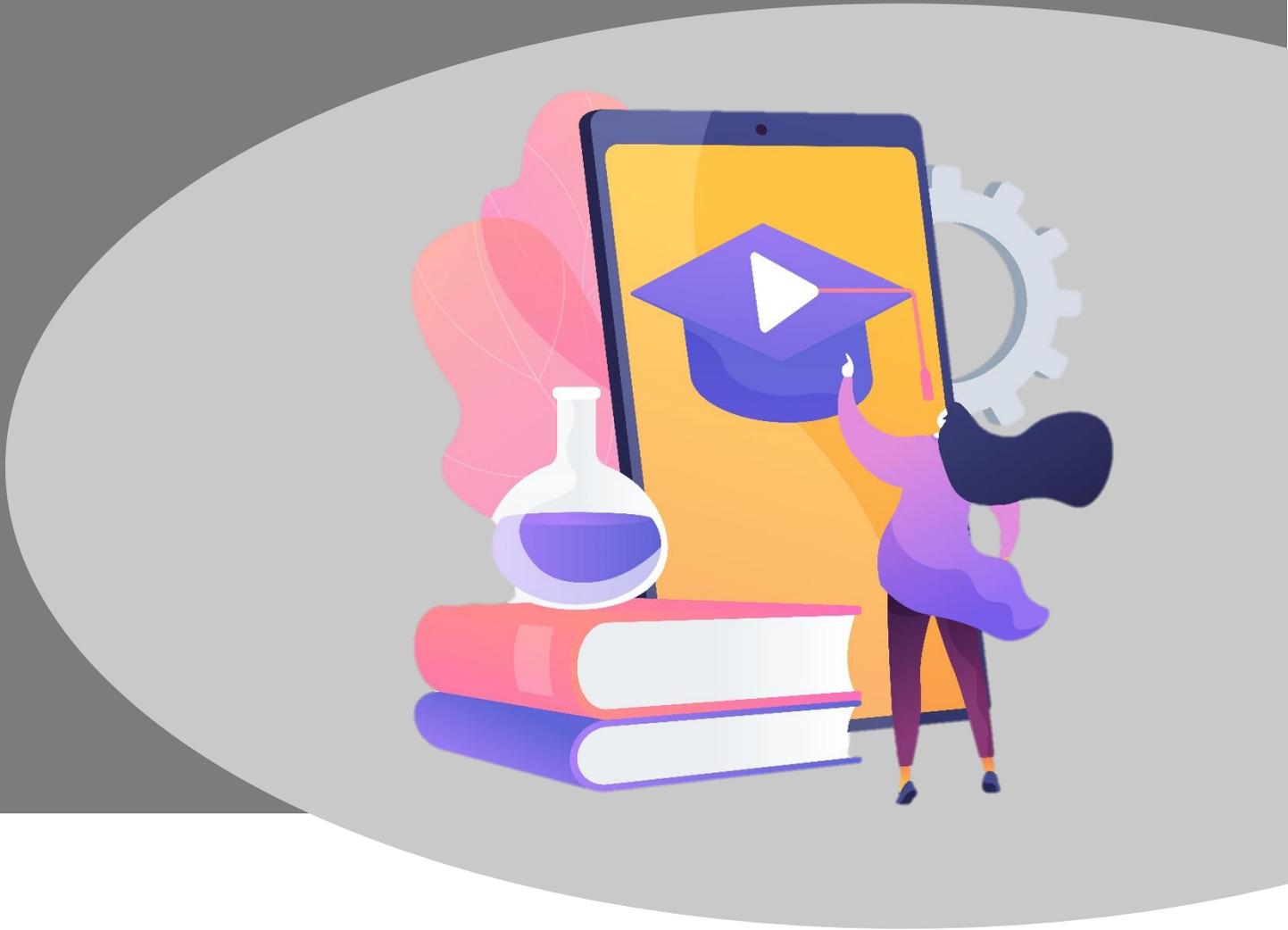


A New Approach to Increasing Awareness of Postsecondary Opportunities and Financial Aid in Washington

Embedding a Learning Agenda into Outreach Efforts



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Executive Summary

The Washington Student Achievement Council partnered with the North Central Educational Service District to design and develop a series of animated videos to share simple and clear information with students about the Washington College Grant and the benefits of pursuing education or training after high school. The videos aimed to build an engaging storyline by presenting sequential information about financial aid and postsecondary education and training in short segments. Videos were available in English and Spanish. The pilot project intended to address information gaps and increase students' awareness and understanding of postsecondary education opportunities and state financial aid.



Survey results from the pilot project found that the videos were received positively, and students learned relevant information about financial aid and postsecondary education and training opportunities in Washington.

87%

of students indicated that they learned something relevant to their futures

88%

indicated that they learned something new about the Washington College Grant

Surveys taken before and after watching the videos also demonstrated that students learned valuable information that they may not have known before.

+44 pts

Prior to watching the videos, just **32 percent** of the sample correctly identified how Washington College Grant award eligibility is determined. After watching, **76 percent** answered correctly.

+20 pts

Before watching the videos, **69 percent** of the sample correctly identified that the Washington College Grant can cover the full cost of tuition at an in-state institution, and that number increased to **89 percent** after watching.

+19 pts

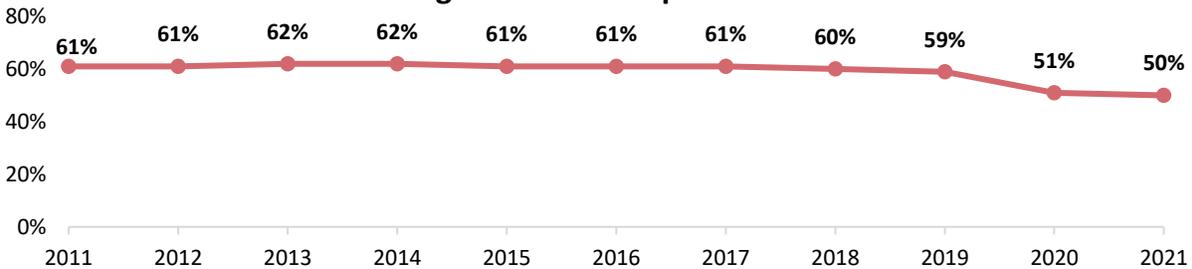
In the pre-survey, **56 percent** of students correctly identified that they only need to complete the FAFSA or WASFA to apply for the Washington College Grant. In the post-survey, **75 percent** answered correctly.

Positive feedback and evidence of knowledge transfer led to an expansion of the informational videos project to several additional areas of the state. This demonstrates how evidence from a pilot project can be translated into practice and brought to scale to reach more students. Building intentional outreach strategies can more effectively engage with students and families and could contribute to increased awareness of postsecondary opportunities and improved educational outcomes in the state.

Introduction: Rationale for the Case Study

Higher education is beneficial for individuals and society. It can lead to higher-paying jobs and lower unemployment rates. The economy relies on workers with higher education to fill high-skilled jobs. However, many high school students in Washington are not pursuing postsecondary education following graduation. Over the past decade, the direct high school to postsecondary transition rate was stagnant at around 60 percent. However, during the COVID-19 pandemic, that rate dropped to 50 percent of students entering postsecondary education directly after high school (Figure 1) (Kwakye & Lacalli, 2023). This decrease in direct postsecondary enrollment could have significant consequences for both the students' futures and the state's economy.

Figure 1. Washington's high school to postsecondary direct enrollment rate declined during the COVID-19 pandemic.



Source: Education Research and Data Center (ERDC) High School Graduate Outcomes Dashboard

The Washington Student Achievement Council (WSAC) is committed to helping increase direct postsecondary enrollment and educational attainment in the state. To achieve this goal and help reduce the cost barrier for students and families, Washington has implemented robust financial aid programs to make education and training more affordable. But many eligible students do not apply for financial aid, even though the Washington College Grant can cover the full cost of tuition at in-state public institutions for Washington residents whose family income is less than \$73,000 per year (*Washington College Grant Eligibility & Awards, 2023*). There are no academic or citizenship requirements for the Washington College Grant, making it available to a broad set of Washington residents including recent high school graduates and adults. To receive financial aid, students must apply by completing the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA). Unfortunately, less than half of high school seniors expected to graduate in Washington applied for financial aid in the Classes of 2021 and 2022 (*WA State FAFSA Completion Dashboard, 2023*).

It is possible that one reason for Washington's low rates of financial aid application completion and direct enrollment from high school to postsecondary is a lack of awareness and information about these opportunities. It could also be possible that the vast amount of information available now has made it difficult for students and families to determine what information is reliable and useful. This complexity may have become another barrier. Finally, it is possible that the type or format of available information may be a challenge. Information that is text-heavy and complex can pose barriers, especially for high school students and parents with lower levels of educational attainment. Creating informational content that is clear, concise, and visual is more accessible and can help overcome these challenges. This case study report provides an example of how sequenced videos can raise awareness and dispel myths about financial aid and postsecondary opportunities in Washington. Providing access to relevant and accessible information alongside other outreach efforts could help improve postsecondary access and attainment outcomes in the state.

Exploring Evidence from Research

Existing research helps to identify barriers to financial aid and postsecondary education that may be impacting students in Washington. Evidence from research can also help inform outreach strategies so they are more likely to be impactful. This case study contributes to an evidence base of "new generation" outreach efforts that draw on insights from the fields of learning and behavioral sciences.

Cost and Administrative Barriers

There are numerous reasons why students may not transition to postsecondary opportunities after high school. Research indicates that cost is a significant barrier to enrollment for many students (Page & Scott-Clayton, 2016). One common perception is that postsecondary education and training can be prohibitively expensive and may be out of reach for students from lower-income households. Even with generous financial aid options that can help offset the costs, students must understand how the process works and how to apply for it in order to receive it.

Dealing with financial uncertainty can make administrative tasks even more challenging. There are many complex administrative tasks that students must complete during the admission and financial aid application processes that can cause barriers to participation, and this may be particularly true for students who are the first in their families to go to college.

The administrative burden on students and families includes learning costs to understand eligibility and the application requirements, compliance costs to adhere to the rules to apply for and receive aid, and psychological costs from stress and frustration of bureaucratic processes (Herd & Moynihan, 2018). Understanding eligibility, how to apply for financial aid, and how to access aid all add steps to the already demanding admissions process that may further deter students from enrolling. Despite the difficulties that students and their families face when handling administrative tasks, there are several possible solutions that can be put in place to ease the burden. Supporting students through the administrative processes of learning about the system, applying for financial aid and admissions, and enrolling can help reduce barriers.

The Role of Videos as an Informational and Learning Tool

Ensuring the availability of simple, accurate, engaging information that is designed with the needs and characteristics of the audience in mind is key to raising awareness and supporting information retention. Evidence suggests that informational videos can effectively engage students and families when designed with appropriate learning objectives and behavioral science principles (Box 1). For instance, when designed well, multimedia instruction can help people understand complex ideas and engage in meaningful learning (Mayer, 2002). Specifically, videos used in an educational setting can increase student engagement and support cognitive processing (Brame, 2016). In addition, video is a familiar medium through which young people engage in self-directed learning (Evans, 2022). Adopting an evidence-based approach like informational videos to engage with students could increase understanding and awareness of financial aid and postsecondary opportunities and potentially influence students' decision making in Washington.

Box 1. Research-Based Principles for Informational Videos

Off-loading: Overlaying narration on top of videos can help viewers take in information in multiple modes—listening and viewing—and retain what they learn. Synchronizing audio and visual information to align simultaneously is also an effective way to reduce viewers’ cognitive load.

Segmenting: Dividing content into short, digestible segments can give the viewer time to process information, helping them internalize learning.

Pretraining: Sharing information prior to viewing the videos can help viewers build mental models to support deeper learning. Videos can be used to reinforce learning done previously.

Relevance: Ensuring students can see the relevance of the content to their own lives and futures is key to helping motivate them.

Sources: Mayer & Moreno (2003), Keller (1987)

Informational Videos Pilot Project Strategy

The informational videos pilot project was developed in partnership by WSAC and the North Central Educational Service District (NCESD) (Box 2). The project intended to address information gaps and common myths and increase students’ awareness of state financial aid and postsecondary education opportunities. High school students viewed the informational videos as part of a class during their regular school day and then completed a survey. This case study shares a summary of the implementation process and key findings from the pilot project.

Box 2. Informational Videos Pilot Project Partner Spotlight

The North Central Educational Service District (NCESD) provides a wide array of programs, services, and support to 29 public school districts in North Central Washington. The informational videos pilot project was conducted in partnership with the Career Connected Learning division.

Informational Videos Design

WSAC designed and developed a series of five animated videos alongside NCESD and a local video production company to share simple and clear information about the Washington College Grant (WCG) and the benefits of pursuing education or training after high school. The videos aimed to build an engaging storyline by presenting sequential information about financial aid and postsecondary education and training in short, manageable portions. The bright animations and simplified information were also intended to help make the content memorable and easy to comprehend. See video links and learning outcomes in Appendix A.

The five videos include:



Chapter 1: What financial aid is available for Washington students?



Chapter 2: How does the Washington College Grant work?



Chapter 3: How much Washington College Grant funding will I qualify for?



Chapter 4: How can I get help if I want to apply for the Washington College Grant?



Chapter 5: Why should I continue my education after high school?

Research and Practice Partnership

WSAC's partnership with NCESD provided a unique opportunity to collaborate with a local education agency to test the informational videos in the field. Overall, NCESD's FAFSA completion rate is slightly below the state average (49 percent), and the direct postsecondary enrollment rate is also lower than the state overall (50 percent) (see Box 3). WSAC used a data-informed approach to identify schools within NCESD to prioritize for recruitment to the pilot project, focusing on those with lower FAFSA completion and direct enrollment rates and schools with a high number of low-income students and students of color. NCESD led the recruitment of pilot sites and worked with participating schools to adapt the implementation plan to suit their needs. Participating schools were encouraged to show the videos to students during the regular school day and share with families through events and online channels. Schools were also asked to administer a survey to students to gather feedback and assess knowledge transfer about key learning objectives of the videos for WSAC's implementation research. Videos were originally created in both English and Spanish to reflect the most common languages in the pilot region. See example implementation materials in Appendix B.

Implementation in Schools

Videos were shown to students at school between November 2021 and February 2022. During that time, administrators and teachers were asked to complete a survey about how the informational videos pilot project was implemented at their school. There were 22 responses from 9 schools in NCESD, representing half of the schools that participated in the pilot. Most respondents indicated that videos were shown back-to-back in one sitting during a home room or advisory period. Several respondents also reported showing videos outside of school time at FAFSA workshops, senior or back to school nights, and in counseling sessions. Most respondents did not share the videos with families. However, some noted that the videos were posted on school websites, social media channels, and newsletters.

In general, administrators and teachers viewed the informational videos positively. Several suggestions were made to align the timing of the videos with the opening of the FAFSA/WASFA application period, which would also coincide with other school events. Some also mentioned the importance of incorporating conversations with students alongside the videos. These suggestions are helping WSAC improve implementation with additional students and families throughout the state for the future.

Box 3. Profile of NCESD Class of 2021

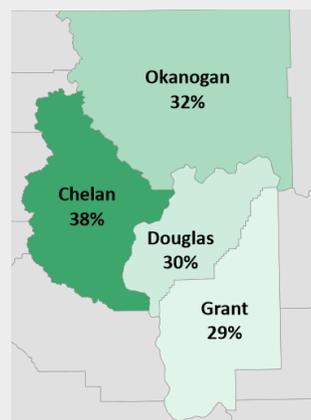
FAFSA Completion Rate



Direct Postsecondary Enrollment Rate



Proportion of Adults (Ages 25+) With Associate Degree or Higher in North Central Washington (2021)



Sources: WSAC FAFSA Completion Dashboard, ERDC High School Graduate Outcomes Dashboard, US Census American Community Survey

Select administrators and teachers who showed the videos to students shared...



Informational Videos Pilot Project Survey Insights

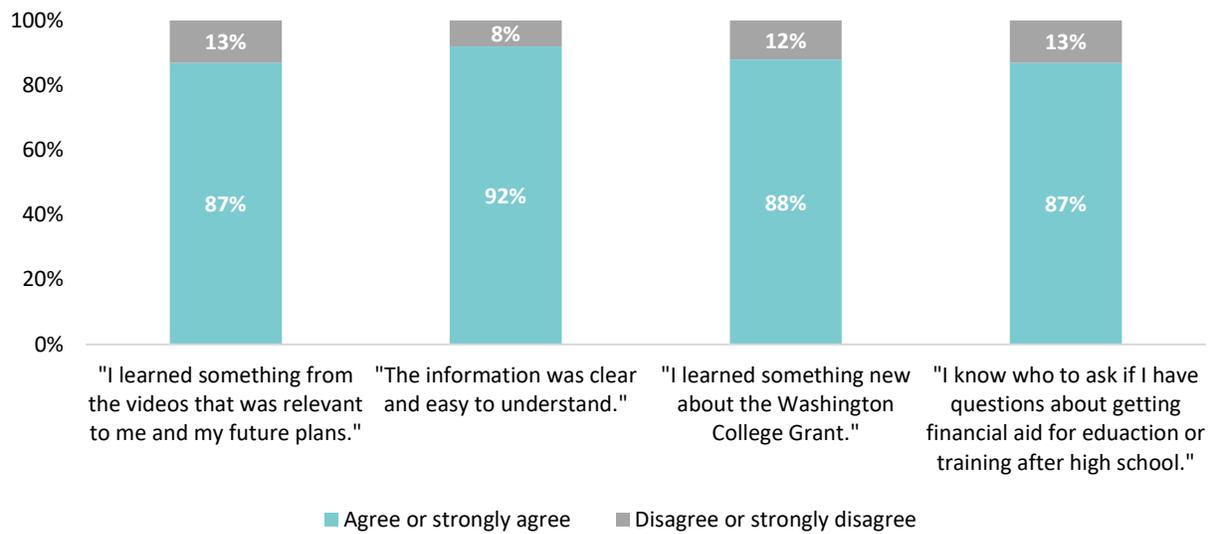
Pilot project surveys gathered feedback about students' reactions to the video, knowledge transfer, and how the pilot project was implemented. Surveys were fielded using an online survey form that could be accessed on a computer or a mobile device.¹ Survey results indicate that the videos were generally received positively, and students learned relevant information about financial aid and postsecondary education and training opportunities in Washington. See Appendix C for survey instruments.

Students' Experiences and Perceptions

Student feedback surveys intended to capture student experiences with the videos, perceptions of the video content, and level of satisfaction including whether the information was relevant to them and presented in a clear way. Students were encouraged to complete a feedback survey immediately after watching the videos in class. Overall, there were 827 students from 18 different schools in NCESD who completed a feedback survey after watching the videos. Two-thirds of these students were seniors, 15 percent were juniors, and the rest were in 7th through 10th grade. Responses indicated that students' perceptions of the videos were overwhelmingly positive. The majority of students surveyed reported that they learned something new, the information was presented clearly, the videos were relevant to their future plans, and they knew who to reach out to for help (Figure 2).

¹ Note: One school printed the survey instrument and fielded it using a paper version due to internet connectivity issues.

Figure 2. Students found the videos informative, clear, and relevant.



Some students also shared feedback about what they learned through open-ended responses. Many of these responses recounted particular facts from the videos that stood out to students. Some mentioned details about how the Washington College Grant works, while others shared bigger picture ideas about the affordability of postsecondary education and training. More research is needed to determine students’ longer-term retention of the information presented.

Select students who watched the videos shared...

"I learned that the Washington College Grant is for anyone who is a resident who meets the income requirements."
– Senior

"I learned that the Washington College Grant exists. I learned that it is really going to help me afford to go to college."
- Senior

"Something I learned from the videos was that GPA does not matter when applying. Not only that but the grant does not just apply for college, but for other types of schools, apprenticeships, etc."
– Junior

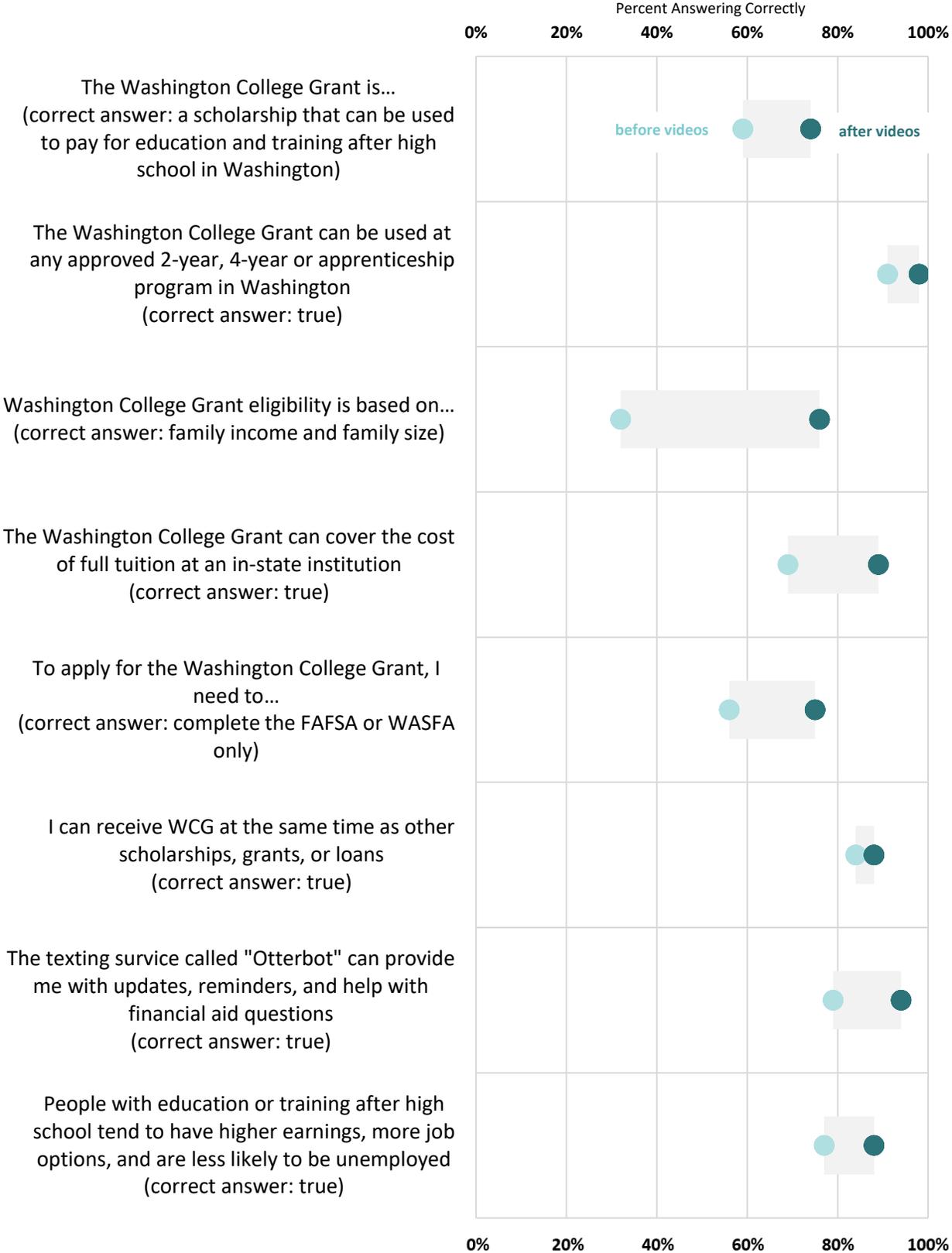
Measuring Knowledge Transfer

To evaluate knowledge transfer in relation to the learning objectives of the videos, three schools administered surveys to students before and after they watched the videos in addition to feedback surveys. These schools volunteered to conduct the additional pre- and post-surveys during the recruitment process when invitations were sent to all schools in the region. The survey questions directly reflected the video content and learning outcomes expected from watching the videos. About 380 students participated in the pre- and post-surveys, however only 165 students could be accurately matched in both surveys (for a match rate of 44 percent). This attrition may be due to students missing class or not participating in one of the surveys, or issues in the matching mechanism, including errors like typos or illegible handwriting. With our sample of 165 matched students, we compared responses on pre- and post-surveys. We found that more students identified the correct answers after watching the videos than before (Figure 3). This suggests that the videos may have helped facilitate knowledge transfer of key concepts around financial aid and postsecondary education and training opportunities.

Students were asked a set of questions before watching the videos and the same set of questions again after watching the videos. Every question on the survey was more frequently answered correctly after students watched the videos. The most significant improvement was related to eligibility requirements for the Washington College Grant. Prior to watching the videos, just 32 percent of the sample correctly identified that Washington College Grant eligibility is based on family income and family size. After watching the videos, 76 percent answered correctly. The next most significant improvement was related to how much the Washington College Grant can cover. Before watching the videos, 69 percent of the sample correctly identified that the Washington College Grant can cover the full cost of tuition at an in-state institution, and that number increased to 89 percent after watching the videos. There was also a large increase in correctly identifying how to apply for the Washington College Grant. In the pre-survey, 56 percent of students correctly identified that they only need to complete the FAFSA or WASFA to apply for the Washington College Grant. In the post-survey, 75 percent answered correctly.

These results suggest that information videos may help improve students' understanding of concepts around Washington's financial aid and postsecondary education opportunities. Additional research is needed to determine whether the learning will be sustained over time, and whether the increased knowledge leads to improved outcomes in financial aid application and postsecondary enrollment.

Figure 3. Students had a more accurate understanding of financial aid and postsecondary opportunities after watching the videos.



Discussion

The informational videos pilot project provides an example of sharing information with students about financial aid and postsecondary opportunities through animated videos. It also exemplifies how outreach activities can incorporate a learning agenda, how state and local partners can work together to engage schools, and how to build a student-centered intervention.

Designing outreach activities with specific learning objectives and tools to measure their effectiveness can help improve engagement efforts with students, particularly around complex processes like financial aid and transition to postsecondary education and training. The informational videos pilot project provided an opportunity to develop an outreach strategy with intentional learning objectives and embed a learning agenda into the implementation strategy. The data-informed recruitment strategy helped prioritize schools with lower FAFSA completion and direct postsecondary enrollment, as well as those with higher proportions of low-income students and students of color. The learning objectives guided the development of the videos, focusing on several distinct aspects of financial aid awareness determined by WSAC and NCESD collaboratively using information and data from the field. The implementation plan included recommendations to show the videos in the classroom during regular school hours to reach a broad array of students, but also allowed for flexibility in how this was done. Finally, the pilot project incorporated assessment efforts to understand the success of the strategy, including surveys to measure knowledge transfer and gather feedback from students and school staff about the product. Together, these research activities helped WSAC learn about what worked well and what could be improved in future outreach efforts.

Another key element of the informational videos pilot project was the collaboration between WSAC, a state agency, and NCESD, a local education agency. WSAC was able to fund and create accurate materials about the state financial aid programs, and, in collaboration with NCESD, developed the short, animated videos to address relevant topics for students. NCESD utilized their local relationships to recruit schools to participate in the pilot. Some specific elements of implementation were left to schools to allow for flexibility and convenience. The goal was not to tell schools what to do, but rather support them with a resource that could be useful for their students. The partnership between WSAC and NCESD also provided the benefit of state and local credibility and name recognition to reassure schools of the reliability of the informational content being shared.

From the outset, this project was conceptualized with students in mind. Simplifying information about a complex topic like financial aid and delivering it in an engaging and digestible format can help support students as they learn about opportunities for their futures. Segmenting the information into multiple short videos and sequencing them to build on one another can help students maintain focus and retain what they learn. The animation may be less intimidating and more approachable for some students, especially since many are used to absorbing media in video format (i.e., social media). And embedding the videos in students' regular school day ensures that a broader population is exposed to the information—not just those students who actively seek it out or who are already part of college preparation programs. Being intentional about how the information is shared can help reach a wider array of students who might not otherwise understand how the state's financial aid programs work and what is available to them.

Each of these intentional decisions can be replicated in future efforts to engage students and families in understanding financial aid and postsecondary opportunities in the state.

From Evidence to Practice

Positive feedback and evidence of knowledge transfer from NCESD and the pilot sites led to WSAC's expansion of the informational videos project to several additional areas of the state. Community-based partner organizations showed the videos to students in their areas. About 1,400 students completed a survey sharing their experiences with the videos, perceptions of the video content, and level of satisfaction (Box 4). This demonstrates how evidence from a pilot project can be translated into practice and brought to scale to serve more students.

In addition, NCESD extended the project beyond high school students to engage with community and business leaders in North Central Washington. This offered an opportunity to inform education advocates and other adults about financial aid and postsecondary education opportunities so they could help spread awareness in their communities. NCESD ultimately presented the videos to members of nine Rotary Clubs and collected 93 feedback surveys. Similar to the original pilot project, survey results indicated that this audience also valued the format and simplified content of the videos, and they reported that they learned something new and planned to share what they learned with others. In the future, NCESD plans to continue sharing the videos to engage with other populations as well, such as Adult Basic Education students at local community and technical colleges.

Box 4. Informational Videos Expansion Partner Spotlight

The Mid-Columbia STEM Network is an independent nonprofit committed to removing barriers to STEM education and postsecondary credentials in the Tri-Cities and surrounding areas.

- **948** student feedback surveys completed

The Rural Alliance is a rural education leadership collaborative supporting birth through postsecondary outcomes for Washington's rural students.

- **362** student feedback surveys completed

FuturesNW is a nonprofit in Whatcom and Skagit Counties on a mission to level the socio-economic playing field by supporting students from underserved communities to achieve their career and college dreams.

- **117** student feedback surveys completed

NCESD also shared the videos with community leaders at **9 Rotary Clubs** in North Central Washington.

- **93** feedback surveys completed
- **97%** indicated they learned something new about financial aid
- **80%** indicated they planned to share something they learned with someone they know

Following the expansion of the pilot project and the continued positive feedback from students and administrators, WSAC has incorporated the use of the informational videos into its financial aid and postsecondary access statewide outreach materials for students and schools. The successful use of two languages in the pilot project also led to additional translations of the videos to accommodate the most common languages in the state (Chinese, Russian, Somali, Tagalog, and Vietnamese, in addition to the original English and Spanish).



The incremental launch of the informational videos project allowed time to gather feedback, develop suggestions for implementation, and make adjustments before scaling to suit the needs of the state. This evidence to practice approach took additional time and resources to implement, but it also provided a blueprint for future outreach efforts to prioritize continuous improvement and learning so that engagement strategies can be as efficient as possible. Building intentional outreach strategies can more effectively engage with students and families and could contribute to increased awareness of postsecondary opportunities and improved educational outcomes in the state.

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Appendix A. Video Links and Learning Outcomes

Informational Video Links

Chapter 1: What financial aid is available for Washington students? ([link](#))

Chapter 2: How does the Washington College Grant work? ([link](#))

Chapter 3: How much Washington College Grant funding will I qualify for? ([link](#))

Chapter 4: How can I get help if I want to apply for the Washington College Grant? ([link](#))

Chapter 5: Why should I continue my education after high school? ([link](#))

Videos in other languages:

Chinese ([link](#))

Russian ([link](#))

Somali ([link](#))

Spanish ([link](#))

Tagalog ([link](#))

Vietnamese ([link](#))

NCESD Washington College Grant Video Pilot – Learning Outcomes

Chapter 1: What financial aid is available for Washington students?

After watching chapter 1, students will know:

- The Washington College Grant (WCG) is a grant program that can be used at 2-year and 4-year institutions and approved training, certificate, and apprenticeship programs
- WCG can cover in-state tuition

Chapter 2: How does the Washington College Grant work?

After watching chapter 2, students will know:

- The WCG is open to any Washington resident who meets income eligibility, regardless of age, GPA, or citizenship status
- To apply, the only thing you need to do is fill out the WASFA or FAFSA

Chapter 3: How much Washington College Grant funding will I qualify for?

After watching chapter 3, students will know:

- How much money you receive is based on financial need, which is calculated based on family size and how much money your family makes
- A full award can cover tuition at public institutions
- A family of four whose making up to \$56,000 per year can qualify for a full award
- Students whose families earn more (up to \$102,000 per year) can still get a partial award
- Students can use other funding types (grants, work studies, loans) along with WCG to cover additional postsecondary costs

Chapter 4: How can I get help if I want to apply for the Washington College Grant?

After watching chapter 4, students will know:

- That they can get help from their school counselor
- They can text OtterBot for questions and reminders
- They can visit the WSAC website for information about where to get help

Chapter 5: Why should I continue my education after high school?

After watching chapter 5, students will know:

- Education or training after high school is a good investment that is worth the time and money
- Those with higher education have higher lifetime earnings, more job options, and are less likely to be unemployed
- By 2027, 70% of jobs in the U.S. will require some kind of degree or certificate

Appendix B. Implementation Materials

Informational Videos to Boost Awareness of the Washington College Grant: Implementation Strategy Overview

The informational videos project, developed in partnership by the Washington Student Achievement Council (WSAC) and the North Central Educational Service District (NCESD), aims to increase students' awareness of state financial aid for postsecondary education. The project is based on principles from an evidence-based program in Canada and uses effective strategies, such as sequencing information and integrating the videos into students' regular school day. The videos are meant to be a useful resource to students, families, and schools to support their understanding of eligibility for the Washington College Grant, how to apply and receive aid, and the benefits of postsecondary education.

In addition to providing a resource to students and families, WSAC and NCESD seek to learn about their perceptions of the materials and whether any changes in behaviors—such as FAFSA completion or postsecondary enrollment—occurred after the project implementation. The learning agenda will also include implementation research to help gather insight about what worked best and how the project could be improved in future iterations.

A series of five short, animated videos was developed by a local video production company to share clear and engaging information about the Washington College Grant (WCG) and the benefits of pursuing education after high school. Videos are available in English and Spanish and include:

- ✓ Chapter 1: What financial aid is available for Washington students?
- ✓ Chapter 2: How does the Washington College Grant work?
- ✓ Chapter 3: How much Washington College Grant funding will I qualify for?
- ✓ Chapter 4: How can I get help if I want to apply for the Washington College Grant?
- ✓ Chapter 5: Why should I continue my education after high school?

Because of the intentional research agenda of this project, there are several key features of the implementation strategy that must be consistent across participating schools. Two requirements for implementation and several recommendations are listed below. Additionally, some implementation research activities will be expected of participating schools. Beyond the features and activities outlined below, schools can determine a plan for implementation that meets their needs.

Key implementation features:

REQUIRED:

- Videos should be shown during regular school hours.
- Videos should be shown in sequential order.

RECOMMENDED:

- A link to the videos should be shared with families via email or other type of communication (i.e., on the school website and/or social media). Videos will be available in English and Spanish.
- Videos may also be used in other settings—such as FAFSA nights, senior nights, or shown by school counselors.
- We encourage schools to repeat showing the videos to students in class to reinforce information as they see fit.

Key implementation research activities:

REQUIRED:

- **One feedback survey.** All participating schools will be involved in collecting data for research through a survey of students. The short survey will be developed by WSAC and NCESD and will ask students about their overall satisfaction level, perceptions of the videos, and suggestions for improvement. The survey takes about 5 minutes. A web link to the survey will be provided to all participating schools. Funds provided by WSAC are meant to help cover the costs of administering the surveys and ensuring a high response rate. Schools can use the funding to offer incentives to students and/or staff as they see fit.
- **One administrative survey.** This survey will be completed after implementation and will ask school administration (or whoever is coordinating the project at the school) a few basic questions about how they implemented the videos. A web link to the survey will be provided to all participating schools.

Implementation Outreach Memo Sample

PARTNER NAME

Washington College Grant Video Pilot

[date / school]

ATTENDEES

[insert]

AGENDA

1. Introductions
2. Project Overview
 - a. These videos aim to increase students' awareness of state financial aid for postsecondary education. And to be a useful resource to students, families, and schools to support their understanding of eligibility for the Washington College Grant, how to apply and receive aid, and the benefits of postsecondary education.
3. Video content
 - a. [English Series Link](#)
 - b. [Spanish Series Link](#)
4. Guidelines for sharing
 - a. Videos to be shown during regular school hours
 - b. Videos to be shown in sequential order
We also recommend the following:
 - c. Videos can be shared with families and used outside of school hours, such as FAFSA nights or shown by school counselors and shared via school newsletter or website
 - d. We encourage schools to show videos more than once to reinforce the information
5. Surveys
 - a. **Student Survey:** This survey will gather feedback from students and should take approximately 2 minutes to complete. Can be completed on a mobile device or computer after watching the video series.
 - i. [insert link and QR code]
 - b. **Administrator Survey:** This survey will gather feedback about how the videos were implemented and should take approximately 5 minutes to complete. A school administrator, counselor, or teacher who was involved in the project should complete the survey. Can be completed on a mobile device or computer after videos have been shown.
 - i. [insert link and QR code]

Data-Informed Recruitment Metrics

Priority	District	High School	School direct enrollment rate (Class of 2018)	District FAFSA completion rate (Class of 2020)	Total enrollment (2020-2021)	Proportion low-income (2020-2021)	Proportion students of color (2020-2021)
	STATE TOTAL		60%	52.3%	1,094,330 (all grades)	44.50%	48.9%
	NCESD (ESD 171) TOTAL		56%	53.1%	49,886 (all grades)	60.90%	52.0%
Priority 1	<i>Sample</i>						
Priority 1							
Priority 2							
Priority 2							

Appendix C. Survey Instruments

NCESD Washington College Grant Video Pilot - Student Feedback

Student Feedback Survey

Thank you for watching the informational videos about the Washington College Grant! We would like to hear your feedback about the videos and see if you have any suggestions to improve them in the future. This survey should take less than 2 minutes to complete. Your feedback will help us improve the videos to make sure other students can benefit from them, too.

1) Please select your school*

- Almira Coulee Harline High School
- Brewster High School
- Bridgeport High School
- Cascade High School
- Cashmere High School
- Chelan High School
- Columbia Basic Technical Skills Center
- Eastmont Senior High
- Entiat Middle and High School
- Ephrata High School
- Lake Roosevelt High School
- Liberty Bell High
- Mansfield High School
- Manson High School
- Moses Lake High School
- Okanogan High School
- Omak High School
- Oroville High School
- Pateros High School
- Quincy High School
- Soap Lake High School
- Tonasket High School
- Warden High School
- Waterville High School
- Wenatchee High School
- Westside High School
- Wilson Creek High School

2) Select your grade level*

- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other - Write In (Required):*

3) Overall, I learned something from the videos that was relevant to me and my future plans.*

- Strongly disagree Disagree Agree Strongly agree

4) Overall, the information was clear and easy to understand.*

- Strongly disagree Disagree Agree Strongly agree

5) I learned something new about the Washington College Grant.*

- Strongly disagree Disagree Agree Strongly agree

6) I know who to ask if I have questions about getting financial aid for education or training after high school.*

- Strongly disagree Disagree Agree Strongly agree

7) What did you learn from the videos? (For example, what was one key takeaway that you remember? What fact did you find most interesting?)

8) How can the videos be improved for the future?

Thank You!

Thank you for taking the time to provide feedback! Your responses will help us improve the videos for future use.

NCESD Washington College Grant Video Pilot - Student Pre-Survey & Post-Survey

Washington College Grant Video Pilot - Pre-Survey and Post-Survey (students)

Thank you for taking this survey to help us learn about what students know about financial aid in Washington. We appreciate you taking the time to answer the following questions to the best of your ability. This survey should only take a couple of minutes to complete.

1) Please enter your email address*

2) Please select your school*

- Lake Roosevelt High School
- Quincy High School
- Wilson Creek High School

3) Select your grade level.*

- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other - Write In (Required):

4) The Washington College Grant is...*

- A scholarship program awarded to some students with high GPAs
- A program that allows you to attend only the University of Washington or Washington State University
- A scholarship that can be used to pay for education and training after high school in Washington
- A loan that students will pay back after graduating from college

5) The Washington College Grant can be used at any approved 2-year, 4-year, or apprenticeship program in Washington.*

- True
- False

6) Washington College Grant eligibility is based on...*

- High school GPA
- Quality of college application essay
- Parents' education status
- Family income and family size

7) The Washington College Grant can cover the full cost of tuition at an in-state institution.*

- True
- False

8) To apply for the Washington College Grant, I need to...*

- Complete the FAFSA or WASFA only
- Complete a special application for the state
- Wait until I get to my institution and then apply through the financial aid office
- I don't have to do anything to get the Washington College Grant

9) I can receive the Washington College Grant at the same time as other scholarships, grants, or loans.*

- True
- False

10) The texting service called "Otterbot" can provide me with updates, reminders, and help with financial aid questions.*

- True
- False

11) People with education or training after high school tend to have higher earnings, more job options, and are less likely to be unemployed.*

- True
- False

Thank You!

NCESD Washington College Grant Video Pilot -Administrator Survey

Washington College Grant - School Administrator Survey

Thank you for participating in the Washington College Grant Video Pilot Project. The following questions will help researchers at the Washington Student Achievement Council understand how the videos were implemented at participating schools, learn about what worked best, and gather suggestions to improve implementation in the future. This survey should take less than 5 minutes to complete. Please answer honestly and feel free to reach out with additional feedback or to discuss in further detail (contact information is provided at the end of the survey).

1) Please enter the name of your school.*

2) Which grade levels were included in video implementation? Check all that apply.*

- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other - Write In (Required): *

3) Were the videos shown to students during regular school hours?*

- Yes
- No

4) In what setting(s) were the videos shown during regular school hours? Check all that apply.*

- During home room/advisory
- During a college/career readiness class
- During another class period
- During lunch
- During an assembly
- Other (please specify):

5) If videos were not shown during regular school hours, please describe how the videos were shared with students.*

6) Were videos shown sequentially (in order)?*

- Yes
- No

7) How were videos sequenced?*

- One video per day for each day of a week
- One video per day in multiple weeks
- All videos shown in one sitting
- Some other way (please specify):*

8) If videos were not shown sequentially, in what order did you share the videos with students?*

9) If videos were not shown sequentially, on what days were the videos shared with students?*

10) Outside of the regular school day, in what other setting(s) were the videos shown to students? Check all that apply.*

FAFSA completion workshop/FAFSA night

Senior night

During school counselor sessions/meetings with students

Other (please specify): *

None

11) In what settings were the videos shown to parents/families? Check all that apply.*

FAFSA completion workshop/FAFSA night

Senior night/back to school night

Shared through school newsletter/email

Posted to school website

Shared on school social media

Other (please specify): *

None

12) Please tell us about your school's experience with the Washington College Grant video pilot project. How can the videos be improved? How can the process of getting the videos and sharing with students and families be improved?*

13) What suggestions do you have for other schools who would like to share these videos with students and families?

Thank You!