

THE PATH TO 70% CREDENTIAL ATTAINMENT FOR WASHINGTON STUDENTS



THE CREDENTIAL
IS ESSENTIAL.



Demand for Credentialed Workers is Higher than Ever

Americans with college degrees can account for all of the net new jobs created over the last decade. In stark contrast, the number of Americans with high school degrees or less who are employed in this ninth year of economic expansion, has fallen by 2,995,000.

– *2018 Brookings Analysis of national household employment data*

Nationally, 55% of jobs that offer a salary of at least \$35,000 (\$45,000 for workers over age 45) are filled by workers with a bachelor's or advanced degree. Another 10% are filled by workers with an associate's degree. – *Georgetown University Center on Education and the Workforce*

740,000 JOB OPENINGS
IN OUR STATE BY 2021

63%

OF CAREER JOB OPENINGS
WILL BE FILLED BY WORKERS
WITH BACHELOR'S DEGREES
OR HIGHER

11%

BY WORKERS
WITH TWO-
YEAR DEGREES

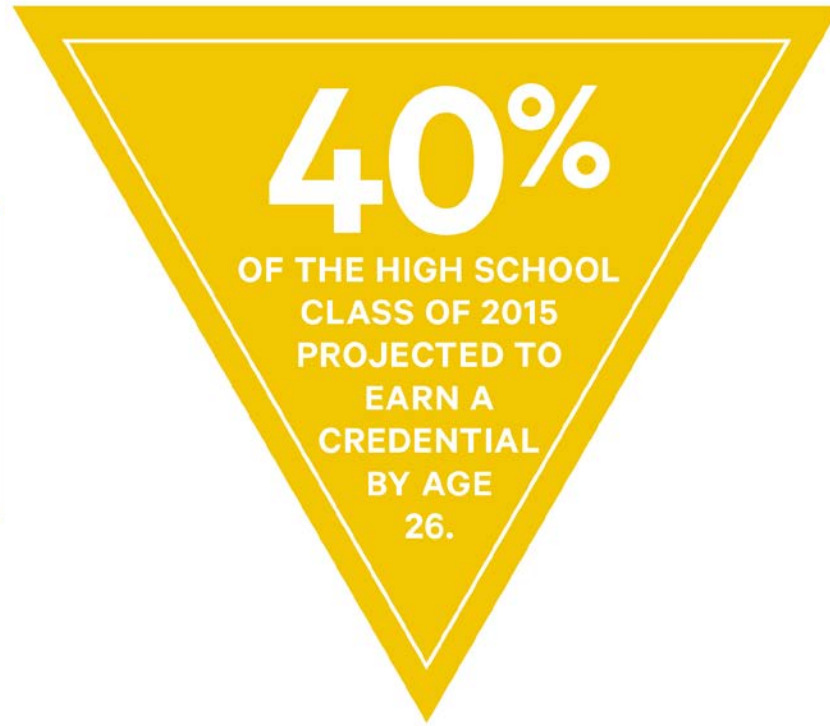
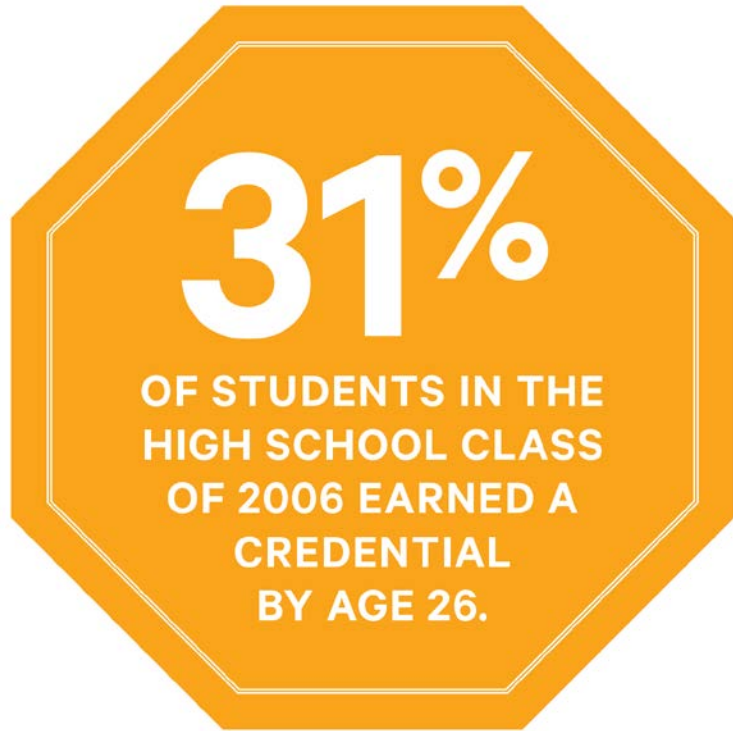


THE CREDENTIAL IS
ESSENTIAL IN
WASHINGTON STATE.

A Credential is Essential in Washington State

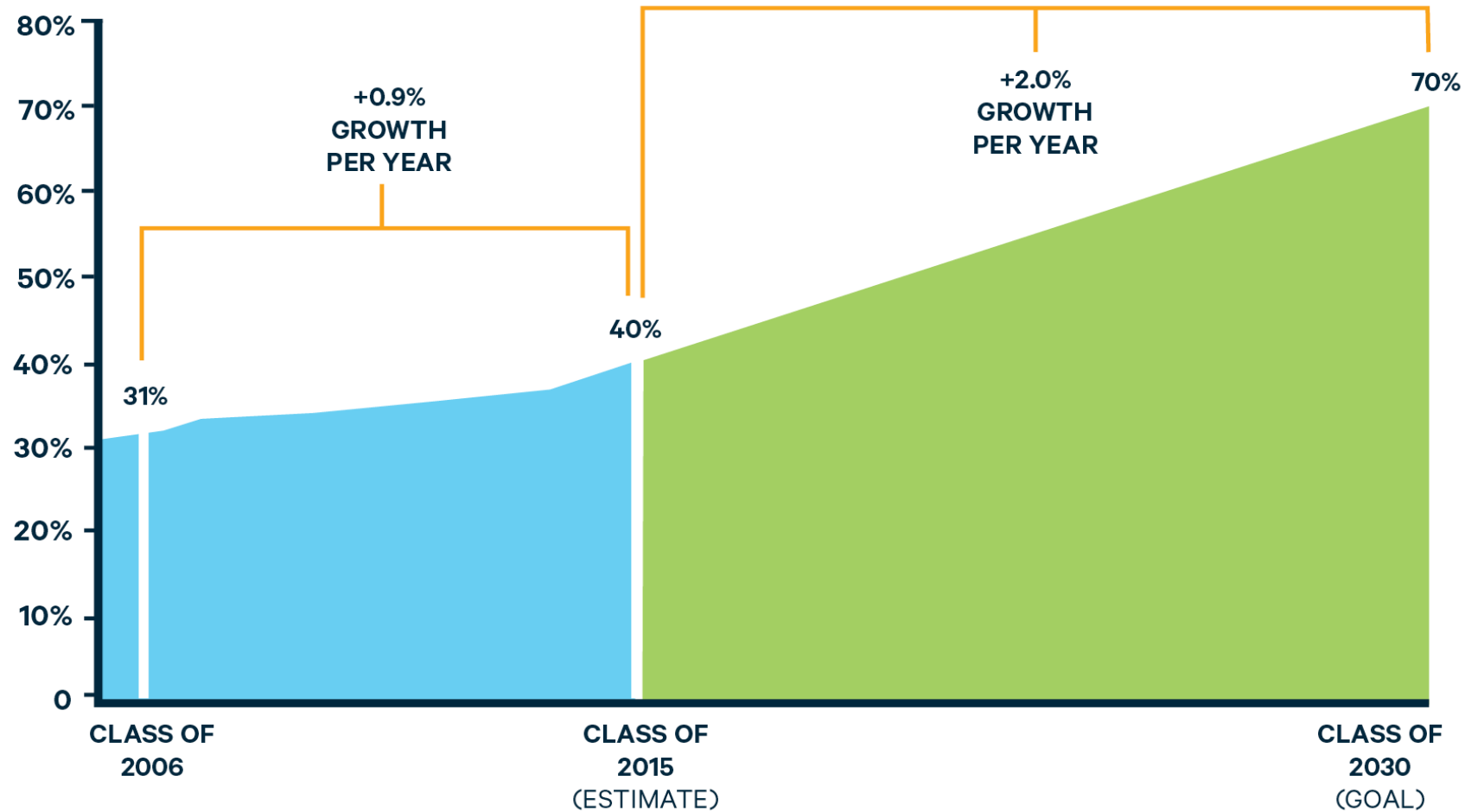


Making Progress on Attainment Since Baseline...



...But Not Nearly Fast Enough

Average Annual Growth in Credential Attainment Must More than Double to Hit 70% Goal by the HS Class of 2030



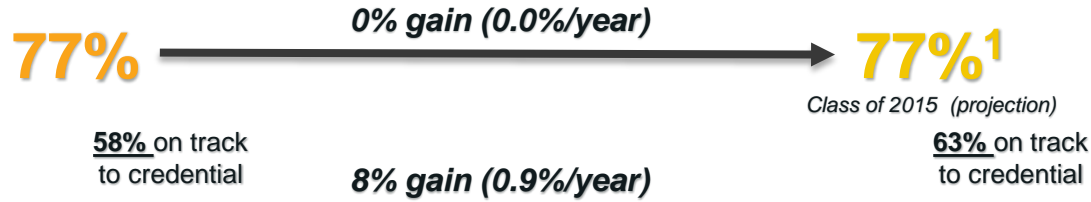
Progress Since 2006 Baseline, But Still Far Short of Goal

Goal

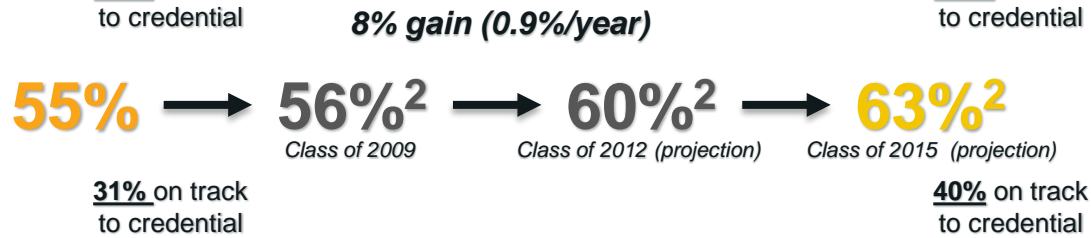
High School Graduation Rate



Postsecondary Enrollment³



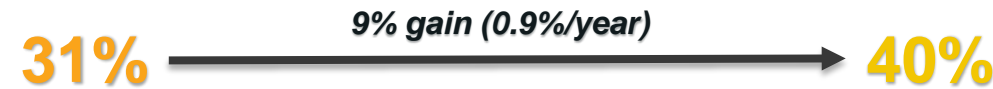
Postsecondary Graduation Rate



Reengagement Rate



Credential Rate



70%

30-point improvement required

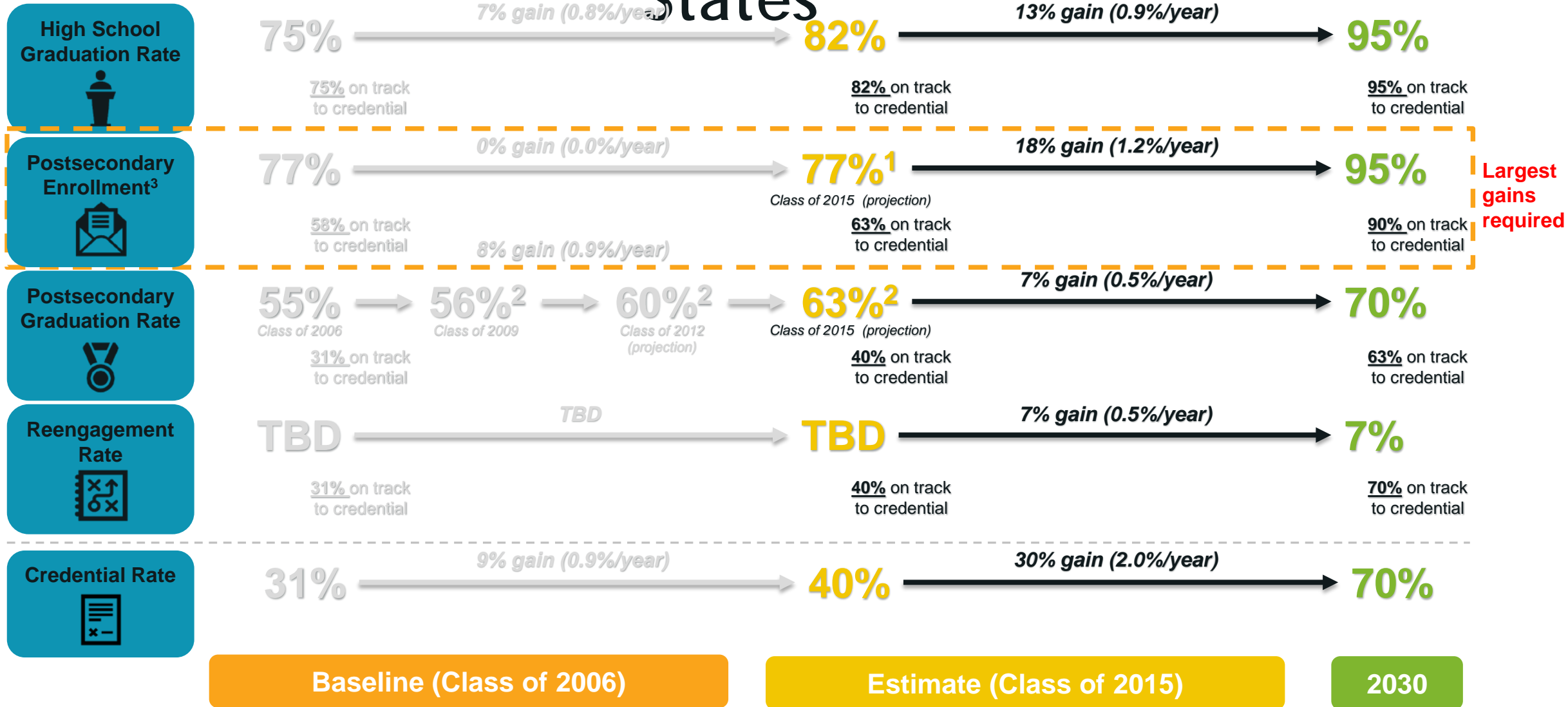
Baseline (Class of 2006)

Estimate (Class of 2015)

2030






1. Exact data unavailable from ERDC; Estimate based on fact that % HS graduates attending postsecondary directly has remained constant from 2006 to 2015 (ERDC); 2. Exact data from ERDC unavailable; Estimate based on IPEDS data on college graduation rates over time and ERDC data on postsecondary enrollment trends over time; includes all sectors (e.g. private, online, etc) 3. Includes Dual Enrollment credits obtained in HS.

We Can Meet Goal if We Match Best-Performing States



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No Way to Hit Goal Without Closing Attainment

Power Metric <small>(15' tot. %¹, 06-15' CAGR %)</small>	Class of 2015 Estimate										2030 Target
	Income		Race					Gender		Overall	
	Low <small>(45%, 3%)</small>	Non-Low <small>(55%, -1%)</small>	Native Am <small>(2%, -6%)</small>	Hispanic <small>(22%, 6%)</small>	Black <small>(5%, -2%)</small>	White <small>(57%, -1%)</small>	Asian <small>(7%, 0%)</small>	Male <small>(51%, 0%)</small>	Female <small>(49%, 0%)</small>		
High School Graduation Rate 	72%	91%	58%	73%	74%	84%	90%	78%	84%	82%	95%
Postsecondary Enrollment 	65%	84%	57%	67%	77%	77%	93%	72%	81%	77%	95%
Postsecondary Graduation Rate 			43%	57%	51%	64%	76%	55%	69%	63%	70%
Reengagement Rate 											7%
Credential Rate 			14%	28%	29%	41%	63%	31%	47%	40%	70%

1. Public School Population



95% OF STUDENTS GRADUATE HIGH SCHOOL

(Need a 13% pt. improvement over class of 2015)

SPECIFIC ACTIONS:

- Increase high-quality early learning options for low-income students
- Make 3rd grade reading the “North Star” for assessing the impacts of early learning investments and for holding the system accountable for student achievement
- Work to close student achievement gaps and raise achievement at low-performing schools
- Raise achievement at low-performing schools (enhancing accountability, increasing access to excellent teachers and principals, and closing achievement gaps).
- Demand academic rigor for all students (e.g. maintain career and college ready diploma and test-based graduation requirements, strengthen link between high-quality CTE and dual-credit programs)



95% OF HIGH SCHOOL GRADUATES ENROLL IN POSTSECONDARY EDUCATION OR TRAINING AT A TWO- OR FOUR-YEAR INSTITUTION

(Need a 18% pt. improvement over class of 2015)

SPECIFIC ACTIONS:

- Improve consistency of “High School and Beyond Plan” implementation
- Increase utilization of programs that enable students to earn college credit while in high school
- Reduce financial barriers by extending aid programs (e.g., State Need Grant, College Bound Scholarship, Washington Opportunity Scholars)
- Make postsecondary education more convenient (e.g., better utilizing satellite, branch and digital campuses)

SPECIFIC ACTIONS:



70% OF HIGH SCHOOL GRADUATES ENROLLED
IN POSTSECONDARY INSTITUTIONS COMPLETE
A CREDENTIAL BY AGE 26

(Need a 7% pt. improvement over class of 2015)

- Ensure all students enroll in “best-fit” postsecondary program to deliver desired credential
- Increase transfer support for students advancing from 2-year to 4-year schools (e.g. counseling, capacity, transparency)
- Continue to build and evaluate Guided Pathways, with expansion to all state community & technical colleges
- *Invest in student wraparound supports (e.g. major advising, completion coaches, career counseling, financial assistance) targeted to systemically underserved students*

SPECIFIC ACTIONS:



REENGAGE WASHINGTON STUDENTS WHO FALL OUT OF THE EDUCATION SYSTEM

- Include students who “drop out” of the system in the P-16 longitudinal data system to better understand and address leaks in the education pipeline
- Increase support for and access to workforce development programs and targeted interventions for “opportunity youth” (e.g. The Roadmap Project, Port Jobs, United Way)
- Invest in building pathways to high-quality certificates (e.g. apprenticeships)
- Support “HS 21+” competency-based diploma programs at Washington’s 2-year colleges
- Expand access and availability of high-quality online programs that lead to credential

Next Steps

Advocacy

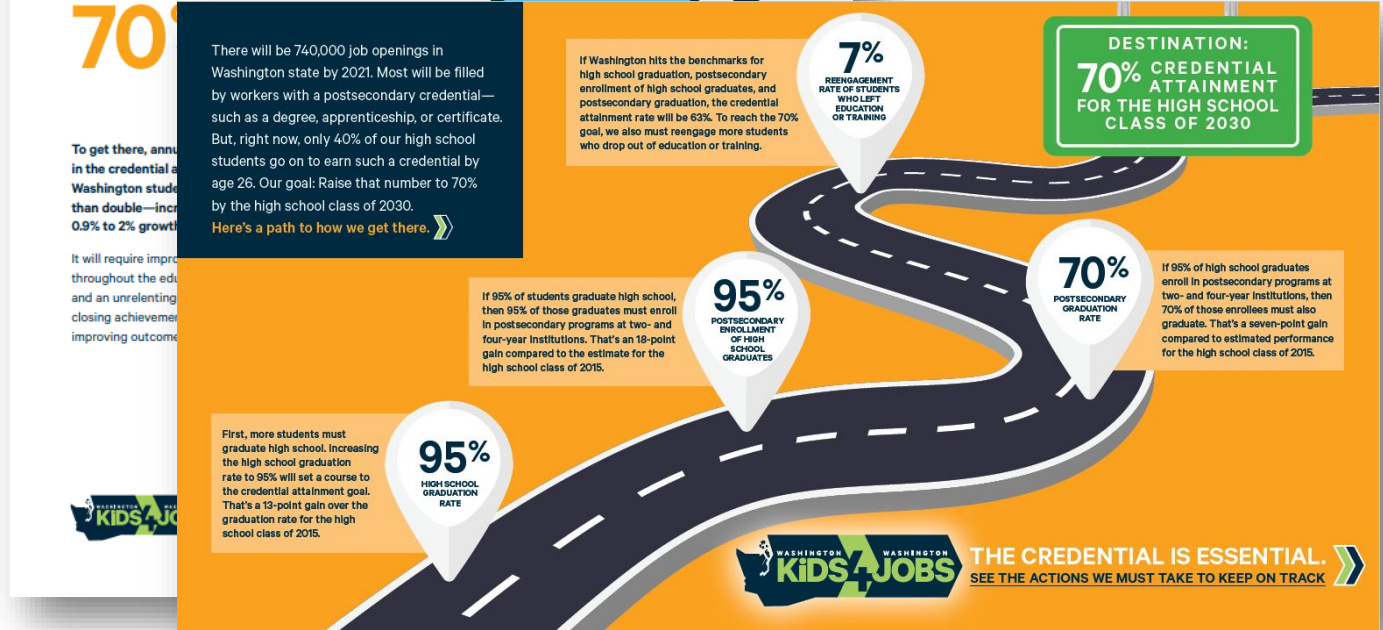
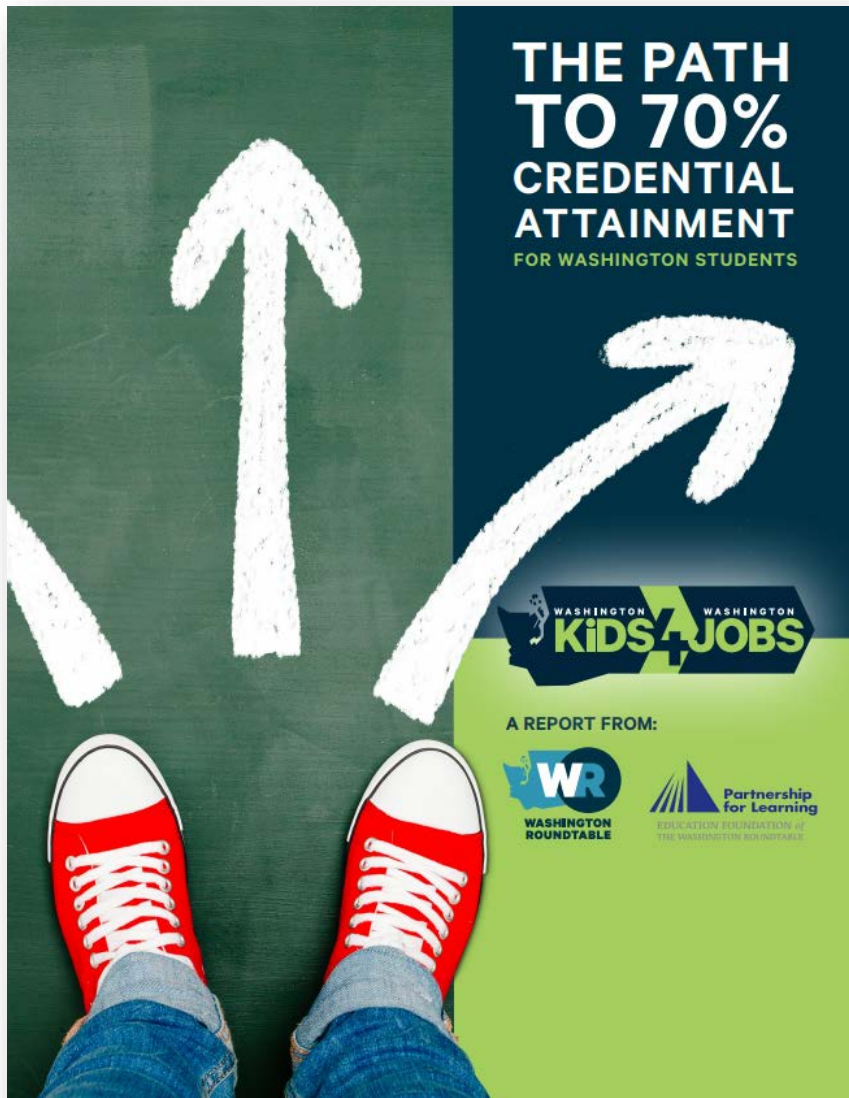
- Set and pursue an agenda for bold action and continuous improvement

Communications

- Promote importance of credential attainment
- Increase career pathway awareness

Research

- Better understand the barriers to postsecondary enrollment



Report, Fact Sheet, Infographic, More: CredentialEssential.com