



WORKFORCE DEVELOPMENT AND EDUCATION

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HIGHER EDUCATION

Business Nexus | Investments in Higher Education

The institutions of higher education in the Sacramento Region and our students appreciate the recent investments and policy changes enacted by Congress and the Federal Government. Permanently funding the minority-serving institutions' program, simplifying the FAFSA form, expanding Pell Grant eligibility, and offering robust aid via the Higher Education Emergency Relief Fund (HEERF) has allowed more students access to higher education, while also helping colleges and universities manage their operations during the pandemic.

HEERF funding has been used by Sacramento's colleges and universities to keep students enrolled in their studies and making progress towards earning their degrees. Examples include:

- **Sacramento State** allocated \$5 million of their HEERF MSI allocation to help students buy laptop computers at a discount, discharged the debt of more than 900 students using \$1 million of institutional HEERF funds, and allocated more than \$88 million to students in emergency grants.
- **Los Rios Community College District** allocated more than \$100 million to support both continuing and new students with additional direct aid and more than \$5 million was used to provide expanded support services through additional counseling and tutoring services.
- **Sierra College** allocated \$22 million to provide emergency financial aid grants to students, \$1.6 million to discharge student debt for 5,700 students, \$1.2M for faculty training in online instruction, and \$1.1 million for hardware technology and internet access for students.
- **UC Davis** allocated more than \$73 million in emergency financial aid to more than 20,000 students to assist with emergency needs as a result of the pandemic.

Requested Action

We encourage Congress to build off these investments by reauthorizing the Higher Education Act (HEA) to preserve higher education accessibility and affordability, while also incentivizing universities that are increasing their graduation rates, closing the achievement gap, and prioritizing student success. As Congress and the Administration consider future priorities, we believe that the Federal government should prioritize resources for institutions that serve the greatest number of at-need students.

Federal Financial Aid Programs

2022 Capitol-to-Capitol

For additional information, please contact, Director of Public Policy & Advocacy, Brandon Black at (916) 468-3509 | bblack@metrochamber.org | www.metrochamber.org



A variety of federal student aid programs allow low-income students the financial flexibility to attend college while not relying on large loans. More than 55,000 students in the Greater Sacramento Region utilize the Pell Grant program, including more than 40% of undergraduate students at our four-year universities. We supported Congress' efforts to restore year-round Pell Grants and have seen it result in higher summer session enrollment and faster degree completion time. Congress should build off prior Pell Grant eligibility expansion and double the Pell Grant, while also continuing to invest in the Supplemental Education Opportunity Grant (SEOG) and Federal-Work Study programs. These programs benefit a full spectrum of students – including community college students, undergraduates, and students from major research institutions – by providing access to hands-on learning and professional experiences.

Requested Action

- Double the maximum Pell Grant to \$13,000, expand Pell Grant Eligibility to students whose families have an income of up to at least \$100,000, and index it to inflation.
- Allow for a realistic adjustment to the Pell income protection allowance to account for regional costs of living.
- Keep the Pell Grant program surplus in the Pell Grant program.
- Extend Pell Grant eligibility to Dreamers and as well as to incarcerated students, also known as Second Chance Pell, and allow graduate students to use Pell Grant eligibility that remains from their undergraduate education.
- Fund the Federal Supplemental Educational Opportunity Grant (SEOG) program at \$1.0 billion.
- By 2024, double the Federal Work-Study Program to \$2.5 billion (President Biden has requested \$1.190 billion in his FY 2023 budget request) and allow funds to be used for student positions in research laboratories and other research opportunities.

Business Nexus | Student Success & Basic Needs Programs

We greatly appreciate Congress passing the FUTURES Act in 2019, which permanently funded the minority-serving institutions' program. Several community colleges and universities in the Sacramento Region are Hispanic Serving Institutions (HSIs) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs). The Sacramento Region's diverse student population and institutions of higher education benefit greatly from Title III and Title V programs. Likewise, the TRIO and GEAR UP programs have a successful track record of preparing underrepresented students for college and require additional investment.

Institutions of higher education in the Greater Sacramento Region believe that we must move beyond simply prioritizing college access and affordability, and intentionally prioritize student success. Federal efforts to support student completion and retention are needed for our nation to grow the workforce required for economic growth in the competitive global economy. Likewise, closing the achievement gap between low-income, first generation and minority students also demands federal attention. Support for wraparound services, basic needs, and improved connections between community

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colleges and universities will benefit thousands of students. Specifically, aid for temporary housing, subsidized food, and on-campus childcare will ensure students' academic success and social mobility.

Requested Action

- Fund Title V, Parts A and B of the Hispanic-Serving Institutions program at \$266 million.
- Fund the Asian American and Native American Pacific Islander-Serving Institutions program at (or above) \$20 million.
- Fund GEAR Up at \$408 million.
- Fund TRIO at \$1.298 billion.
- Fund pilot programs and long-term student success and degree completion efforts, such as the Completion Grants program proposed in the Biden Administration's FY22 budget request and American Families Plan.
- Strengthening the Child Care Access Means Parents in School (CCAMPIS) and the Supplemental Nutrition Assistance Program (SNAP) to meet students' true needs.
- Reintroduce and pass the Basic Assistance for Students in College (BASIC Act) which would authorize a new discretionary grant program that awards funding to universities for implementation or expansion of existing basic needs programs on campus.

Business Nexus | Job Training & Career and Technical Education Programs

Continue to support training programs that lead to jobs in in-demand industries by increasing funding to \$105 million (as in House-passed legislation) for the Strengthening Community College Training Grants program administered by the Department of Labor. Enhance funding for Perkins Career and Technical Education (CTE) programs, Adult Basic and Literacy Education State Grants, state grants under the Workforce Innovation and Opportunity Act (WIOA), and the National Science Foundation's Advanced Technological Education (ATE) program. Additionally, further investments build on the demonstrated success of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, which tightly linked training programs to jobs. The Build Back Better Act provided \$1.2 billion for the TAACCCT program and created an extremely important \$4.9 billion community college-industry workforce training program at the Department of Education.

Educational Attainment for Adults

Across the Sacramento Region, institutions of higher education and the business community are united in their belief that we must increase the number of college-educated adults to grow our economy and attract private sector investment. Area leaders have mobilized behind a goal to ensure that 60% of working-age adults in the Sacramento Region have a diploma, industry-recognized certificate, or college degree by 2030.

To accomplish this goal, ProjectAttain! was founded in 2018 by a variety of civic leaders, business organization, and colleges and universities. Educational partners include Sacramento State, Los Rios



Community College District, Sierra College, Placer County Office of Education, Sacramento County Office of Education, William Jessup University, University of Phoenix, and many others.

ProjectAttain! serves as an entry point for working-age adults seeking to complete their education. Through one-on-one navigation services, they help future graduates reimagine their goals, reinvest in their future, and return to school. Beyond simply supporting individuals who desire to return to college, ProjectAttain! collaborates with regional education institutions to identify adult-friendly programs and processes, build collaborative coaching and advising teams, and create seamless transitions for adults returning to complete their diploma, certificate, or degree.

In support of these regional efforts, in 2021 Sacramento State launched HornetAttain! to focus on adults returning to complete a degree and is expanding into certificates this year. Returning adults are supported by navigators and “achieve advisors” who understand the complexities of incomplete degree attainment. In its first year, HornetAttain! reached out to more than 300 students with incomplete degree attainment. After working with them, 30 students have completed their degrees from Sacramento State, 12 through additional coursework, and 18 through degree reclamation efforts.

In addition to learner re-engagement, HornetAttain! also seeks to address the barriers faced by adult and returning learners and have built collaborative partnerships around the university to institutionalize those efforts, including efforts to waive the debt of students that prevents them from re-enrolling.

Requested Action

- Support debt reduction or debt reset programs that enable adults with some college credits, but no degree, to return and complete their studies.
- Fund programs that support student parents.
- Support efforts to standardize definitions of alternative credentials.