Closing the Opportunity Gap

A Key Strategy for Building Stronger Communities

Innovia Leadership Summit
March 3, 2020
Spokane, WA

Steven VanAusdle
President Emeritus
Walla Walla Community College
Walla Walla, Washington
The Challenges of Building A Stronger Nation

Balancing Security, Prosperity, and the Environment
Improving Productivity will require more innovative uses of existing resources.

A Strategy for Job Creation and Improved Earnings

- Talent
- Investment
- Infrastructure

Productivity*

Innovation and Entrepreneurship

Jobs, Wages, and Standard of Living

*Improving Productivity will require more innovative uses of existing resources.
Drivers of Economic Development

**Talent (Increase Attainment)**
- High-Demand Workforce Programs
- STEM Programs
- Labor Market Studies
- Completion Rates
- Equity

**Investment**
- Public Investment
- Private Investment
- Direct Foreign Investment

**Infrastructure**
- Information
- Energy
- Transportation
- Water
- Waste Management
- Regulations
- Tax Policy
Make Talent A Top Priority
Washington State’s Talent Challenge
(The Skills Gap)

➢ Lack of highly-skilled workers hindering economic growth
➢ 740,000 job openings in Washington State between 2016-2021
➢ Only 31 percent of high school students go on to earn a Postsecondary Credential
➢ Need 70 percent of students to earn credential by age 26
➢ 38,000 job openings per year for credentialed candidates, but only 25,000 will be Washington students
➢ Need to import 13,000 credentialed workers per year from out of state
➢ Face large number of low-income, first generation students with academic deficiencies.
Washington students fall behind early and fall out over time.

80,700 start 9th grade

- 3,500 drop out before 10th grade
- Another 3,400 drop out before 11th grade
- Another 4,900 drop out before 12th grade
- Another 8,300 drop out before graduation
- 14,000 do not enroll in a postsecondary program
- Another 21,200 fail to earn a postsecondary degree
- Another 25,500 obtain a postsecondary credential

Pathways to Great Jobs in Washington State
How did we fall behind?

Only 31 out of 100 students in ninth grade will earn a postsecondary credential.
The Path to 60% Degree Attainment in Asotin County

Source: U.S. Census Bureau, 2000 Census, 2010 & 2011 American Community Survey

Annual benchmarks (targets) for a straight-line trajectory for Wash. State to reach 60% attainment by 2025

Expected percentages of Wash. State degree holders among 25- to 64-year-olds at the current rate

Expected percentages of Asotin County degree holders among 25- to 64-year-olds at the current rate
# Educational Attainment Rate by County, 2018

<table>
<thead>
<tr>
<th>Washington State Counties</th>
<th>Idaho Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adams</td>
<td>1. Benewah</td>
</tr>
<tr>
<td>2. Asotin</td>
<td>2. Bonner</td>
</tr>
<tr>
<td>3. Columbia</td>
<td>3. Boundary</td>
</tr>
<tr>
<td>4. Ferry / Boundary</td>
<td>4. Clearwater</td>
</tr>
<tr>
<td>5. Garfield</td>
<td>5. Idaho</td>
</tr>
<tr>
<td>7. Pend Oreille</td>
<td>7. Latah</td>
</tr>
<tr>
<td>8. Spokane</td>
<td>8. Lewis</td>
</tr>
<tr>
<td>10. Whitman</td>
<td>10. Shoshone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>20.3</td>
</tr>
<tr>
<td>Asotin</td>
<td>33.9</td>
</tr>
<tr>
<td>Columbia</td>
<td>47.8</td>
</tr>
<tr>
<td>Ferry/Boundary</td>
<td>25.1</td>
</tr>
<tr>
<td>Garfield</td>
<td>42.1</td>
</tr>
<tr>
<td>Lincoln</td>
<td>37.1</td>
</tr>
<tr>
<td>Pend Oreille</td>
<td>32.8</td>
</tr>
<tr>
<td>Spokane</td>
<td>44.8</td>
</tr>
<tr>
<td>Stevens</td>
<td>29.4</td>
</tr>
<tr>
<td>Whitman</td>
<td>63.6</td>
</tr>
<tr>
<td>Benewah</td>
<td>25.6</td>
</tr>
<tr>
<td>Bonner</td>
<td>41.1</td>
</tr>
<tr>
<td>Boundary</td>
<td>27.6</td>
</tr>
<tr>
<td>Clearwater</td>
<td>22.3</td>
</tr>
<tr>
<td>Idaho</td>
<td>29.4</td>
</tr>
<tr>
<td>Kootenai</td>
<td>35.9</td>
</tr>
<tr>
<td>Latah</td>
<td>56.8</td>
</tr>
<tr>
<td>Lewis</td>
<td>29.9</td>
</tr>
<tr>
<td>Nez Perce</td>
<td>34.4</td>
</tr>
<tr>
<td>Shoshone</td>
<td>23.3</td>
</tr>
</tbody>
</table>
Washington / Idaho Education Levels

**Highest Education Level Across Washington**

WASHINGTON AGES 25-64

56.2% attainment

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th grade no diploma</td>
<td>21.1%</td>
</tr>
<tr>
<td>high school graduate (including GED)</td>
<td>14.3%</td>
</tr>
<tr>
<td>some college no credential</td>
<td>8.0%</td>
</tr>
<tr>
<td>bachelor's degree</td>
<td>10.7%</td>
</tr>
<tr>
<td>associate degree</td>
<td>23.8%</td>
</tr>
<tr>
<td>graduate or professional degree</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

**Highest Education Level Across Idaho**

IDAHO AGES 25-64

41.9% attainment

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th grade no diploma</td>
<td>26.9%</td>
</tr>
<tr>
<td>high school graduate (including GED)</td>
<td>21.8%</td>
</tr>
<tr>
<td>some college no credential</td>
<td>10.6%</td>
</tr>
<tr>
<td>bachelor's degree</td>
<td>19.6%</td>
</tr>
<tr>
<td>associate degree</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Because of rounding, the sum of these percentages may exceed 100.
Gaps by Race and Ethnicity

Values do not include postsecondary certificates, only achievement of associate degree or higher.
Educational Attainment Rates by Race and Ethnicity

Filter by RACE AND ETHNICITY
- Asian and Pacific Islander
- Hispanic
- African-American
- White
- American Indian

Sort by
- STATE NAME
- POPULATION
- ATTAINMENT
- ENROLLMENT

NATIONAL AVG

Idaho

Washington

A Stronger Nation 2019
Six Strategies for Improving Student Success

1. Create clear pathways aimed at clear results.
2. Alignment based on partnerships and economic studies.
3. Continuous measurement and improvement of learning outcomes.
4. Measure student progress before and after completion.
5. Use innovative technologies and entrepreneurial strategies to improve effectiveness and efficiencies of instructional delivery.
6. Help every student finish what they start!
   - Completion Coaches
   - Software applications to support advising
   - Aim for higher completion rate
Completion/Transfer Outcomes

**Within three years of entering Walla Walla Community College, over half of full-time students graduate or transfer.**

- **WWCC Percentage of Full-Time Students who Graduate Or Transfer Within Three Years**: 54%
- **U.S. Average Percentage of Full-Time Students who Graduate or Transfer Within Three Years**: 40%

Labor Market Outcomes

Washington state records show that 2011 graduates of Walla Walla earn 79% more – on average – than do other new hires in the area around the college.

- **2011 Average Regional Annualized Wages for New Hires**: $23,244
- **Annualized Wages for 2011 Employed Graduates of WWCC**: $41,548

Learning Outcomes

Walla Walla maintains strong relationships with employers to assess whether what students learn is aligned to specific job needs.

Equity

Walla Walla enrolls a larger proportion of underrepresented minority students than is present in the college’s service area. And, underrepresented minorities at Walla Walla succeed at rates well above the national average.

- **Three-Year Full-Time Graduation and Transfer Rate for Underrepresented Minorities**: 48%
- **U.S. Community College Average**: 34%
Opportunity Gap DEFINED

Achievement Gap
➢ Focuses on disparity in academic outcomes.
➢ Uses measurable outcomes driven by student performance.
➢ Tends to blame students for not performing as they should.

Opportunity Gap
➢ Focuses on arbitrary circumstances in which people are born to determine their opportunities in life.
➢ Places responsibility on the system to provide opportunity (conditions/obstacles) for all students to succeed.
➢ Implies, given the resources/opportunities to learn, students can succeed.
Actions to Close the Opportunity Gap

- Expand access to quality early childhood education.
- Invest in families.
- Reduce homelessness.
- Ensure children have nutritious food.
- Support the ongoing development of a high quality education system.
- Support the entry of high school graduates into post-secondary education or training via promise scholarships.
- Increase career-oriented youth employment opportunities.
- Build a network of community leaders to develop a strategy, secure funding, and champion opportunities for student success.
Skills centers are established to provide access to comprehensive, industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships and/or post-secondary education.
Clarkston Workforce and Business Development Center
2006 Governor’s Workforce and Economic Development Best Practice Award
Water & Environmental Center

2010 Governor’s Workforce and Economic Development Best Practice Award

and

2011 Columbia River Inter-Tribal Fish Commission Leadership Award
The American Dream is at Risk for our Youth

➢ With hard work, ambition, and perseverance, you should have a shot at the American Dream.
➢ For too many youth, instead of talent and hard work determining their future well being, it’s the zip code where they were born or live.
➢ 5.5 million young adults ages 16-24 are not in school or working.
➢ We need to rethink components of our educational, economic, and social systems as well as policies at the local, state, and national level.
“Today, more than ever, education equals opportunity. In fact, college-level learning is now seen as key – to individual prosperity, to economic security, and to the enduring strength of our democracy.”