalent and at least 70 percent to have earned a postsecondary credential by FY 2023. Reaching these goals requires concerted effort from all sectors of the education system that support student success. This proposal targets support services for students from K-12 through postsecondary levels who are less likely to graduate from high school and enroll in and complete postsecondary education.

Projected demographic changes in Washington predict that underrepresented students, including those who participate in Washington's College Bound Scholarship program, will be the state's future labor force.<sup>1</sup> Investing now to improve their academic success and educational attainment is critical to ensure the state retains its leading position in innovation, will provide for future economic prosperity for the state, and will provide an improved return on the state's investment in the College Bound Scholarship program.

### **Scholar Success Support – K-12**

In 2013-14, 86 percent of students eligible for free and reduced price lunch signed up for the College Bound Scholarship. There is not a statewide coordinated effort to ensure every student participates in activities to plan, prepare, and pay for college. Most College Bound students would be the first generation of their family to complete college and, as such, might not get support from their families with college and career preparation and planning. College Bound Scholarship students and their families apply for the program when the students are in middle school. There has been a statewide emphasis on promotion and sign-up activities, but the degree to which students are supported depends on the resources of the school and surrounding community. There is not a coordinated, systematic approach to providing targeted individualized services provided to support students' academic preparation for college. Research has shown that an underrepresented student's academic, social, and financial success in graduating from high school and earning a postsecondary credential depends on support services.<sup>2</sup>

Indiana 21st Century Scholars, the program upon which College Bound was modeled, was created in 1990. Program outcomes in Indiana have shown significant improvements in high school graduation and college enrollment for scholars; however, the postsecondary attainment rates are not significantly different than other students. As a result, the program underwent several reforms in 2012, including implementation of statewide coordinated support services to require every scholar to engage in student support activities throughout middle and high school. The Scholar Success Program guides students and families every step of the way on their path to college completion and career success, including activities that support their education and career interests, assistance with admissions, scholarship and financial aid applications, development of educational plans, and career exploration. Indiana also developed College Success Coalitions to develop statewide networks of local organizations and businesses to design local plans to improve college readiness, college access, and college completion to increase the number of residents with education and training beyond high school.

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<sup>1</sup> WICHE, Knocking at the college door: Projections of high school graduates by state and race/ethnicity, 1992-2022. 2008, Boulder, CO: Western Interstate Commission for Higher Education (WICHE) Public Policy and Research.

<sup>2</sup> Tierney, W. G., Corwin, Z. B., & Colyar, J. E. (Eds.). (2005). *Preparing for college: Nine elements of effective outreach*. SUNY Press.

In Washington, far more students have signed up for the early commitment program than in Indiana. College Bound students would benefit greatly from a statewide approach that moves from providing a certificate in the 7th grade and periodic emails throughout high school to a coordinated effort that ensures students visit college campuses, navigate the college application and financial aid process accurately and on time, and are successful in their transition from middle school to high school and from high school to college. The Washington Student Achievement Council (WSAC) receives thousands of phone calls and inquiries from students and families seeking assistance to understand admissions requirements, the financial aid application process, and scholarship requirements.

In addition to College Bound, WSAC also manages the federal GEAR UP<sup>3</sup> program designed to increase the number of low-income students prepared to enter and succeed in postsecondary education. WSAC received its third consecutive state grant in 2011, a six-year \$27 million award with dollar-for-dollar matching (including \$1 million in state funds annually) providing a value of \$54 million to schools and students. Underrepresented students such as those in the College Bound program need personalized assistance, higher expectations, exposure and experiences in an “unfamiliar” environment such as a college campus, and guidance for step-by-step preparations for college and financial aid applications. Program services including tutoring, mentoring, career explorations, campus visits, and individualized assistance are crucial for their success. Programs such as GEAR UP have shown significant improvement in students’ high school graduation, college enrollment, persistence, and completion.<sup>4</sup> Currently the GEAR UP program serves 27 high-poverty school districts and supports over 8,000 students. Ten additional federal programs serve an additional 75 districts. This proposal would expand student support services to College Bound Scholarship students in the 192 districts not receiving GEAR UP or similar services.

#### Scholar Success Support – on Campus

When College Bound students and others from low-income and first-generation college families reach a college campus, their likelihood of academic success is lower than that of students from college-educated and economically privileged families. Nationally, only about half of full-time students pursuing a four-year degree graduate in six years. Only about 35 percent graduate on time with bachelor’s degrees. Nearly 25 percent of full-time associate degree candidates graduate in three years.<sup>5</sup> Washington State’s record is a little better than the national average, but the gaps of performance among race/ethnicity and family income are quite big.<sup>6</sup>

A small portion of incoming students from low-income and underrepresented backgrounds are invited to participate in one of 22 federal Student Support Service programs or may receive individualized support services through other campus programs. While College Bound provides financial assistance for tuition, recipients face additional barriers and often have difficulty managing the academic systems or addressing challenges on campus. A state expansion of student support programs would avoid duplication of services; leverage federal, private, and institutional funding through a competitive grant process; and ensure more students at risk of not achieving academic success receive the tutoring, mentoring, and support needed to reach their educational goals.

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<sup>3</sup> Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

<sup>4</sup> Making a Dream a Reality. *Social and Economic Sciences Research Center, WSU*. 2012

<sup>5</sup> Guided Pathways to Success: Boosting College Completion. *Complete College America*. 2013.

<sup>6</sup> State Policy, Leadership Vacuum: Performance and Policy in Washington Higher Education. University of Pennsylvania, Institute for Research on Higher Education. 2012

### Collective Impact Coalitions

When communities organize to increase educational attainment addressing the unique characteristics and culture of the region, the results can be phenomenal. According to the Stanford Social Innovation Review, “large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations”.<sup>7</sup> There are several examples in Washington of regional networks formed to increase educational attainment that have been developed with key community partnerships to maximize the collective impact in supporting youth and schools. The Community Center for Education Results (Seattle and South King County), Northwest Alliance for College Access (Whatcom County), Tacoma College Support Network (Tacoma), and Rural Alliance (Eastern Washington), along with regional officers placed in each educational service district by the College Success Foundation, have improved educational services in those communities. Each network has closely monitored outcomes for and supported College Bound Scholarship students. This proposal would share the key components of each partnership, recognize the unique needs of a community, and encourage fostering additional networks in regions where they do not exist through a competitive grant application process.

### ***Proposed Solution:***

This budget request seeks a \$4,991,000 annual investment to implement a three-pronged approach to support the success of underrepresented students, including College Bound Scholars:

1. Provide **Scholar Success Support middle and high school programming** to include individualized academic and social support services for College Bound students, including tutoring, mentoring, and campus experiences, through collaborative efforts with schools and partners as well as an established call center. (\$3.508M)
  - a. Focus individual student support services from 7th/8th grade sign-up to high school graduation through grants to Education Service Districts (ESDs) for specific student support services for underrepresented students based on grade-level service benchmarks in schools. Services include college visits and career exposure tours, helping students and their families navigate the college admission, scholarship and financial aid processes, and academic support. (3.317M)
  - b. Establish a call center to answer individual questions on academic preparations, college and career planning, college admissions, financial aid, and transitions to postsecondary education. (\$191K)

One program manager position would be needed to oversee the competitive grant application process and coordinate statewide services (a). Two program coordinator positions and 0.2 program manager would be needed to manage and supervise the call center and statewide information and messaging (b).

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<sup>7</sup> Nonprofit Management: Collective Impact. *Stanford Social Innovation Review*. [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact) Winter 2011.

2. Provide College Bound and underrepresented students individualized **support services on campuses**. (\$853K)

Through eight grants at \$100,000 each, WSAC will expand the reach of federal and other on-campus support services to improve retention and academic success of underrepresented students. This would help connect the on-campus services together with existing ones that are funded by federal and institutional resources. It would also help identify and recruit individuals who have earned significant college credits to connect those students with existing programs at two- and four-year institutions.

Approximately 0.5 of a program manager position would be needed to oversee the competitive grant application process for the campus support services funding.

3. Develop five **collective impact coalitions** that involve communities in improving educational attainment, with a particular focus on the College Bound and other underrepresented students. (\$.630M)
  - a. Through grants, WSAC will provide seed money to support local efforts to develop a regional approach to improving educational attainment in underserved areas of the state. (\$520K)
  - b. Hold a statewide convening to explore the unique needs of various communities and ensure coalitions are sustainable. (110K)

Approximately 0.3 of a program manager position would be needed to oversee the competitive grant application process for the development of the collective impact coalitions.

Questions about this proposal may be addressed to Rachelle Sharpe at [rachelles@wsac.wa.gov](mailto:rachelles@wsac.wa.gov) or Weiya Liang at [weiyal@wsac.wa.gov](mailto:weiyal@wsac.wa.gov).

### **Narrative Justification and Impact Statement:**

In order for the state to reach the adopted degree attainment goal and support Washington's workforce needs, more students must complete high school prepared to enter and succeed in postsecondary education. This proposal provides a strategy to ensure the state's commitment to College Bound students will have greater returns through providing support in middle school, high school, and college to reach higher completion rates, and will also support other underrepresented students, including returning adults who did not have the opportunity to apply for College Bound.

#### **• What specific performance outcomes does the agency expect?**

The high school graduation rates for College Bound students for the first two cohorts (2012 and 2013) were 19 and 15 percentage points higher than their low-income peers who did not sign-up for the program. The program is too young to provide postsecondary completion rates; however, based on national research studies and Indiana's experience, a coordinated systematic approach to student support will increase retention and degree completion.

1. WSAC will issue RFPs to make subgrants to ESDs, school districts, and nonprofit organizations for coordinated support services to College Bound students by summer 2015.
2. College Bound Scholarship students will receive direct support services starting fall of 2015.
3. A call center to handle inquiries from students and families will be established in winter 2016.
4. WSAC will issue RFPs to make subgrants to institutions of higher education for expanding support services for underrepresented students by summer 2015.
5. Underrepresented students, including College Bound students, will receive on-campus support services starting in fall of 2016.
6. WSAC will issue RFPs to develop regional collective impact coalitions by summer 2015.
7. Five collective impact coalitions will begin forming fall of 2015.
8. A statewide conference with a focus on student support services will take place in summer 2016 and summer 2017.

• **Performance Measure Detail:**

WSAC proposes a strategic and comprehensive approach that spans the educational pipeline for College Bound and underrepresented students, engaging key partnerships and leveraging proven successful program strategies. Closing the opportunity gap for low-income and underrepresented students, including students of color, is critical to reaching the state’s attainment goals and providing a prosperous future for our citizens. WSAC will monitor the performance of those support services by using/tracking:

- Inventory of program delivery to avoid duplication of services.
- Total number of organizations and institutions selected to provide student support services.
- Total number of students receiving services in K-12 and postsecondary.
  - Grade service benchmarks for student and family engagement (mentoring, college campus visits, student and parental meetings for college and career planning) and academic support (education plans, tutoring).
  - Number of college applications, scholarship applications, and financial aid applications.
- Total collective impact coalitions established and total organizations involved in each region.
- Total calls and emails answered via the call center.
- Total matches of adult learners who are near degree/credential completion.

• **Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

This decision package is essential to implement WSAC’s ten-year Roadmap to increase educational attainment. The proposal addresses four of the twelve action items outlined in the Roadmap:

- Ensure all high school graduates are career and college ready.
- Increase support for all current and prospective students.
- Encourage adults to earn a postsecondary credential.
- Increase awareness of postsecondary opportunities.

Supporting underrepresented students is key to reaching the state’s educational attainment goals.

- **Reason for change:**

College Bound students have characteristics that are associated with decreased likelihood of academic success: They are from low-income backgrounds, tend to be first-generation college students, and are more likely to be a student of color. About 59 percent of College Bound students are students of color, compared to 42 percent of all students in Washington’s K-12 schools. Rates of high school graduation, college enrollment, persistence, and degree completion are lower for these populations, leading to the term “underrepresented” (in educational attainment). This proposal directly addresses the opportunity gap in educational attainment and ensures that the millions of dollars provided in the scholarship aspect of College Bound will be a good investment for the future of students and the state.

- **Does this decision package provide essential support to one or more of the Governor’s Results Washington priorities?**

This proposal supports the following Results Washington goals:

- 1.3.d. To increase the percentage of eligible students who sign up for the College Bound Scholarship program.
- 2.2 To increase the percentage of K-12 students who score proficient or better... and graduate college- and career-ready from high school.
- 2.2.d. To reduce opportunity gaps for all students through proficiency in reading, math, science...
- 2.3 To increase attainment of certificates, credentials, apprenticeships, and degrees.

- **What are the important connections or impacts related to this proposal?**

This proposal was developed in part from recommendations by the Council’s committee on student support, with representatives from education sectors including the Office of Superintendent for Public Instruction, Council of Presidents, State Board for Community and Technical Colleges, Independent Colleges of Washington, and the Workforce Education and Training Coordinating Board. The nine-member Council, which consists of four sector representatives and five citizen members, reviewed and approved the strategies. Supporting underrepresented students, including College Bound Scholars, has been identified as a key strategy in the Council’s Strategic Action plan, to be submitted December 2014.

- **What alternatives were explored by the agency and why was this alternative chosen?**

The proposed strategies in this decision package are based on national research and evidence-based practices in student support services and college access programming. The steps identified in this decision package are most efficient to develop a statewide support structure. WSAC’s oversight and administration of GEAR UP, College Bound Scholarship, theWashBoard.org, Passport to College Promise Scholarship, American College Application Campaigns, College Goal Washington, ReadySetGrad.org, and other student support initiatives, as well as its role in policy development to increase educational attainment, positions the agency well to coordinate student support service delivery.

Alternatives would be to provide funding to several state agencies and individual institutions, without the coordination, leveraging of existing programs and funding sources, and program evaluation to ensure the state is making significant progress to increase educational attainment.

The Education Research and Data Center (ERDC) currently collects student longitudinal outcome data. This longitudinal data is very useful in looking at trends but doesn't provide timely, actionable data to monitor student progress. ERDC does not provide any level of direct student services.

- **What are the consequences of adopting this package?**

Funding student support services across the educational spectrum using a strategic three-pronged approach to support College Bound students in middle and high school, support underrepresented students at the postsecondary level, and develop collective impact coalitions using a regional approach to address educational attainment will allow Washington to become a well-educated state responding to the state's demographic trends and meeting the state's future workforce needs with its own residents.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

Over 90 percent of funding in this request will be contracted to support organizations (ESDs, higher education institutions, nonprofit organizations, and regional coalitions). The remaining funding would support four FTEs for program management, contract oversight, coordination of services, and implementation of a call center.

Revenues Calculations and Assumptions:

NONE.

Expenditures Calculations and Assumptions:

Two program manager positions at \$125,500 annually per position (including salary, benefits, and associated goods, services, and travel), would be needed to 1) oversee the competitive grant application process for K-12 College Bound support services and coordinate statewide service delivery, and 2) supervise the call center and oversee the competitive grant application process for both the campus support services funding and the development of the collective impact coalitions. Two program coordinator positions at \$105,000 per position annually (including salary, benefits, and associated goods, services, and travel) would be needed to manage the call center and statewide information and messaging.

In addition to staff costs, the call center would require \$10,000 annually for toll-free service. Grants to provide Scholar Success Support services to middle and high school College Bound students would total \$3,220,000 annually. On-campus support services grants would require \$800,000 each year. Seed grants to collective impact coalitions would cost \$500,000 annually. Total grants would be \$4,520,000 annually.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

The needs for continued student support services will be ongoing and agency administration to manage contracts, coordinate services, and develop a statewide strategy will be ongoing. The collective impact coalitions will be sustained using local funding after the 2015-17 biennium (\$500,000 per year, or \$1,000,000 for the biennium).

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$ 183,000	\$ 183,000	\$ 366,000
B – Benefits	\$ 71,000	\$ 71,000	\$ 142,000
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$ 214,000	\$ 214,000	\$ 428,000
G – Travel	\$ 3,000	\$ 3,000	\$ 6,000
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$4,520,000	\$4,520,000	\$9,040,000
<b>Total Objects</b>	<b>\$4,991,000</b>	<b>\$4,991,000</b>	<b>\$9,982,000</b>

State of Washington  
Decision Package

**Agency:** 340 Student Achievement Council

**Decision Package Code/Title:** N4 – Reinvest in State Work Study

**Budget Period:** 2015-17

**Budget Level:** PL – Performance Level

**Program:** 030 – Student Financial Assistance

**Agency Recommendation Summary Text:**

State Work Study (SWS) has helped students earn money for college while gaining valuable work experience for 40 years. Partnering with nearly 1,000 Washington employers, who match a portion of state funds, nearly 4,800 students earned about \$13.5 million in 2012-13.

Program funding has been reduced by two-thirds and student and employer demand for SWS support exceeds program resources. The Council proposes incrementally reinvesting in SWS with an additional \$5 million annually to provide work-based learning opportunities for nearly 3,000 eligible low and middle income resident students and generating more than \$3 million in additional employer matching contributions each year.

**Fiscal Detail:**

		FY 2016	FY 2017	Total
<b>Operating Expenditures</b>				
001-1 General Fund- State		\$5,000,000	\$5,000,000	\$10,000,000
<b>Total Cost</b>		<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>\$10,000,000</b>
<b>Staffing</b>				
NONE				
<b>Total FTEs</b>				
<b>Revenue Detail</b>		<b><u>Fund Source</u></b>		
NONE				
<b>Total Revenues</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Description:**

The State Work Study (SWS) program has provided work-based learning opportunities to students from low- and middle-income families for 40 years. Participating students typically work between 10 and 19 hours a week and earn an average of nearly \$3,000 per year toward college costs.

To qualify for SWS, resident undergraduate and graduate students must have financial need. In the 2012-13 academic year, nearly 5,000 students earned over \$13 million in gross SWS wages, including nearly \$5.4 million from employer matching funds. However, due to budget reductions, the proportion of eligible students served by SWS has declined from about 1 in 15 to roughly 1 in 35 since 2009.

SWS's diminished ability to serve eligible students comes despite research indicating that students who work between 10 and 19 hours per week tend to persist in their degree programs at higher rates than other needy students. Similarly, work-study experiences have been shown to enhance student engagement while increasing affordability by enabling students to pay for part of their college costs now rather than accumulating additional debt.<sup>1</sup> Participating students also develop valuable career skills and future job connections, with SWS experiences helping to distinguish their resumes in an increasingly competitive job market.

Taxpayers and employers also benefit from SWS. Annual employer contributions, totaling nearly \$5.4 million in academic year 2012-13 and representing a 40 percent return on program appropriations, help the state leverage its financial aid resources to cover a greater number of eligible students. Participating employers access a well-educated and highly motivated pool of workers who help them operate more productively at a reduced cost. SWS participation also provides employers with an opportunity to help institutions better align classroom learning with the real-world skills employers need to grow Washington's economy.

SWS provides students from low- and middle-income families with a means to both increase college affordability and enhance post-graduation employability.

Please contact Rachele Sharpe at 360.753.7872 or rachelles@wsac.wa.gov with any questions.

### **Narrative Justification and Impact Statement:**

- **What specific performance outcomes does the agency expect?**

The Washington Student Achievement Council (WSAC) expects that a \$5 million increase in annual SWS funding will provide work opportunities and reduce borrowing for nearly 3,000 additional needy students, generate more than \$3 million in additional employer matching contributions each year, and improve the program's student service ratio from a current 1 in 35 eligible students served to about 1 in 20 eligible students served.

- **Performance Measure Detail:**

- 3,000 additional students served
- \$3 million in additional employer matching contributions
- Service expansion from 1 in 35 eligible students served to approximately 1 in 20

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<sup>1</sup> Pike, G. R., Kuh, G. D., & Massa-McKinley, R. (2008). First-year students' employment, engagement and academic achievement: Untangling the relationship between work and grades. *NASPA Journal*, 45, 560-582.

- **Is this decision package essential to implement a strategy identified in the agency’s strategic plan?**

The Council is required to develop a ten-year Roadmap, proposing the state’s educational attainment goals to reach by FY 2023. The Roadmap goals were adopted by the Legislature and signed by the Governor in FY 2014. The Council is currently developing the Strategic Action Plan, which outlines the funding and strategies required to make significant progress toward the statewide attainment goals. Providing enhanced work-based learning opportunities and reinvesting in State Work Study have been identified as key strategies in the Roadmap.

- **Reason for change:**

Incremental reinvestment in SWS after reductions of 65 percent since 2009 will begin to restore the program’s former student service levels and employer participation rates. Reinvestment in SWS will increase total employer matching funds and provide a platform for additional work-based learning opportunities for low- and middle-income resident undergraduate and graduate students.

- **Does this decision package provide essential support to one or more of the Governor’s Results Washington priorities?**

Providing additional STEM work-based learning opportunities is part of Results Washington’s Goal 1, to provide a world class education and ensure all Washingtonians have access to postsecondary education. Goal 1.3.g. states “Increase project-based, career, workplace, community learning opportunities that provide STEM and 21st century skills...”<sup>2</sup>

This proposal is likely to increase opportunities for eligible students to earn money for college by working in an SWS position at a STEM employer. STEM employers benefit from a lower match rate requirement. Additional SWS funding could lead to additional available SWS jobs at current STEM employers, as well as creating incentives for new STEM employers to participate who may now be able to hire newly awarded SWS students as a result of the additional SWS resources available to participating institutions.

- **What are the important connections or impacts related to this proposal?**

This proposal is a priority of the Student Achievement Council and has support from the Council of Presidents, State Board for Community and Technical Colleges, and Independent Colleges of Washington. Additional stakeholders supporting the proposal include the Washington Financial Aid Association, the Washington State Association of Student Employment Administrators, and various chambers of commerce and other business-related groups. This proposal will be included in the Council’s Strategic Action Plan submitted to the Legislature in December 2014.

- **What alternatives were explored by the agency and why was this alternative chosen?**

Decreases in tuition rates or increases in grant funds could provide some financial relief to students; however, unless there is a strategic decision to move away from attempting to provide low- and middle-income students with work-based earning and learning opportunities, there are few alternatives to the combination of debt avoidance and skill development that SWS offers.

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<sup>2</sup> Results Washington: Governor Inslee’s Continuous Improvement System. <http://www.results.wa.gov/what-we-do/measure-results/world-class-education/goal-map>

- **What are the consequences of adopting this package?**

This proposal will provide nearly 3,000 additional low- and middle-income resident undergraduate and graduate students with an enhanced opportunity to pursue their higher education aspirations by increasing the likelihood they persist and complete a credential via work-based earning and learning in SWS. Students will reduce borrowing and develop valuable career skills and post-graduation job connections, all while more actively engaging in their academic pursuits. Washington will have a more highly educated citizenry prepared to enter needed positions in the workforce.

- **Relationship to the state's capital budget:**

NONE.

- **Revisions required in an existing statute, Washington Administrative Code (WAC), contract, or state plan:**

NONE.

- **Expenditure and revenue calculations and assumptions:**

- Revenues Calculations and Assumptions:

NONE.

- Expenditures Calculations and Assumptions:

Assumptions:

- The state share of a student's earnings has been estimated at a rate of approximately 60 percent, less than the historical average, based on increased employer matching rates first implemented in academic year 2010-11 and again in 2011-12.
  - In academic year 2009-10, SWS students represented about one in 16 needy students. Student service levels in 2012-13 have declined considerably due to appropriation reductions and currently represent service to about 1 in 35 needy students. This model assumes the 2012-13 service levels as the base in estimating program cost and service over the 2015-17 biennium.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

The proposed funding is expected to be ongoing under the current assumptions of eligible student population and program policies.

**Object Detail:**

	<b>FY 2016</b>	<b>FY 2017</b>	<b>Total</b>
<b>Operating Expenditures</b>			
A – Salaries	\$0	\$0	\$0
B – Benefits	\$0	\$0	\$0
C – Personal Service Contracts	\$0	\$0	\$0
E – Goods and Services	\$0	\$0	\$0
G – Travel	\$0	\$0	\$0
J – Equipment (over \$5,000 per item)	\$0	\$0	\$0
M – Transfers to trust funds	\$0	\$0	\$0
N – Grants to students or others	\$5,000,000	\$5,000,000	\$10,000,000
<b>Total Objects</b>	<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>\$10,000,000</b>