#### EDUCATION MARKETS: FORWARD LOOKING POLICY OPTIONS

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# Assignment

What are high return investments and priorities for federal education policy?

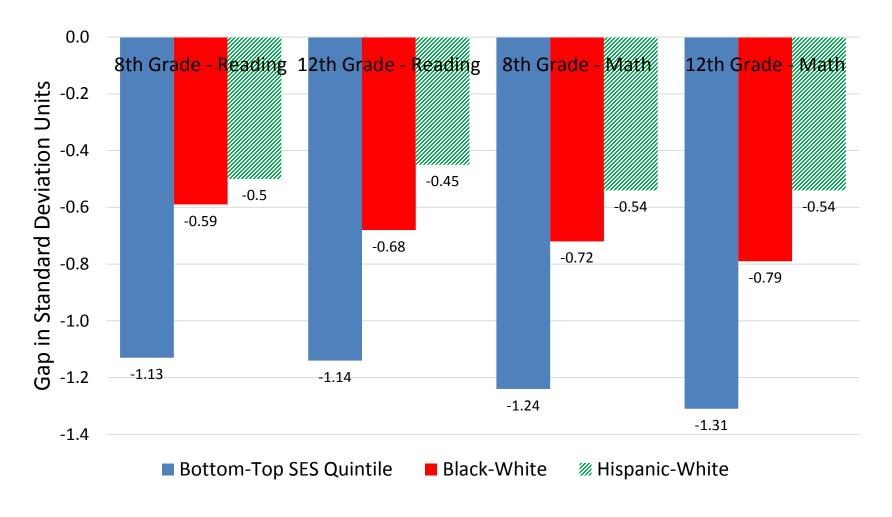
Scope of talk: K-12 and post-secondary

Setting some boundaries: Other enormously important "skill" relevant policies in pre-K, graduate education and funding science

# Federal Education Policy Role

- 1. Address credit constraints
  - increasing opportunity motivated by efficiency as well as equity
- 2. Limited (but <u>not</u> zero) role for federal government regulation in education markets
- 3. Federal government has a comparative advantage in investing in R&D
  - Recognize real progress in last three decades, particularly since IES

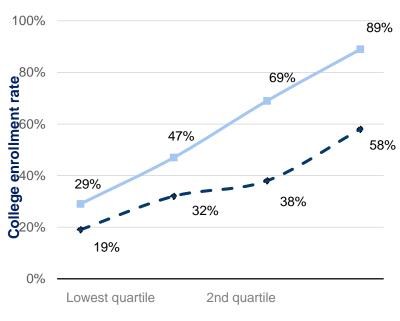
## Entrenched Achievement Gaps



Source: Farkas (2011) from Wither Opportunity (Duncan and Murnane)

## College: Widening Attainment Gaps

#### College enrollment by family income



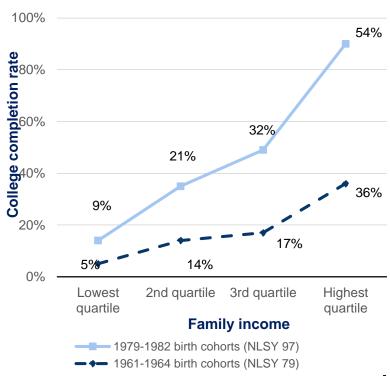
#### **Family income**

→ 1961-1964 birth cohorts (NLSY 79)
1979-1982 birth cohorts (NLSY 97)

Source: Bailey & Dynarski (2011), tabulations from NLSY.



#### College completion by family income



Source: Bailey & Dynarski (2011), tabulations from NLSY.



### Federal Policy in Higher Education

Higher Education Act (1965) has been due for reauthorization since 2013. This year?

Student Aid

College Choice

• Supply side

#### Student Aid (1): Grant Aid

Evidence: Transparent grant aid affects collegiate attainment.

<u>Takeaways</u>: \$30.6 billion on Pell; \$18.2 billion on tax credits; could get higher return.

Eliminate tuition tax credits

- Restructure Pell Grant
  - Distinguish recent HS graduate and adults
  - Streamline needs analysis

# Federal Pell Grant Awards in 2014 Dollars, 1979-80 to 2014-15, Selected Years

|         | Total Expenditures<br>(in Billions of<br>2014 Dollars) | Maximum<br>Pell Grant<br>(in 2014 Dollars) | Average<br>Pell Grant<br>(in 2014 Dollars) | Number of<br>Recipients<br>(in Millions) | Percentage of<br>Recipients Who<br>Were Independent |
|---------|--|--|--|--|---|
| 1979-80 | \$7.7  | \$5,867                                    | \$3,027                                    | 2.5                                      | 34%   |
| 1984-85 | \$7.0  | \$4,348                                    | \$2,544                                    | 2.7                                      | 49%   |
| 1989-90 | \$9.2  | \$4,405                                    | \$2,754                                    | 3.3                                      | 59%   |
| 1994-95 | \$8.9  | \$3,693                                    | \$2,411                                    | 3.7                                      | 59%   |
| 1999-00 | \$10.3   | \$4,466                                    | \$2,737                                    | 3.8                                      | 56%   |
| 2004-05 | \$16.5   | \$5,095                                    | \$3,116                                    | 5.3                                      | 58%   |
| 2009-10 | \$33.2   | \$5,919                                    | \$4,100                                    | 8.1                                      | 61%   |
| 2010-11 | \$39.0   | \$6,065                                    | \$4,189                                    | 9.3                                      | 60%   |
| 2011-12 | \$35.4   | \$5,853                                    | \$3,749                                    | 9.4                                      | 59%   |
| 2012-13 | \$33.3   | \$5,772                                    | \$3,722                                    | 9.0                                      | 58%   |
| 2013-14 | \$32.1   | \$5,757                                    | \$3,706                                    | 8.7                                      | 56%   |
| 2014-15 | \$30.3   | \$5,730                                    | \$3,673                                    | 8.2                                      |   |

SOURCE: The College Board, Trends in Student Aid 2015, page 33

#### Student Aid (2): Loans

<u>Evidence</u>: Challenges in loans. Are the biggest problems **repayment** or initial **college choice**?

#### <u>Takeaways</u>:

- Initial college choice explains some (not all) burden
- The push toward income-based repayment is a potentially <u>massive</u> unfunded liability
- "Degree-scoring:" Experiment with pro-rating loan limits to correspond to expected enrollment terms.

## College Choice

Evidence: Students market options and market information may limit matching.

#### **Takeaways**:

- Encourage development of tools that facilitate college preparation and planning that are empirically based and customized to student circumstances.
- Investigate and innovate to provide academic and career guidance to enable adult students to choose programs of value in labor markets.

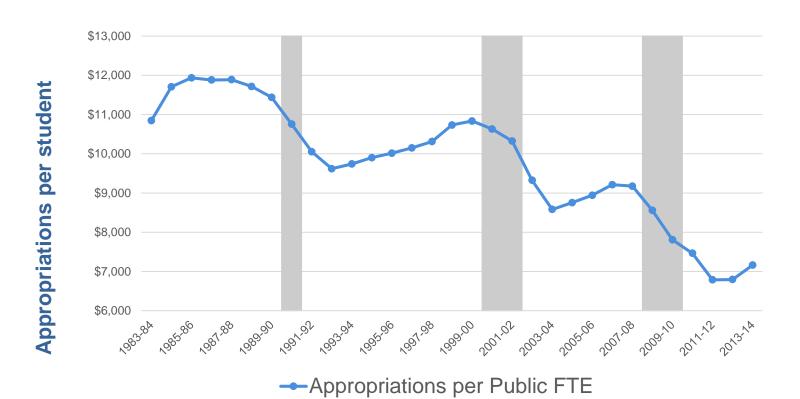
## Supply-Side Policies and Accountability

Research: Resources matter, increased stratification, limited productivity gains, a few "bad apples"

#### <u>Takeaways</u>:

- Encourage state funding of higher education
- Accountability to limit "bad outcomes"
- Support productivity-enhancing innovations
  - Foster mergers and consolidations
  - Technological innovation ("bending the cost curve")

# Appropriations per FTE, Public Colleges and Universities



BROOKINGS 👬

### Main Takeaways

#### Federal role in education at all levels:

- Basic accountability and regulation
- Address market failures (e.g., credit constraints)
- Foster innovation and encourage development of collective goods
- Correct underinvestment in education R&D

#### Federal Education Research Funding

- Institute for Education Sciences (through the Education Science Reform Act of 2002) has increased evidentiary base
- Federal R&D spending on education research in the 2016 budget was \$279 million which represented a decline of 54 million from the previous year
- To put this number in perspective, federal R&D spending through the Smithsonian for 2016 was budgeted at \$261 million while funding for NASA was 43 times greater at \$12.238 billion and funding for NIH was 102 times greater at \$29.645 billion