



WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION › OPPORTUNITY › RESULTS

WSAC Overview

January 19, 2017

Senate Higher Education Committee

Rachelle Sharpe – Acting Executive Director

Maddy Thompson – Director of Policy & Government Relations





The Council



Maud Daudon, Chair

President & CEO of Seattle Metropolitan Chamber of Commerce



Karen Lee, Vice Chair

CEO of Pioneer Human Services, Western WA University Trustee



Paul Francis, Secretary

Executive Director of Council of Presidents
• Four year public institutions



Jeff Charbonneau

2013 National Teacher of the Year Chemistry, Physics, Engineering



Dr. Susana Reyes

Assistant Superintendent, Mead School District



Jessica Murillo-Rosales

Graduate Student, Central Washington University



Marty Brown

Executive Director of SBCTC
• Two year public colleges



Violet Boyer

Executive Director of ICW
• Independent Colleges of Washington



Dr. Gil Mendoza

Deputy Superintendent of K-12 Education, OSPI
• K-12 education



Council's statutory charge



Propose educational attainment goals to Governor and Legislature.

Identify strategies and resources necessary.

Align K-12 and higher education work, programs, agencies, and institutions.

RCW 28B.77.003, 020



WSAC's primary duties

We advance educational opportunities and attainment in Washington State.



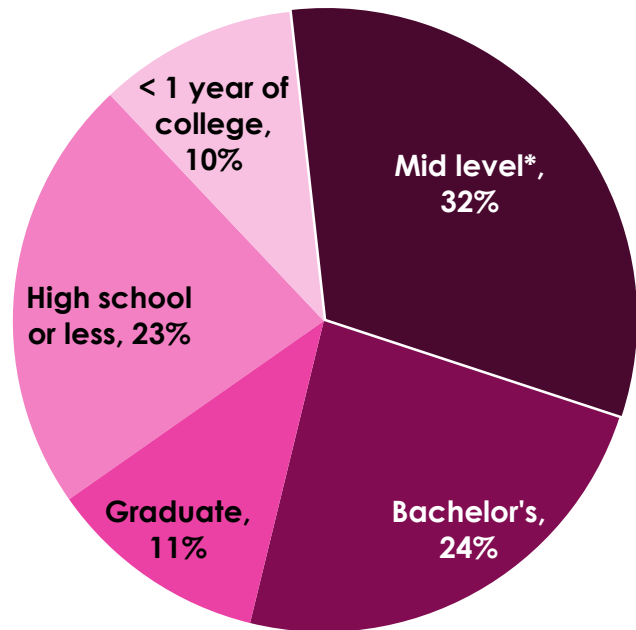
- Policy and research
- Savings and financial aid programs
- Access and support programs
- Consumer protection

Roadmap





Education is critical to a thriving economy



*Mid level: A year or more of college credit including associate degrees.

Source: A Skilled and Educated Workforce 2015

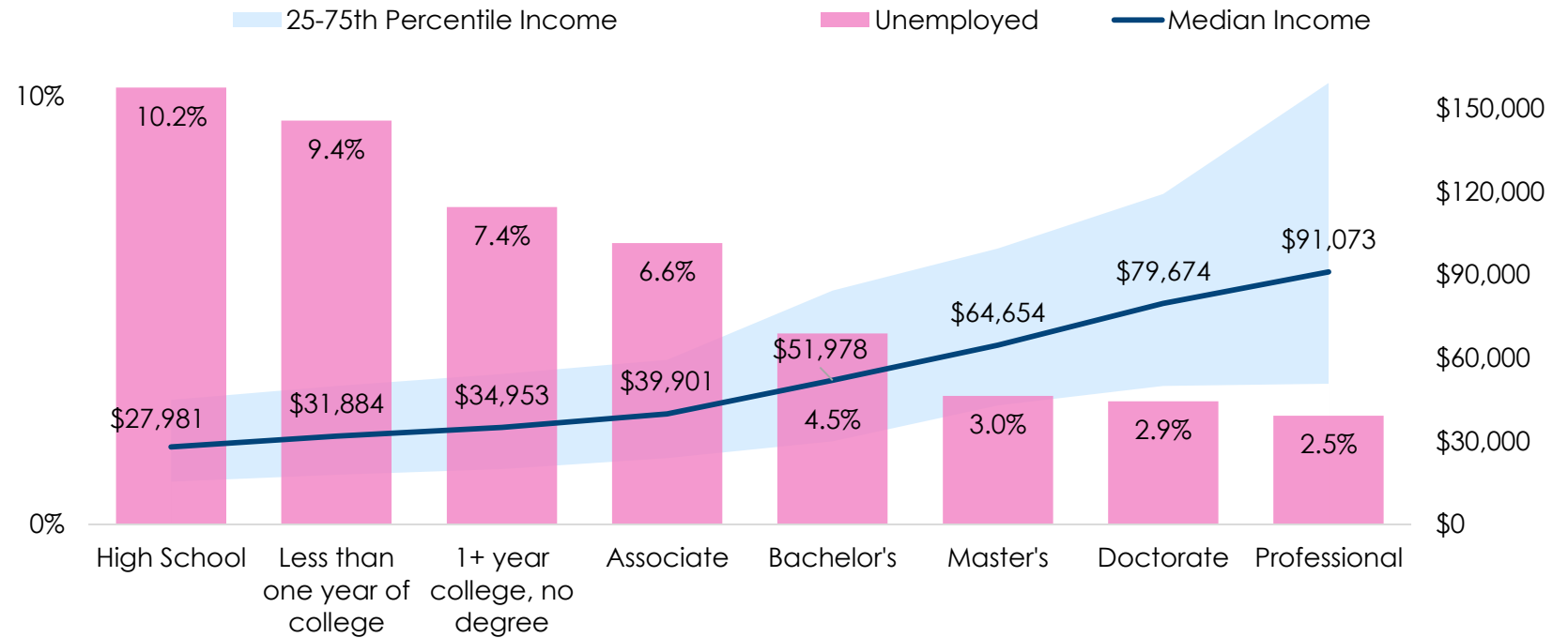
- Over 3/4 of job openings in Washington require education beyond high school.
- The state goals reflect the needs in Washington and are consistent with analysis by national experts.
 - Lumina Foundation and the Georgetown University Center on Education and the Workforce.



Further education leads to prosperity

- Living wage employment.
- Higher labor force participation.
- Lower unemployment.

Income and Unemployment by Educational Attainment



SOURCE: WSAC staff analysis of ACS 2009-2013 Employed and "Not Currently Attending" Washington Residents (September 2015).



Statewide attainment goals by 2023

Ensure our residents can compete for the best jobs in Washington.



100% of adults* will have a high school diploma or equivalent.



At least 70% of adults* will have a postsecondary credential.

The ten-year Roadmap outlined the goals adopted by the 2014 Legislature.

*Adults in Washington aged 25-44.

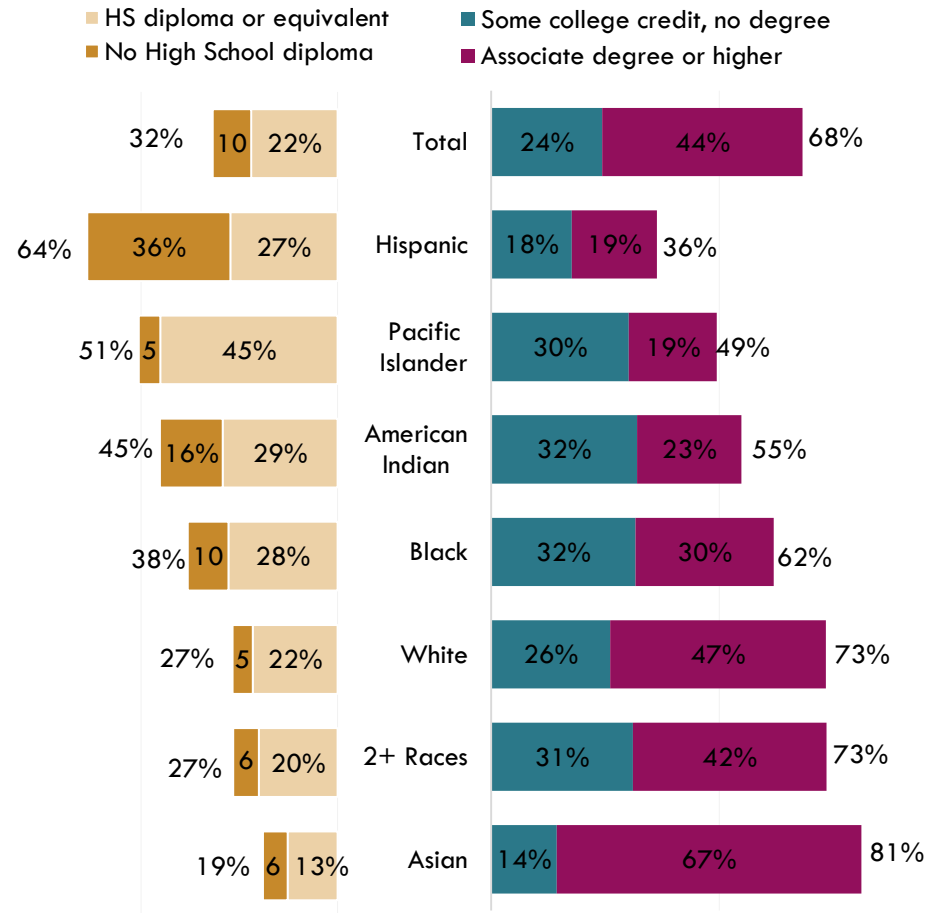


Attainment varies by population

Students from racial and ethnic minority populations represent an increasing share of Washington's high school population.

However, attainment gaps persist for certain populations.

Educational Attainment of Washington Residents Aged 25-44



Source: WSAC staff analysis of ACS year 2011-2013 (September 2016)

Affordability





Understanding affordability

STUDENT LOANS

During the great recession, annual debt doubled for students attending community colleges and increased by up to 61% for those in the public four-year system.*



WORK

A recent statewide survey revealed that nearly 2/3 of students are working while in college. Half of working students work more than 20 hours per week.

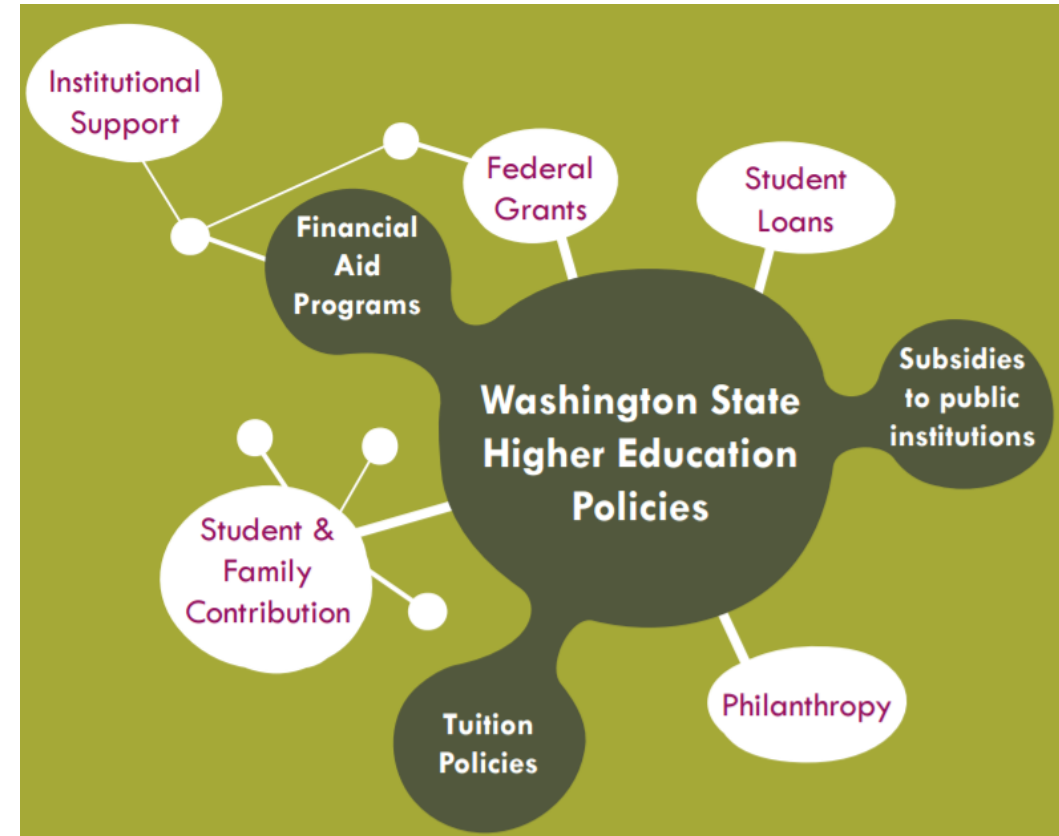
SAVINGS

According to a 2012 study by the U.S. GAO, families with 529 plans or Coverdells had median incomes of about \$142,400 per year.



FAMILY SUPPORT

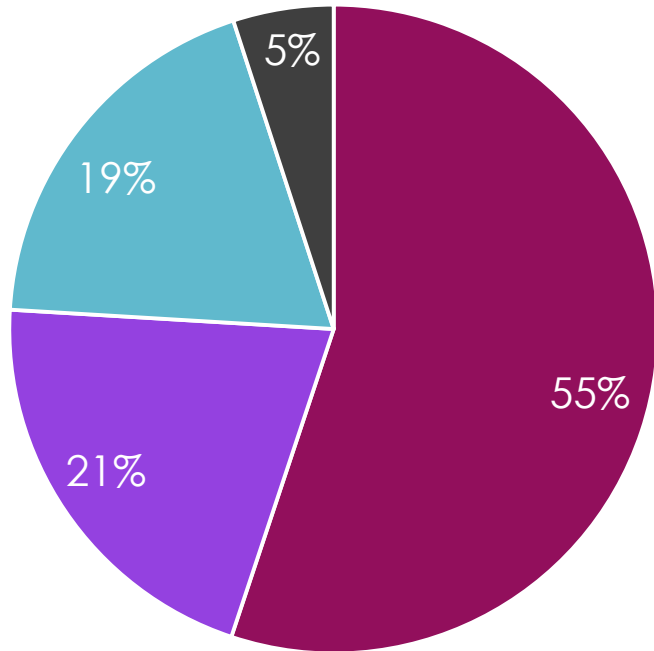
Nearly 1/3 of students at community colleges and 2/3 of students at four-year colleges rely on parental support.*





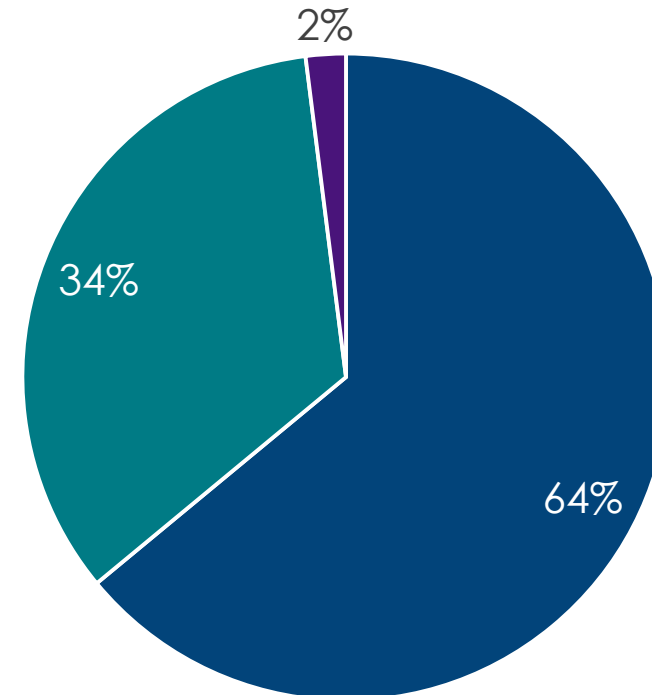
Nearly \$1.8 billion in aid provided to students

2015-16 Total Aid by Source



■ Federal ■ State ■ Institutional ■ Private

2015-16 Total Aid by Type

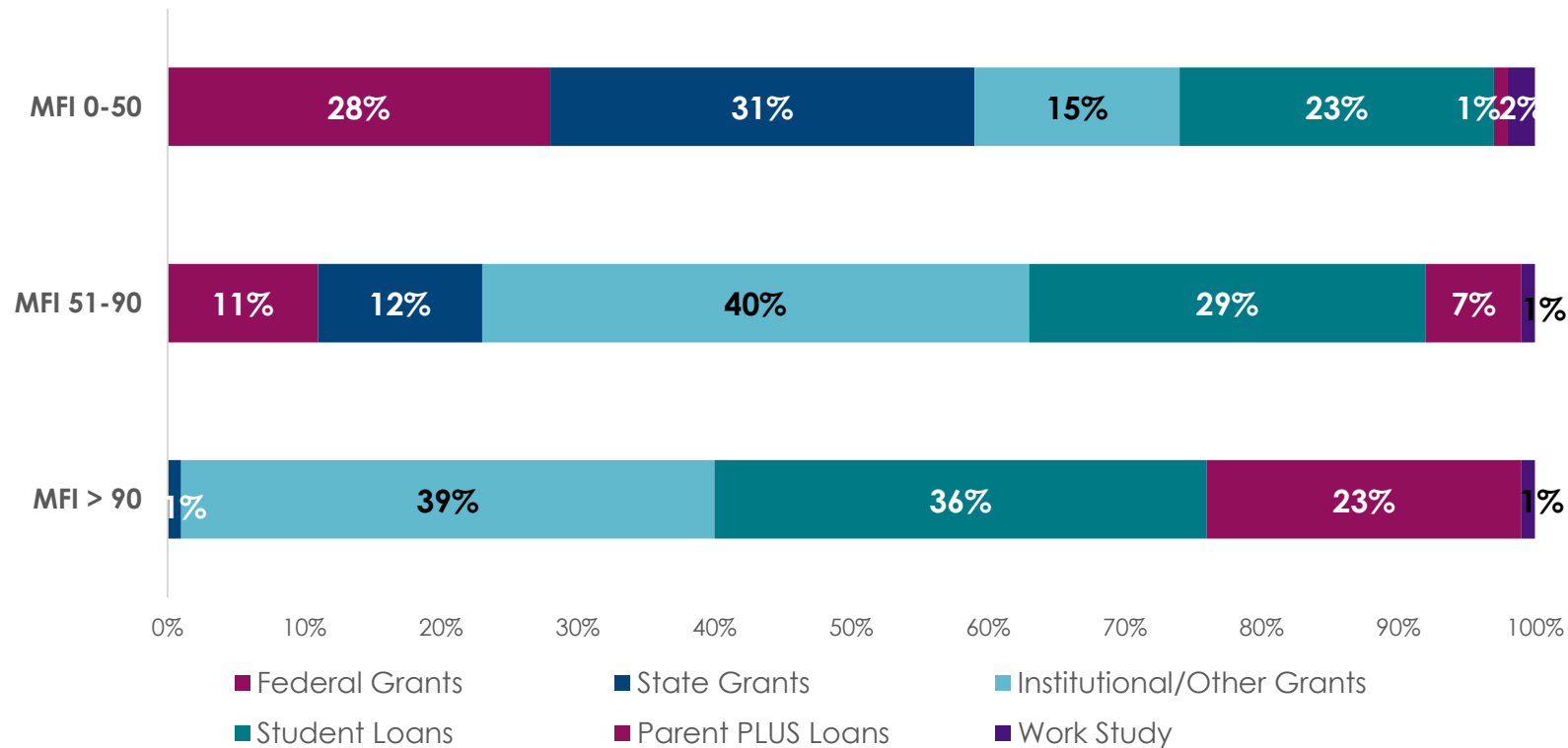


■ Grants/Scholarship ■ Loans ■ Work

Source: Washington Student Achievement Council. *Unit Record Report, 2015-16*. [WA resident undergraduate need-based recipients].



Financial aid packages vary by income



- Low-income students have financial gaps.
- Institutional aid supports middle income.
- Students are borrowing at all income levels.



Borrowing increased during the recession

Annual student loan debt

Resident undergraduate need-based recipients



Average debt for 2015 Bachelor's degree recipients: **\$24,600.**

- 57% of graduates have debt.

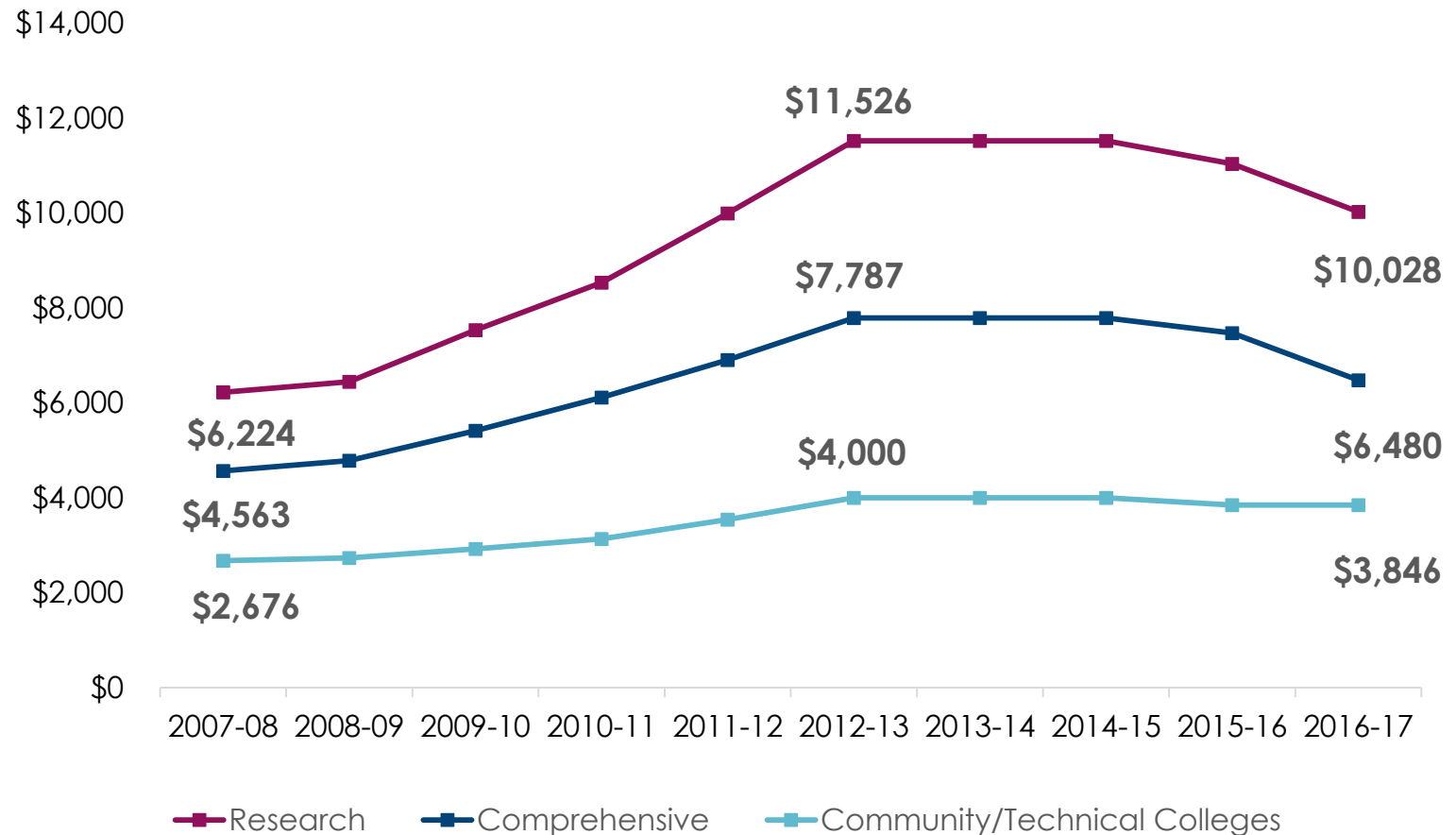
Source: Project on Student Debt. Institute for College Access & Success (www.ticas.org)



Tuition rates from recession to present

Following steep increases during the recession, tuition held steady and then decreased.

Resident Undergraduate Tuition Rates





Research links grants to success

- Grant aid associated with higher retention and completion rates.
[Franke, 2016, Scott-Clayton, 2009, and Bania, N., Burley, M., & Pennucci, A., 2013]
- SNG leads to higher retention in the CTCs.
[SBCTC, 2013]
- Enrollment positively related to increases in need-based aid.
[Avery & Hosby, 2003]
- Retention and completion declines as “unmet need” increases.
[Bresciani & Carson, 2002]
- Grant aid makes more of a difference than other aid.
[Heller, 2008]
- Lack of SNG leads to increased borrowing, changes in living circumstances, increased work hours, and adjustments to educational plans.
[WSAC student survey, 2013]



Grant programs have different student profiles

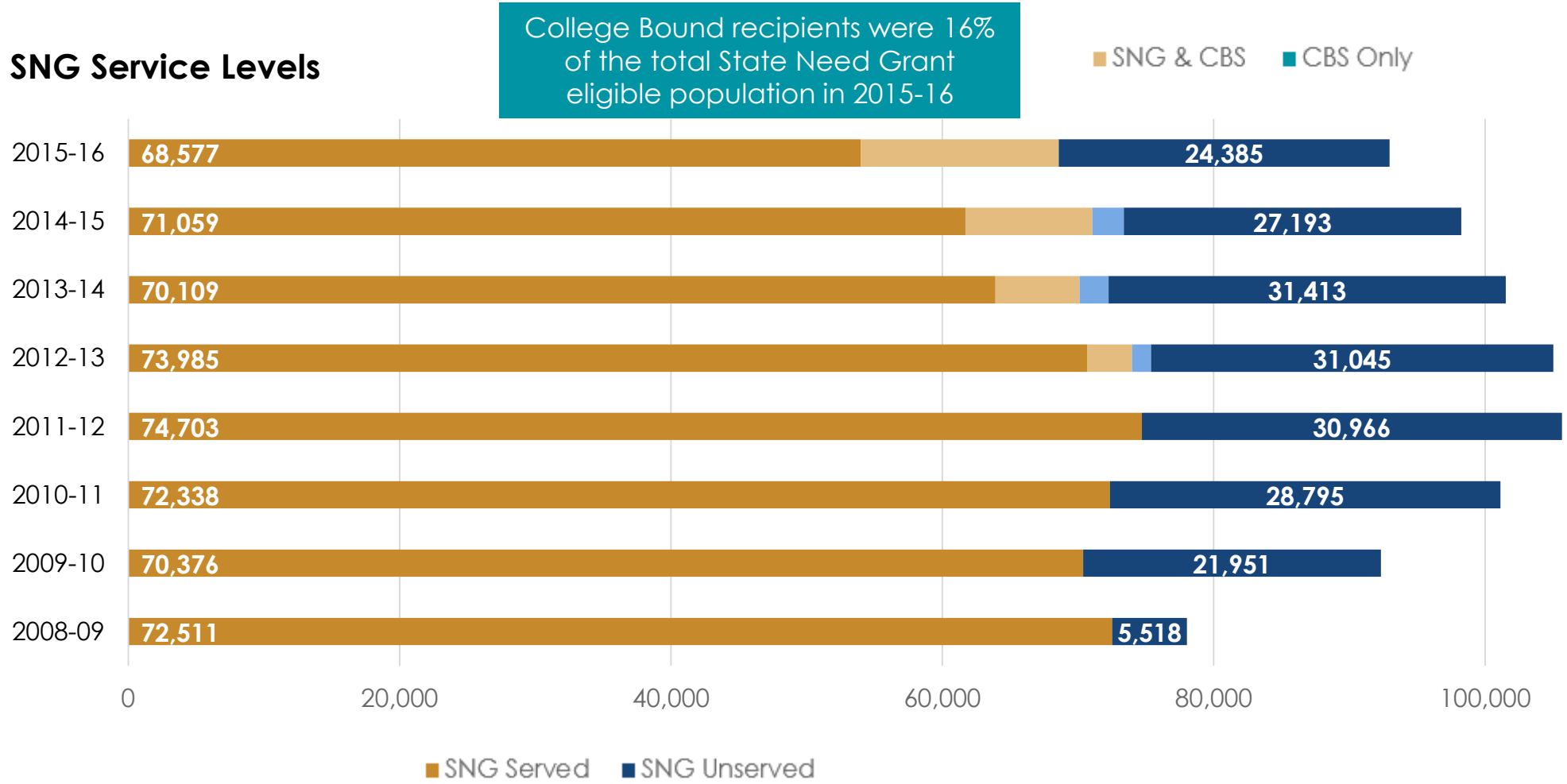
	State Need Grant	College Bound Scholarship	WA Opportunity Scholarship	SBCTC Opportunity Grant
Number students	71,038	11,669	2,294	5,091
% Two-year	63%	50%	12%	99%
% Four-year	37%	50%	88%	1%
% Younger than 24	54%	100%	92%	22%
% Dependent & avg. income	41% \$26,700	91% \$28,100	87% \$56,200	10% \$19,800
% Independent & avg. income	59% \$14,700	9% \$6,100	13% \$17,300	90% \$12,500
Full-time in fall	77%	81%	96%	56%
Students of color	42%	61%	46%	43%
Have children	27%	2%	3%	50%

Note: State aid student profile, 2014-15. Unit Record Report.



Over 24,000 students eligible without funding last year

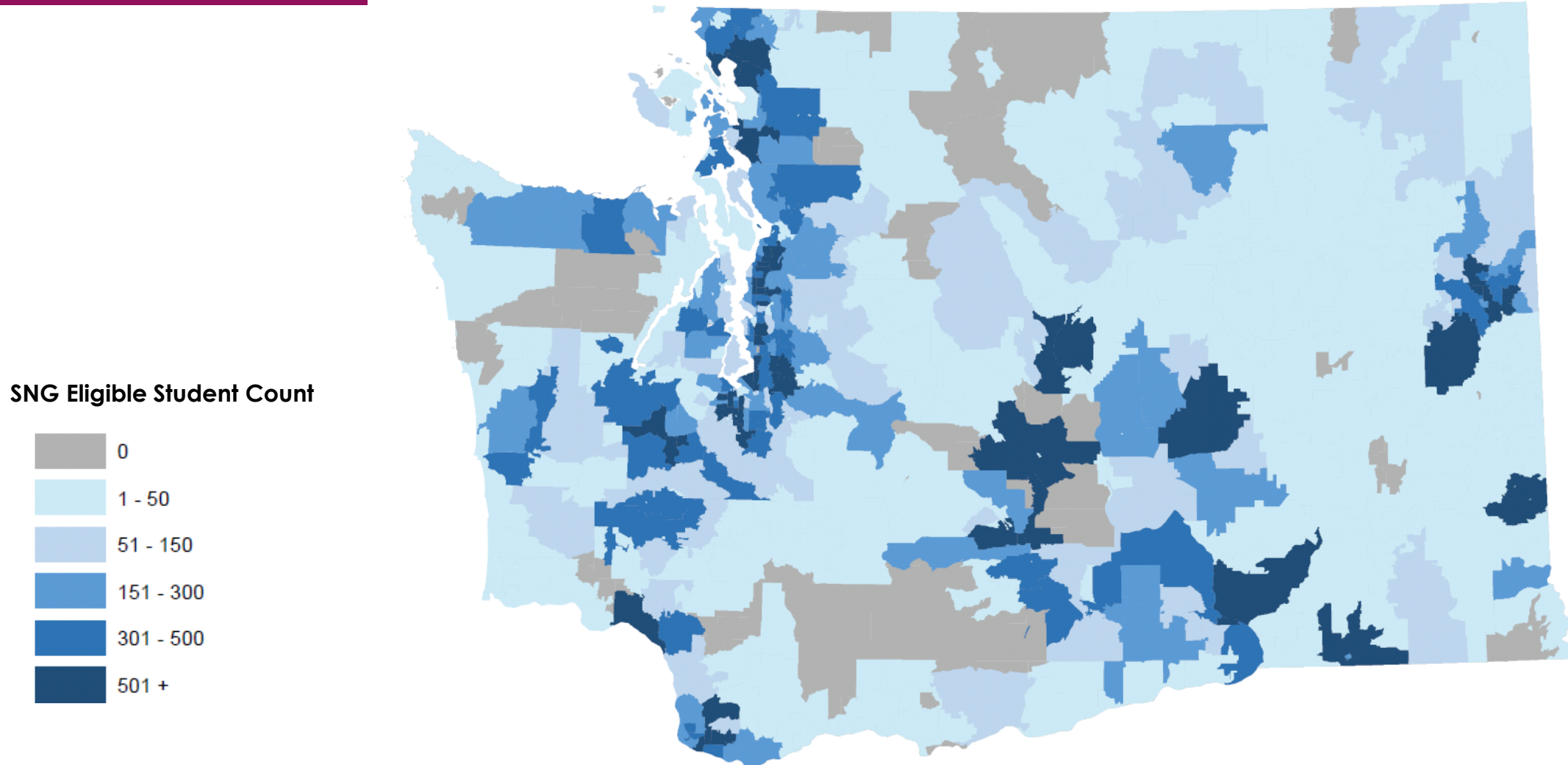
Although enrollments have declined in the two-year sector, total eligible students remain high.



WSAC Final Interim Report, 2007-08 to 2015-16. Unserved data for 2012-13 through 2014-15 reflect coordination policy in the 2015 operating budget.



SNG students are from nearly every region of the state





State Need Grant serves diverse student body



78% attend full-time (during fall term).

58% attend two-year institutions.

42% are age 24 or older.

45% are students of color.

25% have children.



Not receiving a State Need Grant has consequences

- Students are more likely to borrow and loan amounts increase.
- Students attend part-time at higher rates, mostly in the four-year schools.
- In a 2013 survey of students unserved in 2012-13:
 - 42% changed their living situation and/or bought less food.
 - 14% took an additional job; another 26% worked more hours at their current job.
 - 32% borrowed from friends and family members.

"I had to borrow money a few times from friends just to eat. A few times during the school year, I almost left school."



State Need Grant is a key tool

- Leverages tuition reduction and provides predictability for students, families and institutions.
- Is a foundational program for College Bound, other state aid programs and institutional commitment programs.
- Serving a broad array of programs and students, it is a critical tool to:
 - Address key workforce shortage areas.
 - Support returning adults as well as recent high school graduates.
 - Provide an opportunity for low-income students.



Review of early commitment programs



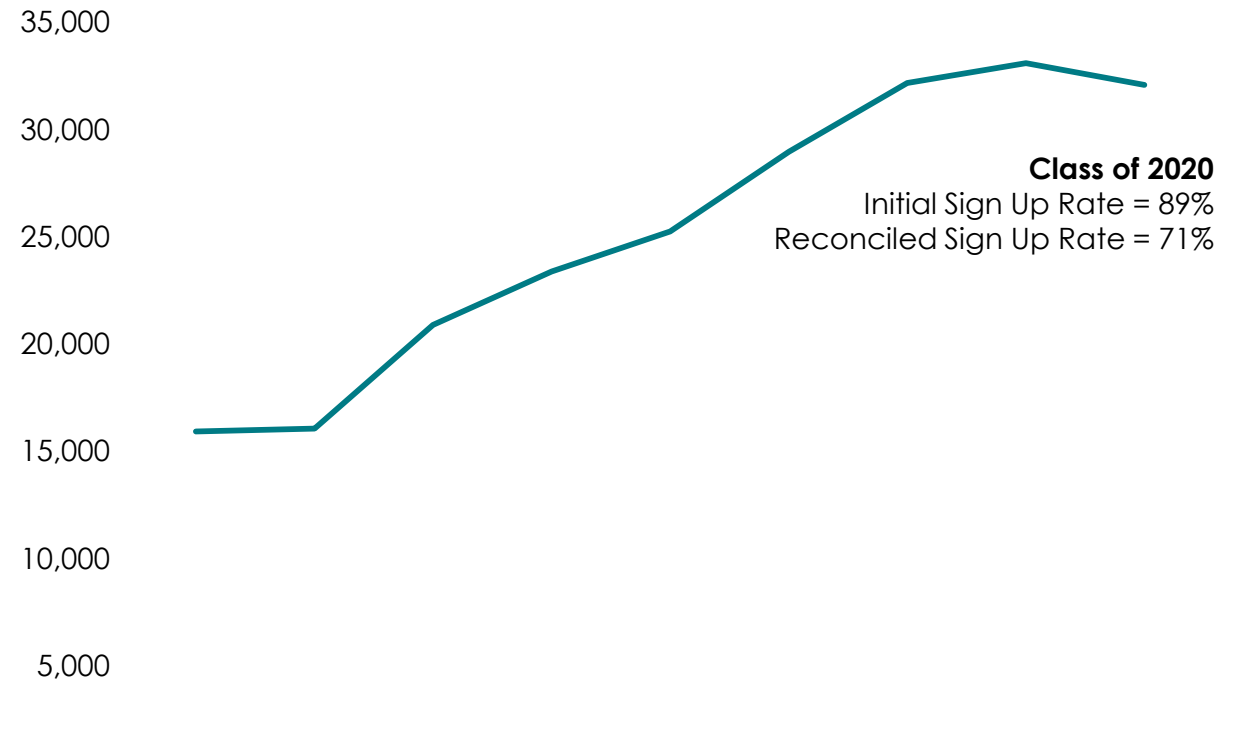
- General findings from rigorous financial aid research
 - Provide aid as both an incentive and a resource.
 - Offer transparency and predictability for students.
 - Target low-income students.
- Strong descriptive and trend data from Oklahoma and Indiana show **increases in high school graduation, postsecondary participation and completion rates.**
- Experimental research findings for similar program in New Brunswick revealed 7 percentage point increase in completion and 14 point increase for first-generation participants.
(www.wrdc.org/media/199953/ftd-sixth-year-psi-report-en.pdf)



College Bound applications continue to grow

As of January 2017:

- Over 250,000 applications on file.

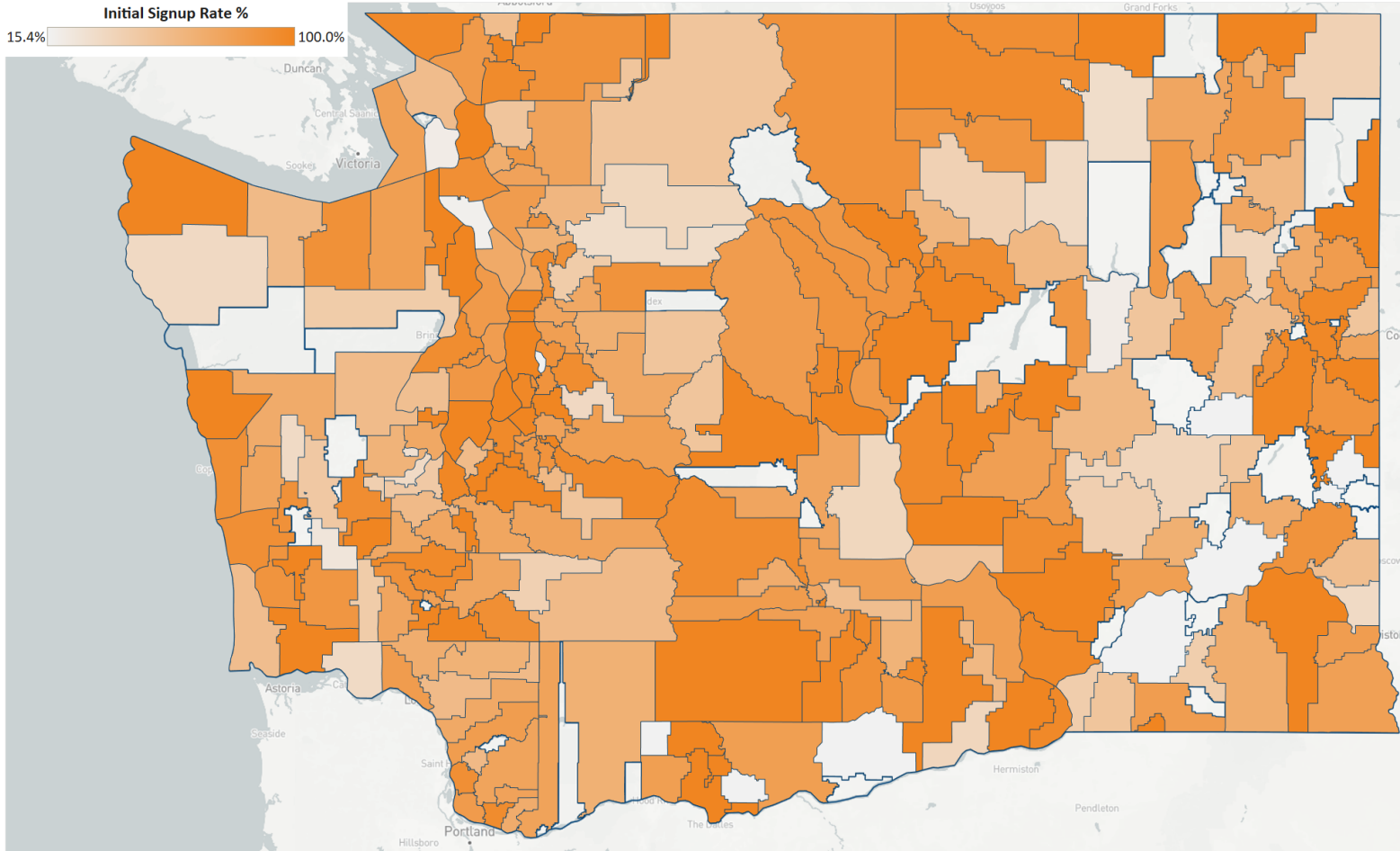


	2012	2013	2014	2015	2016	2017	2018	2019	2020
CBS Applicants by HS Class	15,947	16,070	20,903	23,398	25,272	28,980	32,195	33,117	32,096



College Bound applications are strong statewide

Initial College Bound Signup Rate, Class of 2020



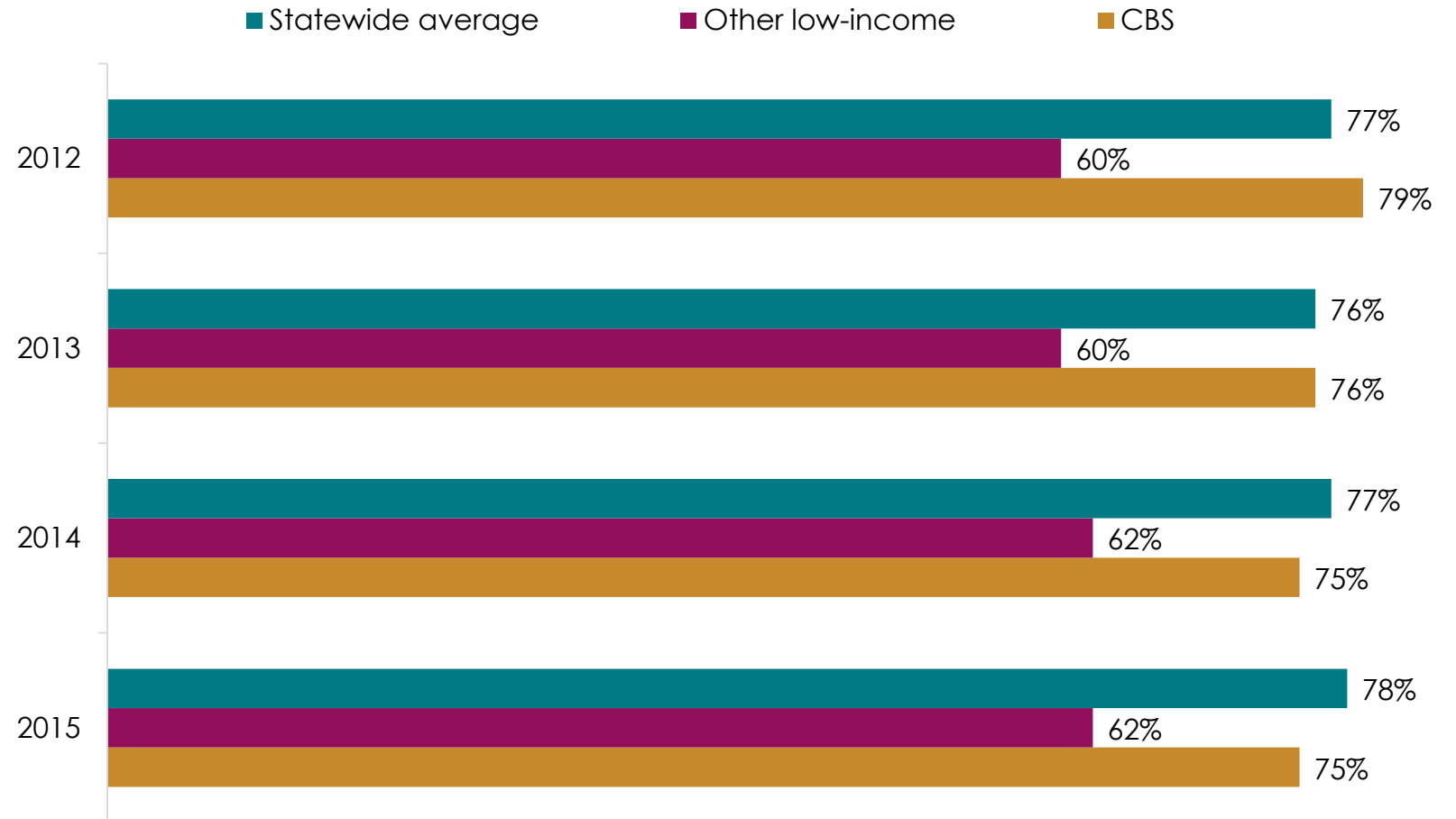
Source: WSAC CBS Application Data 2015-16.

- College Success Foundation regional officers provide support to schools.
- Districts and communities integrate College Bound into advocacy and support efforts.



College Bound students are graduating at higher rates

Graduation rates for CBS students are at least ten percentage points higher than those of their non-CBS low-income peers.





Four cohorts are now enrolled in college



Caseload Forecast
Council projects eligible
college enrollments:

- **17,448** in 2017
- **18,885** in 2018
- **20,766** in 2019

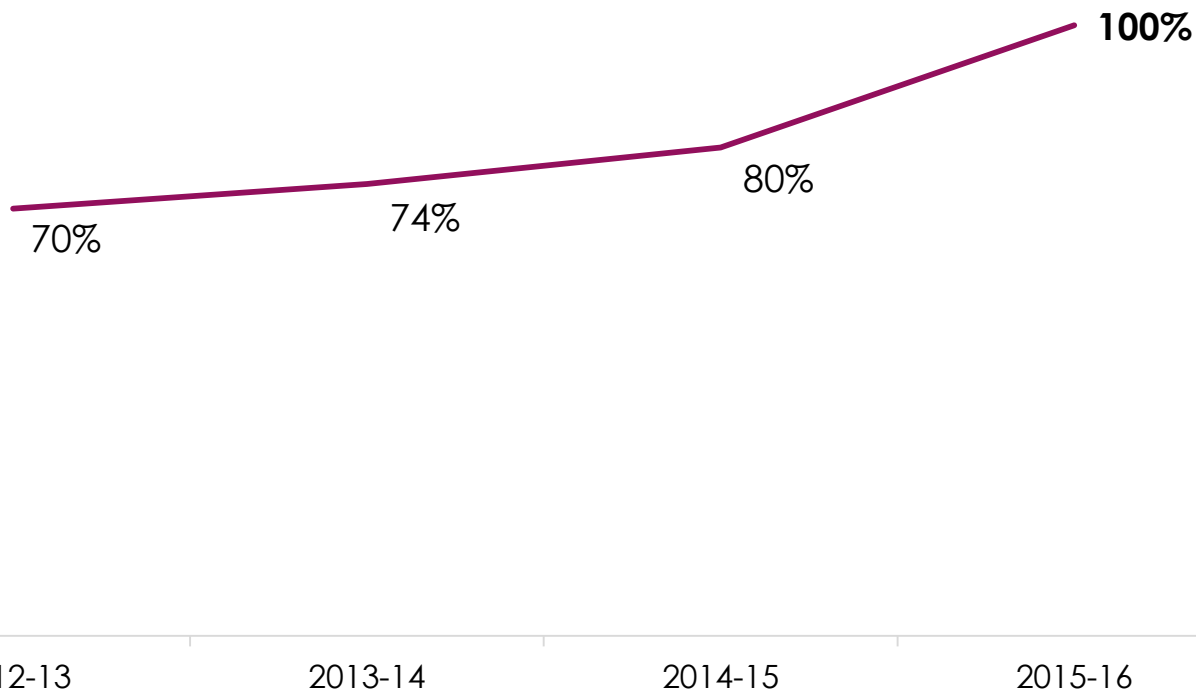


College Bound Scholarship conference, Kent School District at Green River College. 2016.



Maintain the SNG service level with CBS priority

College Bound recipients with State Need Grant



- CBS awards are based on public tuition plus a book stipend.
- All CBS students are required to be awarded maximum SNG.



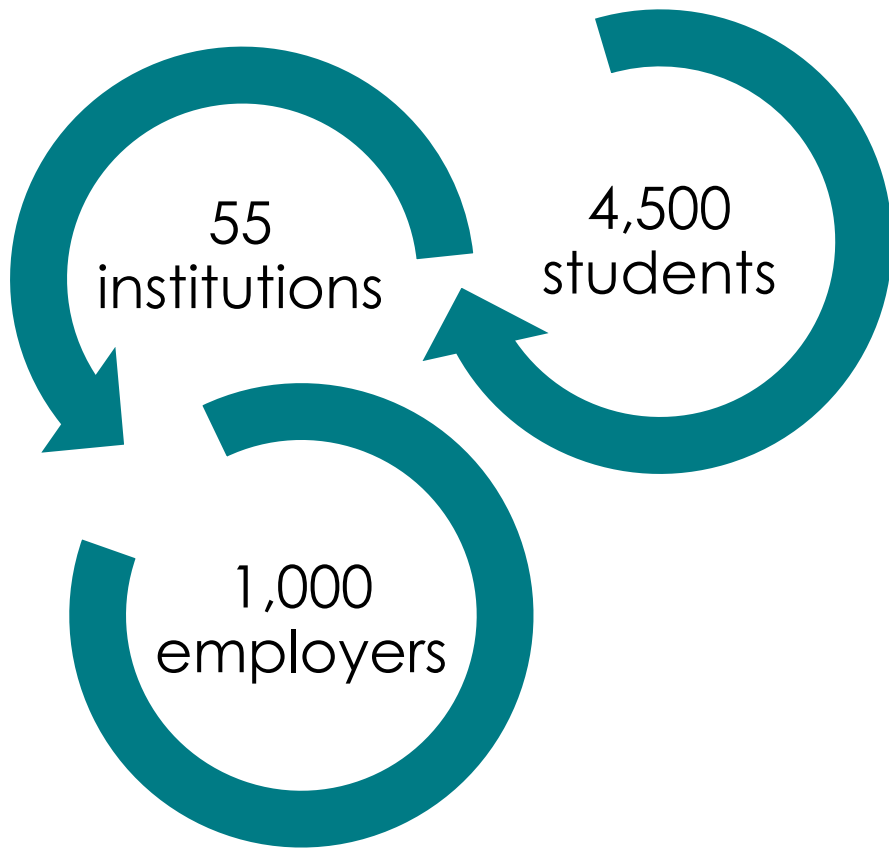
Work experiences correlated with positive outcomes

- Real-world contextual learning improves the quality of career choices.
- Research correlates part-time work experiences with improved retention, persistence, and completion.
 - There is a tipping point in the number of hours associated with persistence – fewer than 20 hours enhances persistence.
Salisbury, Pascarella, & Padgett, 2009; Berkner & Choy, 2008; Furr & Elling, 2000
 - On-campus jobs improve engagement and persistence.
Pike et al, 2008





State Work Study offers work-based learning opportunities



- 10% are graduate students.
- Average earnings \$2,800.
- Requires positions related to academic and career interests.
- 40-year-old program.

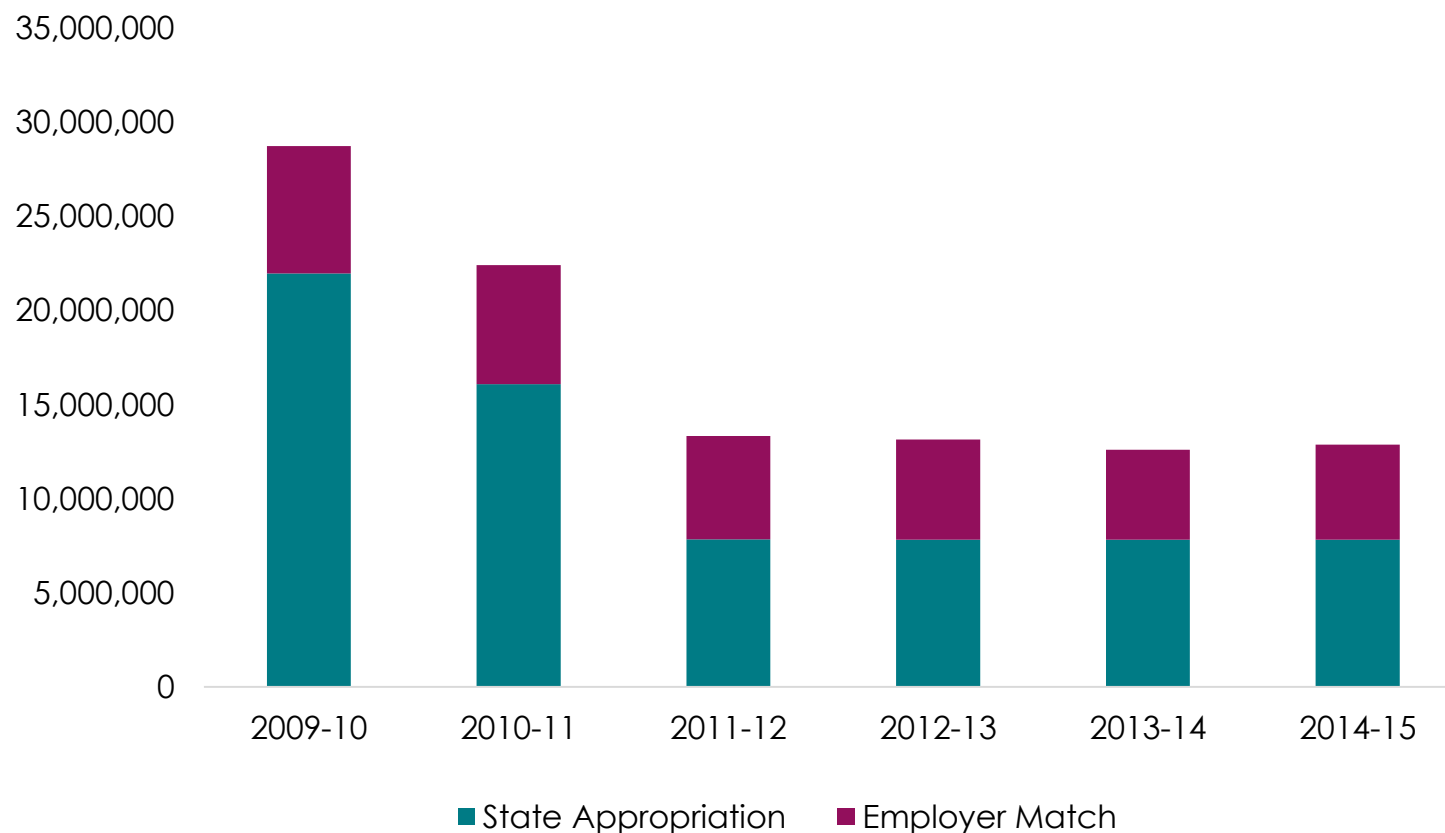
“I have hired several of the work study students following their graduation and have never been disappointed!”

-SWS Employer



Employers pay larger share as state investment shrinks

Employer Match Relative to State Appropriation
2009-10 through 2014-15





Students indicate work-study provided benefits

Students benefit from work study jobs:





Employers indicate work-study program is valuable

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

“Without State Work Study, our business would not have made nearly the progress, or been able to sustain the level of growth, especially in this difficult economic environment.”

— SWS employer



2017-19 Strategic Action Plan



2017-19 Strategic Action Plan

Call to Action

Proposes strategies to support the entire education continuum.

Urges investment in an array of programs targeting every level of the education system.





System-wide strategies to support all students

Priorities for 2017-19

Affordability

Make higher education more affordable

- Expand state financial aid programs, including **fully funding the State Need Grant program.**
- Maintain full funding for the College Bound Scholarship.
- Provide ample funding for higher education.
- Maintain a stable and predictable tuition policy.

Readiness

Improve college and career readiness

- **Increase dual-credit opportunities.**
- Invest in guidance, and proven high school completion efforts.

Completion

Increase college completion

- Fund successful student support programs.
- **Provide opportunity gap innovation grants.**
- **Create a plan to recruit and retain adult students.**

Employment

Ensure graduates can meet workforce demands

- Expand investments in fields with anticipated workforce shortages.
- **Expand work-based learning through State Work Study.**

Bold: 2017-19 WSAC priorities



Council Priority: Support all eligible State Need Grant Students



Fully Fund State Need Grant

Increase access, participation, and completion in higher education

Nearly 24,000 eligible students
go unserved every year.

Lack of funding impacts low-income students.

“ Financial stress definitely played a role in **lower grades, fatigue, and inability to engage in classes fully**. The stress and pressure from not having financial aid **hurts families as well as students** because of emotional stress and discord brought by financial stress. ”

“ I have two children to provide for...I am having to put more hours in at my job...pushing my homework into the late hours...I am fitting it all in by taking less classes (which has **pushed my graduation date back at least a year**) and working later hours at work. ”



RECOMMENDATION

Fully fund State Need Grant to support all eligible students.

- ✓ Increase college persistence and attainment.
- ✓ Reduce student debt.



Council Priority: Expand State Work Study

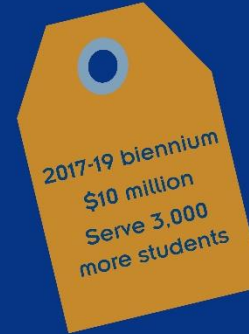


Expand State Work Study

Partner with employers to provide work experience and financial aid

94% of State Work Study students say they learned skills that will transfer to their careers.

95% of employers say State Work Study students increased their organization's productivity.



2017-19 biennium
\$10 million
Serve 3,000
more students

RECOMMENDATION

Expand work-based learning through State Work Study.

- ✓ Reduce need for loans.
- ✓ Improve employment outcomes for students.



Council Priority: Expand dual credit opportunities



Expand Access to Dual Credit

Equitable access to rigorous courses will help close opportunity gaps



Location and cost should not be barriers for low-income and underrepresented students in K-12.



RECOMMENDATION

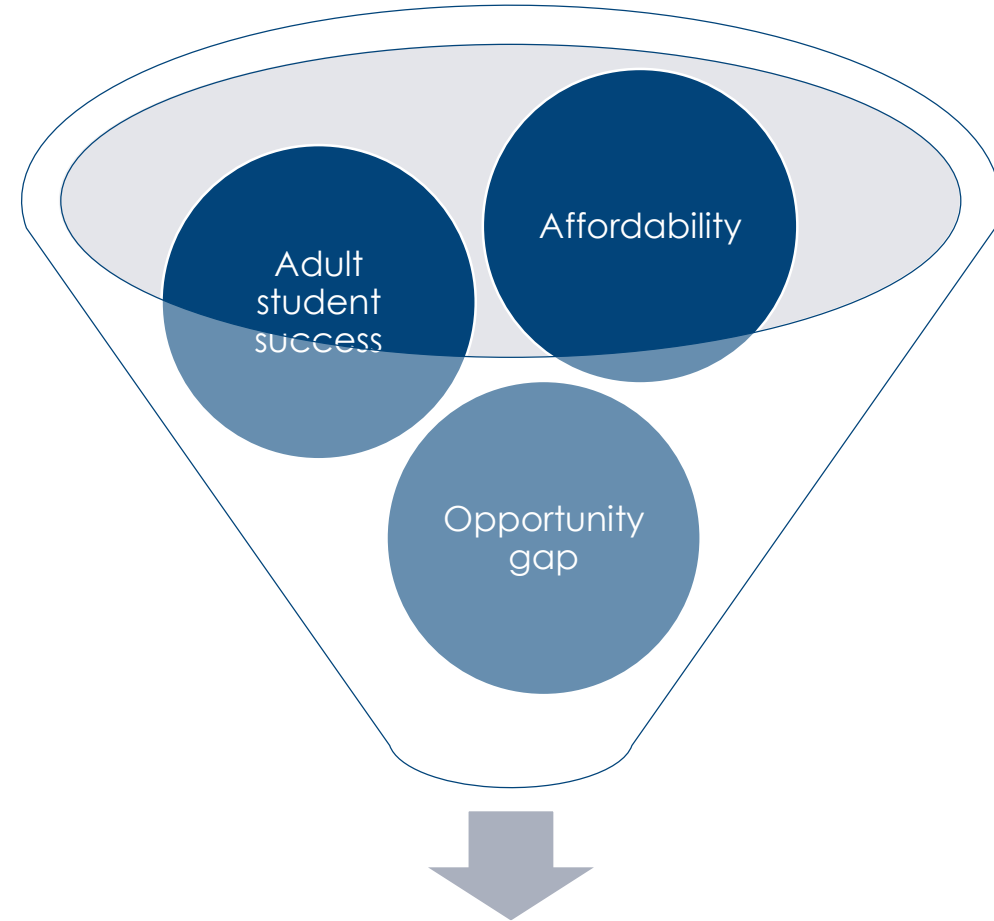
Fund the *College in the High School* program and help low-income students with exam fees, transportation, and books.

- ✓ Increase high school completion and college enrollment.
- ✓ Increase the number of low-income and underrepresented students taking rigorous courses.



2017-19 WSAC priorities

State Need Grant	\$200.0
Dual Credit	
Low-income Running Start: transportation and books	\$26.6
State Work Study	\$10.0
Innovation Grants	\$3.0
Adult Reengagement	N/A
Maintenance Level State Need Grant	
Coordination funding	\$18.0
Tuition growth	\$11.0
NOTE: All dollars (\$) in millions	



Increased educational attainment



WSAC student support activities have grown



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