

A DIPLOMA THAT MEANS SOMETHING

How to prepare your student for
success after high school

This is the first in the three-part series, “You’re Going to College.”

The next two LEVinars are below, so please mark your calendars now and sign up at the links below.

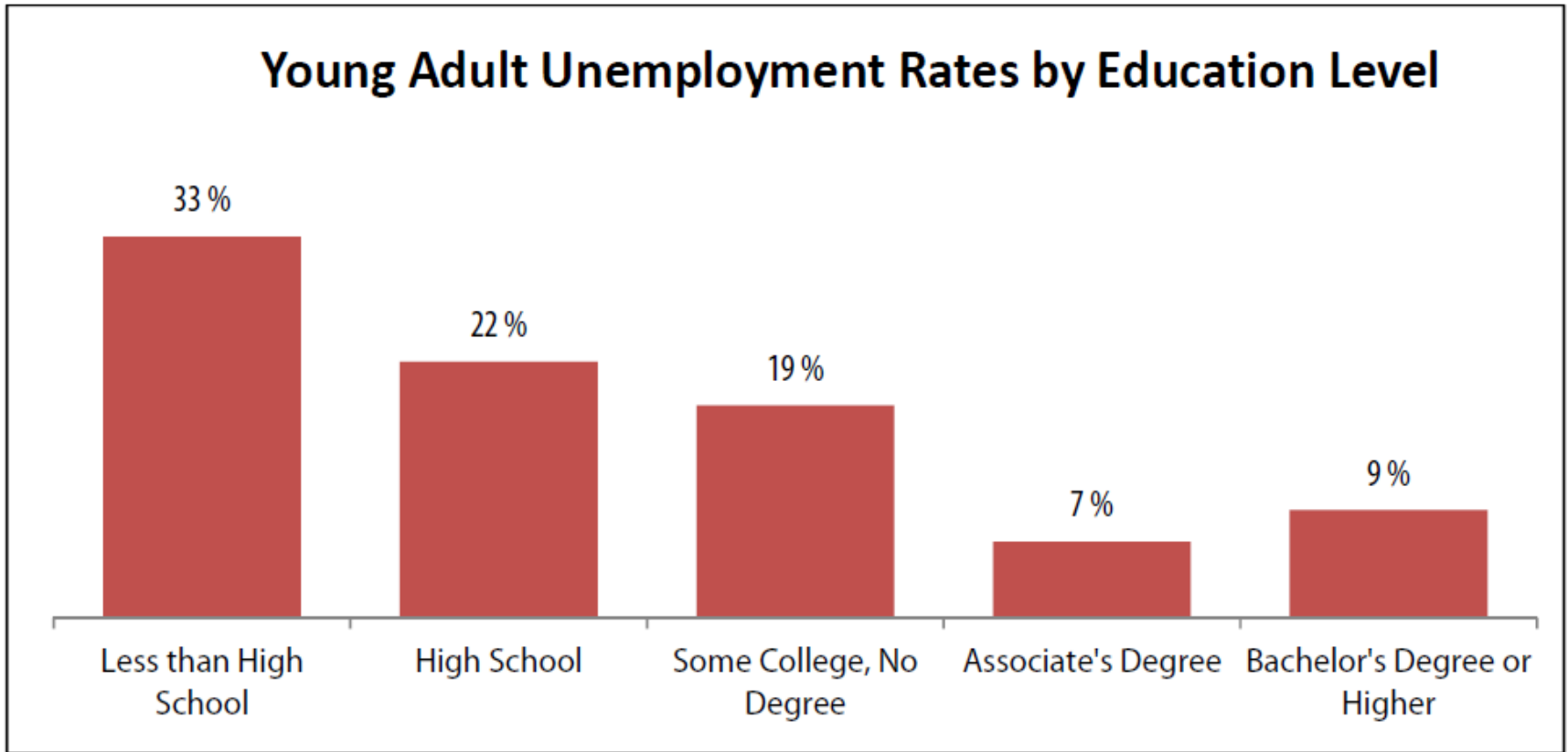
Thursday, October 24, 12:30pm

[Accessing College-Prep Curriculum: How equity and rigor can close gaps](#)

Thursday, November 7, 12:30pm

[Best Practices: Academic acceleration means opting out, not opting into excellence](#)

MAJOR MISMATCH LOOMS: BUSINESS NEEDS VERSUS EDUCATION LEVEL ATTAINED



Source: U.S. Census Bureau's 2011 American Community Survey, Washington young adults aged 18 to 24.

THE MISMATCH IS WORSE DOWN THE LINE . . .

By 2018, **67%** of jobs in Washington will require postsecondary education.

This is **4** percentage points above the national average of **63%**.

Washington ranks **6th** in postsecondary education intensity for 2018.

AND WORSE.

WASHINGTON'S RANK IN JOBS FORECASTED FOR 2018, BY EDUCATION LEVEL.

Education level	2018 Jobs	Rank
High school dropouts	325,000	29
High school graduates	888,000	48
Some college, no degree	853,000	12
Associate's degree	399,000	9
Bachelor's degree	730,000	18
Graduate degree	353,000	16

CAREER “FAILURE TO LAUNCH”

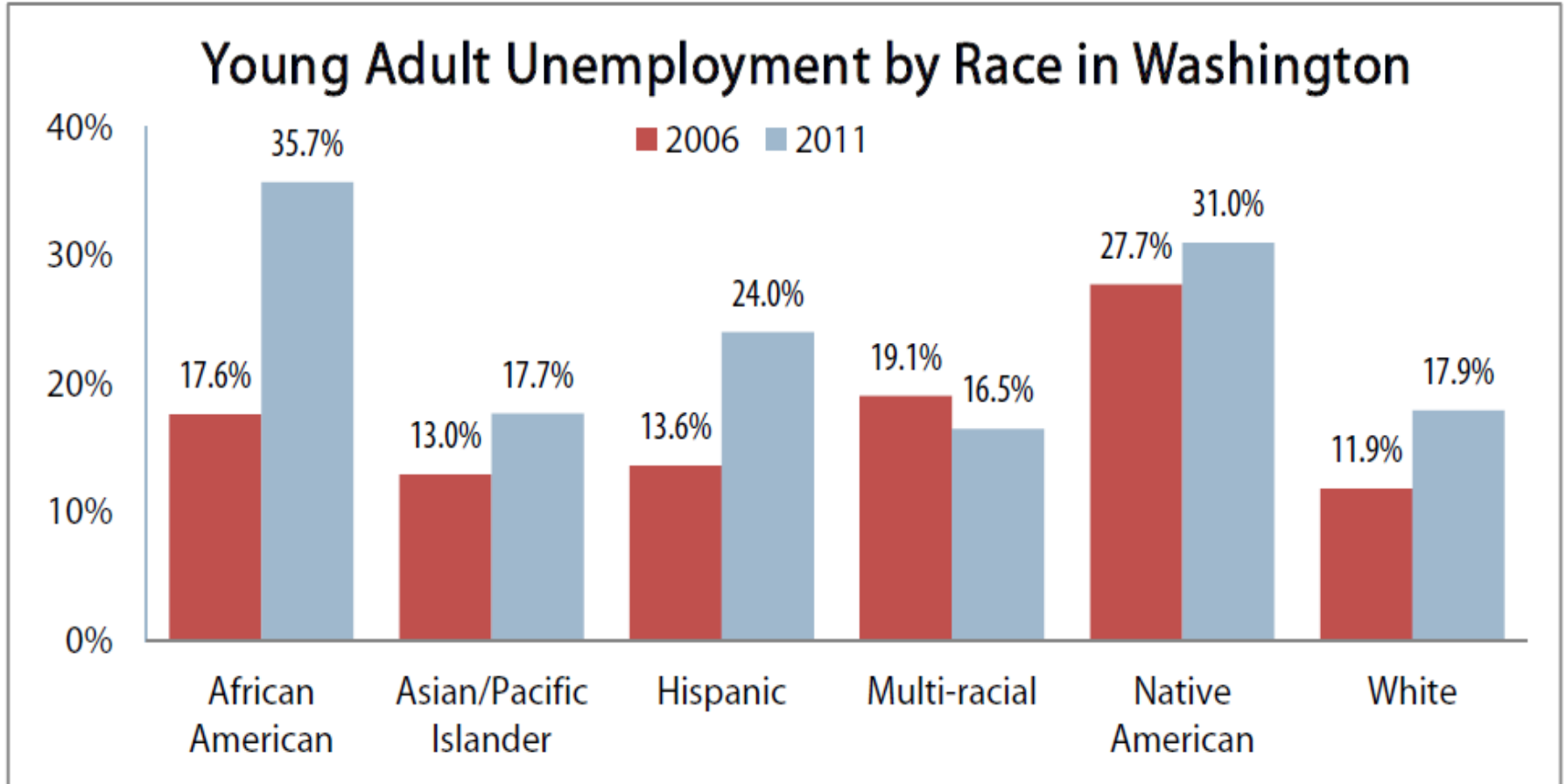
Today’s Young Adults Face High Unemployment, Lower Lifetime Earnings

16.7 percent of our state’s young adults (18 to 24) were unemployed in 2012 compared with older adults (ages 25-64) who had a 7 percent unemployment rate.

In 2007 young adult unemployment rate was 10.6 percent—a full six percentage points lower than the 2012 rate.

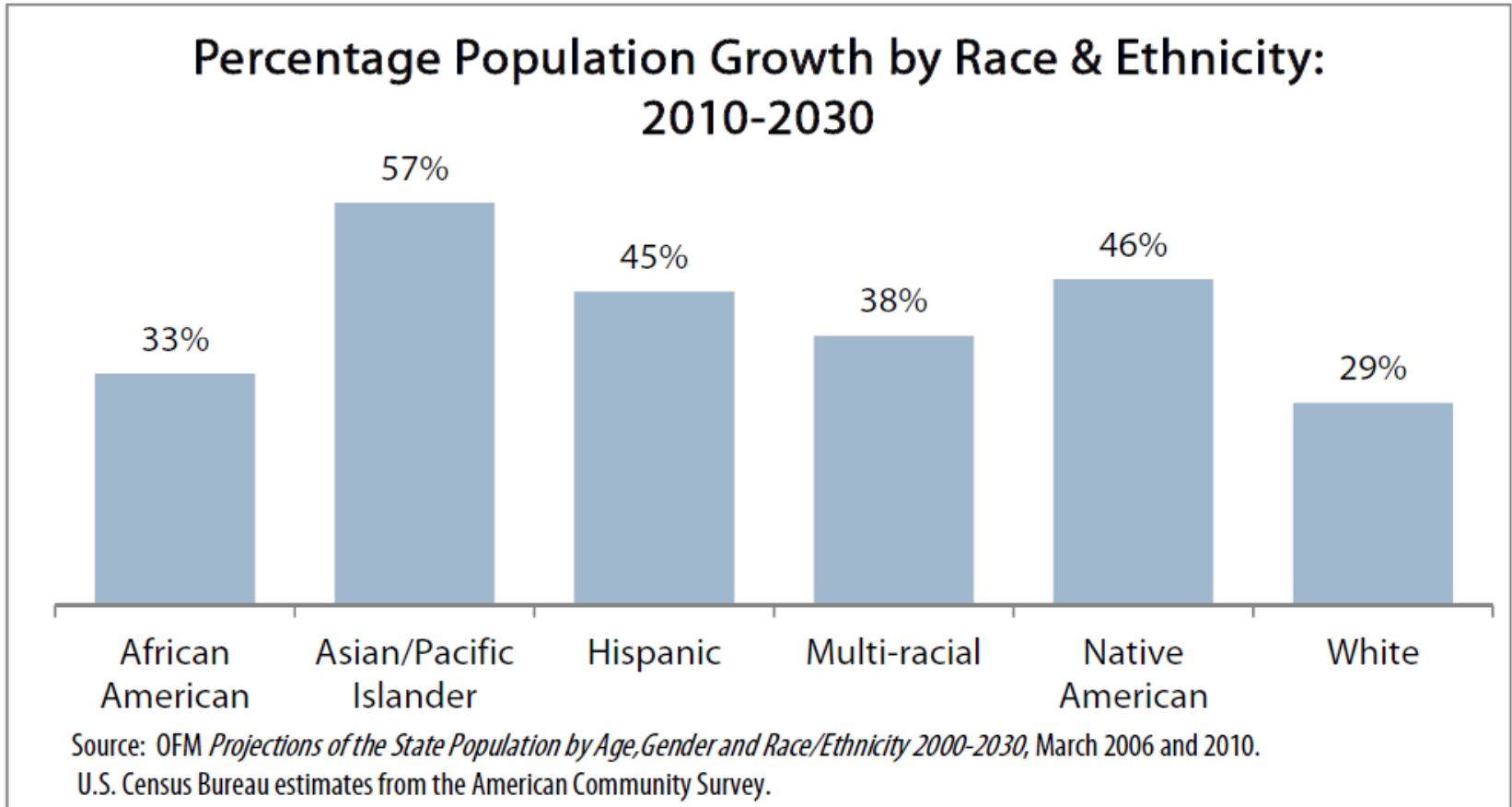
Ultimately, this “failure to launch” is expected to have negative consequences on individual income, lifetime earning potential, and long term employability for a generation of workers.

GREAT RECESSION DAMPENS PROSPECTS

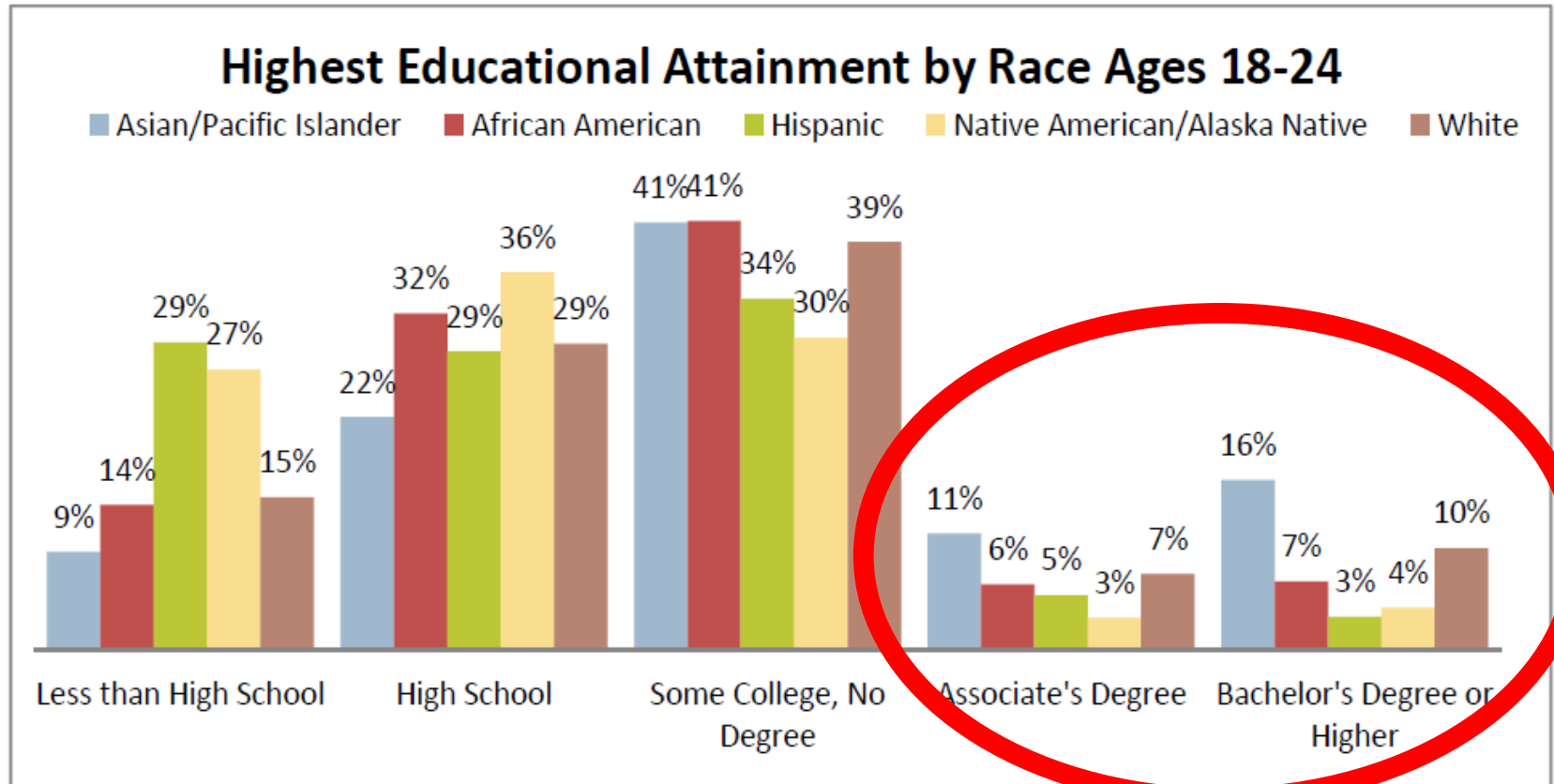


Source: U.S. Census Bureau's 2011 and 2006 American Community Survey, Washington young adults aged 18-24.

MOST FAST-GROWING DEMOGRAPHIC GROUPS ARE NOT ATTAINING NEEDED EDUCATION

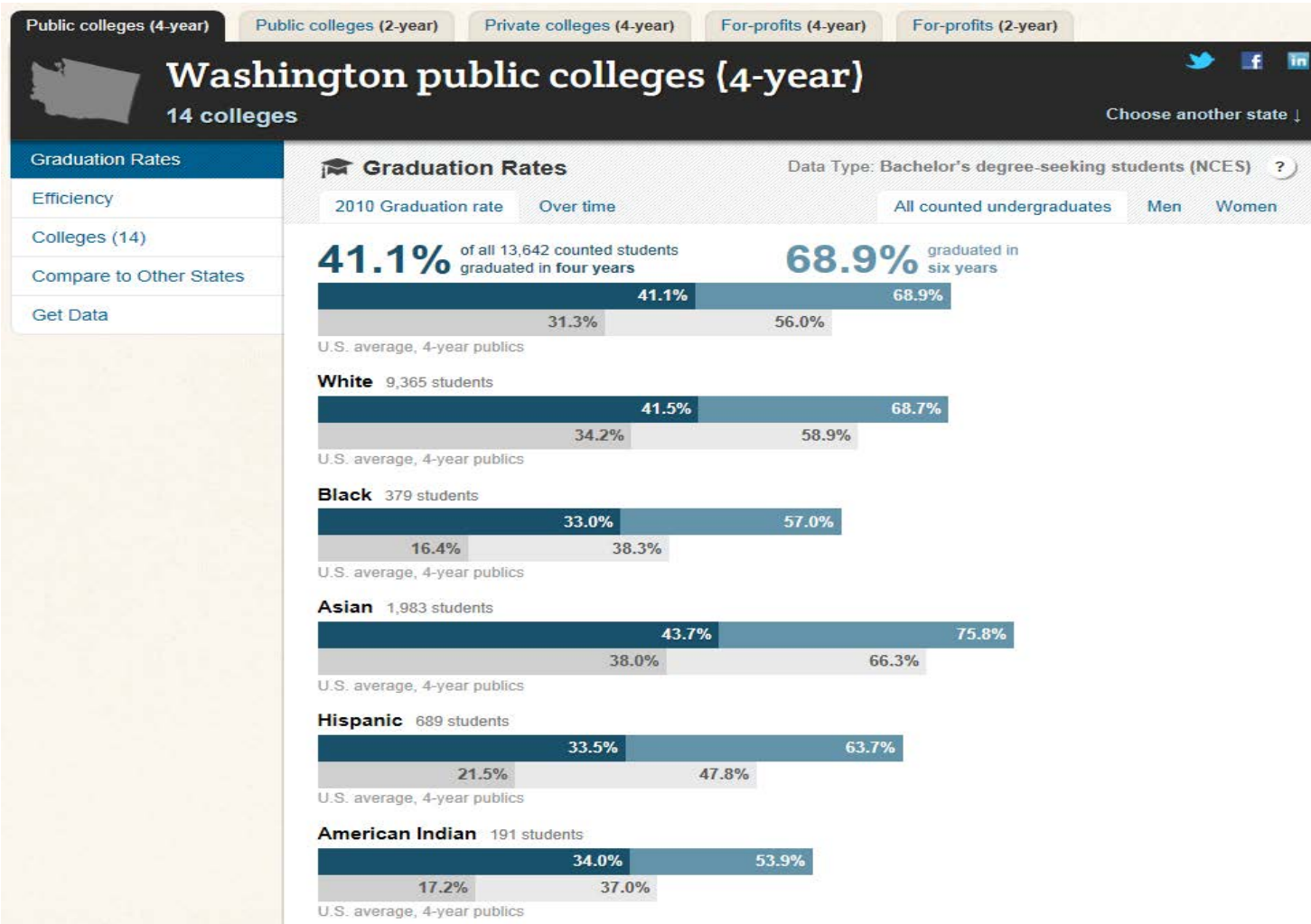


FEW YOUNG ADULTS HAVE CREDENTIALS NEEDED FOR FAMILY-WAGE JOBS NOW . . .



Source: U.S. Census Bureau's 2011 American Community Survey.

FOUR-YEAR COMPLETION IS LOW & VARIES



COLLEGE ATTRITION RATES ARE HIGH

College	Grad. rate (6 year)	Grad. rate (4 year)	Completions per 100 students	Spending per completion	Student aid per recipient	Students with Pell Grants
University of Washington	80.4%	53.9%	25.7	\$133,636	\$11,233	20.5%
Washington State University	69.0%	40.5%	24.7	\$60,713	\$8,262	27.5%
Western Washington University	68.9%	36.1%	23.7	\$50,006	\$6,885	21.3%
Central Washington University	55.8%	26.8%	24.7	\$47,447	\$6,534	28.5%
Evergreen State College	51.8%	38.6%	24.6	\$51,361	\$7,832	40.4%
Eastern Washington University	48.0%	21.2%	22.2	\$50,148	\$7,672	33.6%
Bellevue College	N/A	N/A	16.5	\$34,277	\$4,200	11.4%
Columbia Basin College	N/A	N/A	18.6	\$37,566	\$4,317	24.3%
Lake Washington Technical College	N/A	N/A	17.3	\$37,533	\$4,592	14.8%
Olympic College	N/A	N/A	20.1	\$21,104	\$4,979	18.9%

[Link to this chart](#) [Print this chart](#)

ACCESS TO RIGOR IS THE PROBLEM

The BIGGEST factor in determining college success is academic intensity of high school curriculum.*

*Academic intensity, such as found in the AP curriculum, is a stronger predictive factor than even test scores or demographics in determining college success.

Source: Adelman C. The Toolbox Revisited: Paths to Degree Completion from High School through College. 2006. Washington. D.C., U.S. Department of Education.

MOST LOW-INCOME STUDENTS AND STUDENTS OF COLOR DO NOT HAVE ACCESS TO RIGOR

Detailed data on every Advanced Placement and International Baccalaureate student in U.S. high schools show that at least two-thirds of a million students who are qualified for advanced courses are not enrolled in them each year.

Why not?

AT THE CORE: A CYCLE OF LOW EXPECTATIONS



Concept:
Stephanie Robinson
The Education Trust

Illustration courtesy of
Equal Opportunity Schools

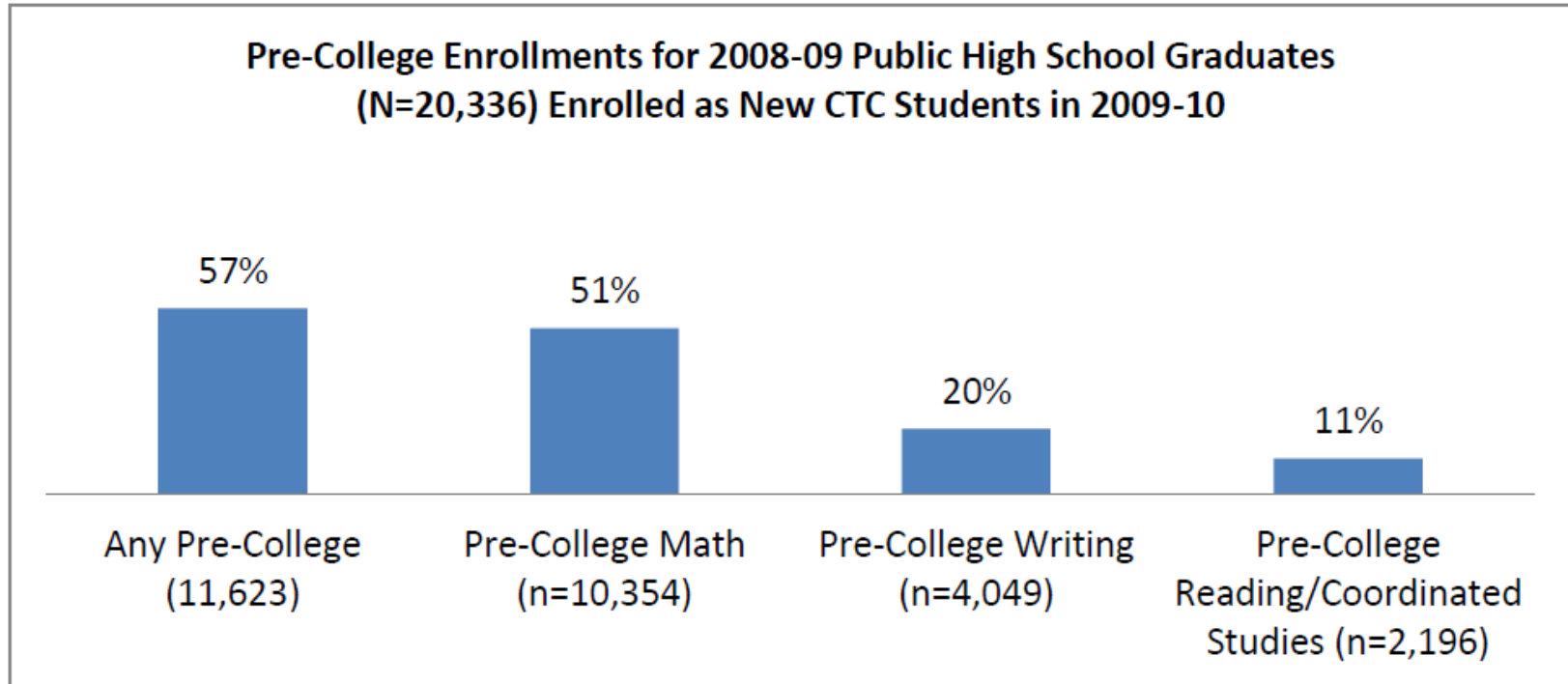
BUT, WHAT ABOUT “VOCATIONAL TRAINING”?

40 to 45% of apprentices in trades ranging from optician to carpenter, from machinist, to manufacturing technician to electrician FAIL to complete their training.

Inadequate preparation in K-12 is one cause, including reading skills below 10th grade level and insufficient numeracy. Some technical apprenticeships (including electrician) require math skills equivalent to college-level Algebra 1 and 2.

CAREER AND COLLEGE READY...NOT

MORE THAN HALF OF COMMUNITY/TECHNICAL COLLEGE STUDENTS ARE ENROLLED IN REMEDIAL COURSES ACCORDING TO THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES



Note: In the graph above, “Any Pre-College Course” is unduplicated. A person can be in math, English, and writing.

TOO FEW STUDENTS KNOW THEIR CAREER OPTIONS AND MOST LACK THE HARD AND SOFT SKILLS NEEDED TO PURSUE THEM



A comprehensive solution includes **rigorous academic standards for all** and:

- Career Guidance
- Career Planning
- Work-Integrated Learning
- Technical Skill Training

Traditional academics applied in a safe, work-integrated learning setting that pertains to a career of interest.

WHAT CAN WE DO TO CHANGE THINGS?

- **CAREER & COLLEGE**

Demand rigor

- Support “[Common Core](#)” standards
- [Increase access](#) to [Advanced Placement](#), [International Baccalaureate](#), and [Cambridge](#) programs.
- Question teachers and administrators about who gets into rigorous courses. Encourage them to [expand access to rigor](#).

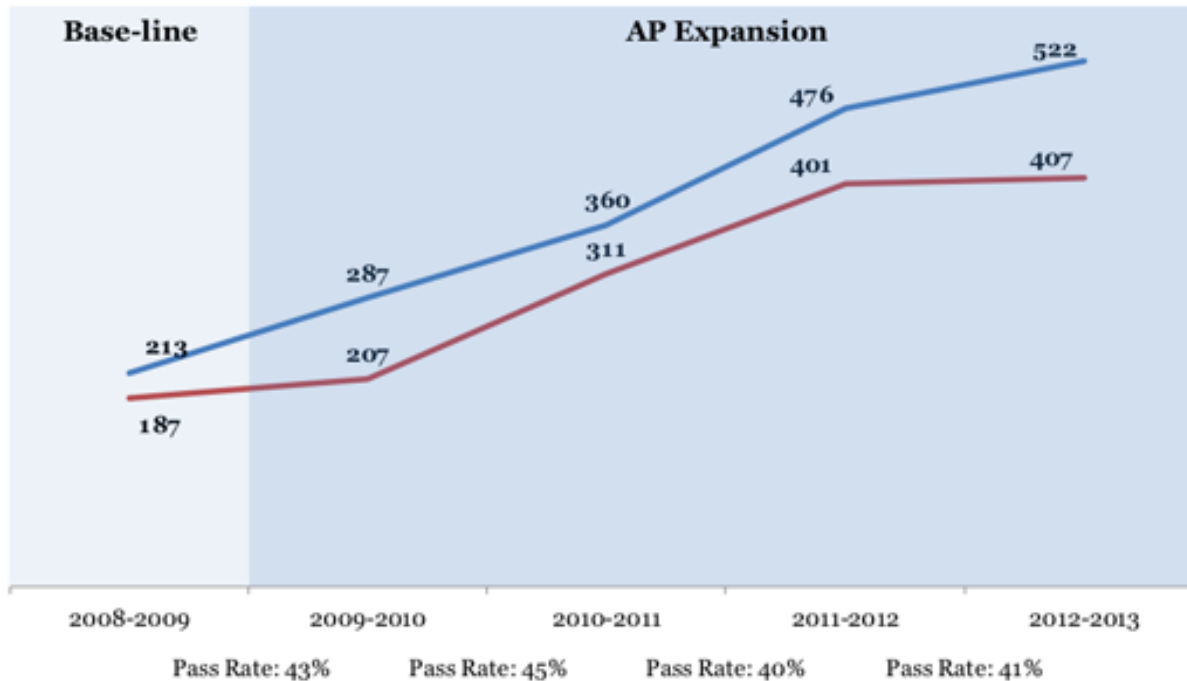
SPECIFICS

- **Academic Acceleration Policies/Programs**
 - Federal Way board-level [policy](#)
 - Expand on [House Bill 1642](#)
 - Track and support [Equal Opportunity Schools](#)

AS EFFECTIVE NEW LAWS, RULES, AND PROGRAMS SET HIGH EXPECTATIONS AND SUPPORT STUDENTS, ACCESS RISES AND TEST SCORES RISE/STABILIZE

Federal Way School District AP Access Expansion and Success Data

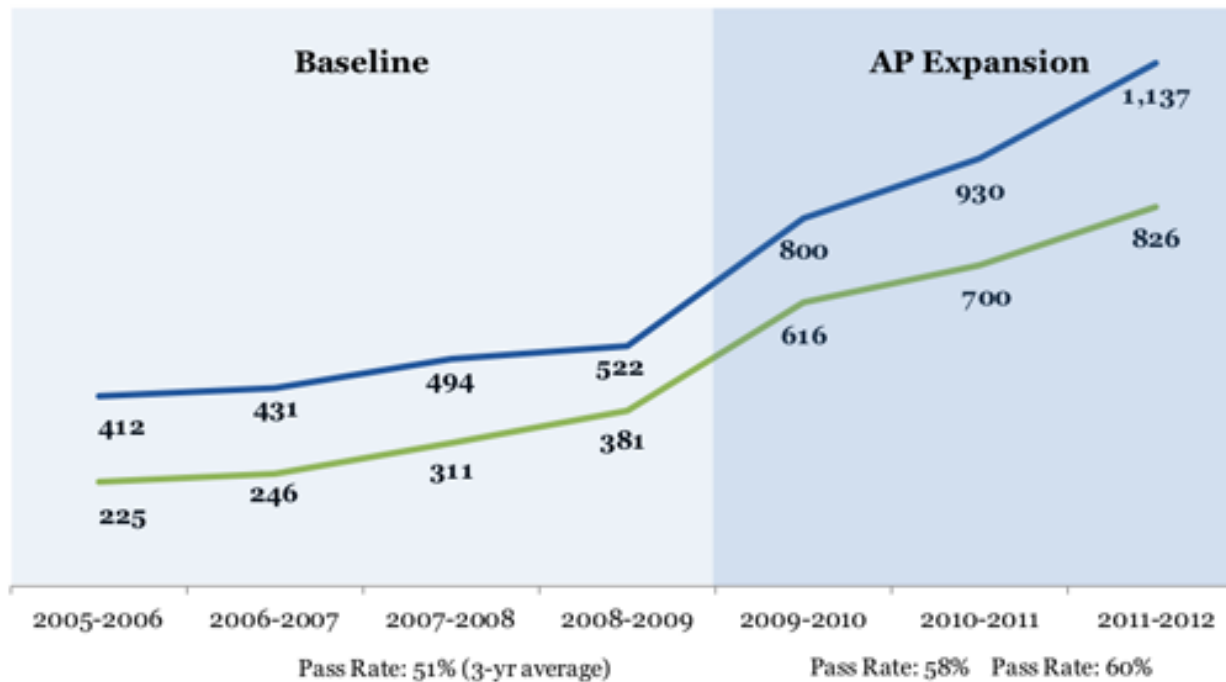
— Low-income students in AP/IB/AICE — Students of color in AP/IB/AICE



AND AGAIN . . .

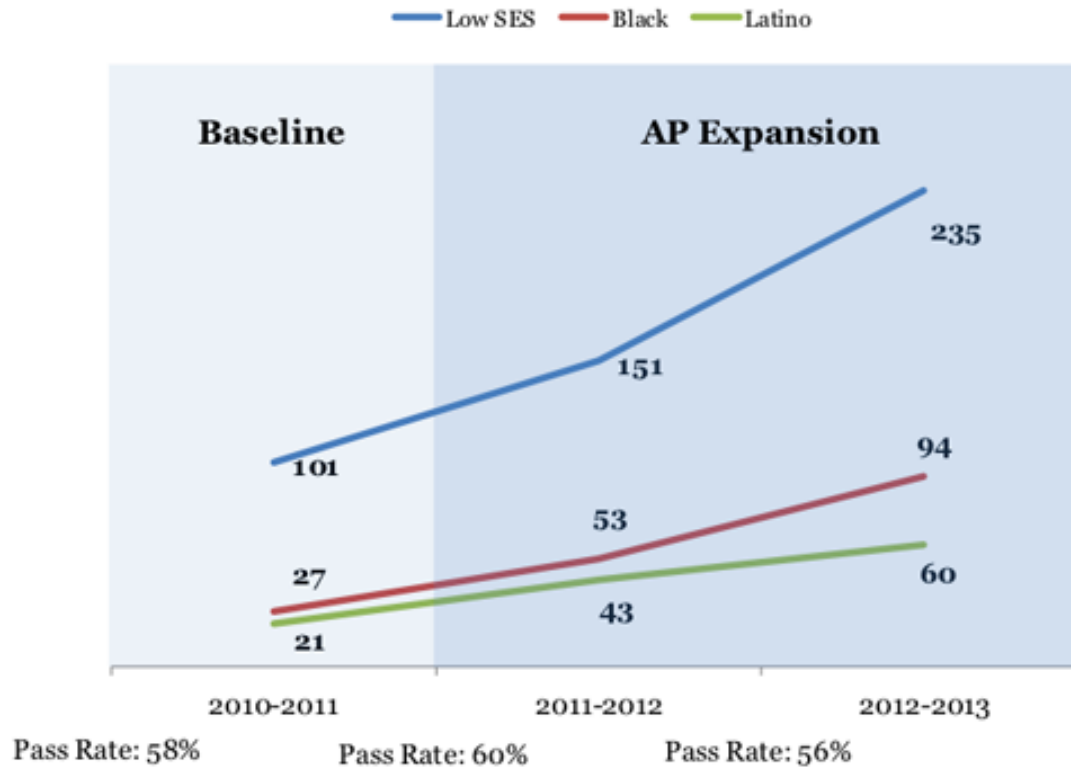
San Jose Unified School District AP Expansion and Success Data

— Black, Hispanic, "other race" — Low SES



AND AGAIN.

Renton School District AP Access Expansion and Success Data



WHAT CAN WE DO TO CHANGE THINGS?

- **CAREER**

Help policymakers expand a comprehensive approach that gets young adults on track to [securing family-wage jobs](#) in a fast-changing economy.

- Read and support Washington State’s [Comprehensive Plan](#) for Workforce Development
- Introduce young people to the [Washington Career Bridge Website](#)

KEEP PRESSING FOR SOLUTIONS

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QUESTIONS?

