



CAPACITY BUILDING GRANT REQUEST

Prepared Especially for:
Mayor George Fuller, City of McKinney

Prepared by:
Sheila Due, CEO, McKinney Education Foundation
Carolyn Brooks, MEF Board of Trustees, Development Committee Chair
April 10, 2024

MEF Counts

Since
Inception

**\$10
MILLION**

IN LOCALLY
SPONSORED
SCHOLARSHIPS
SINCE 1991

**7,000
STUDENTS**

RECEIVING
SCHOLARSHIP
SUPPORT
SINCE 1991

**\$1.6
MILLION**

EDUCATOR
GRANTS
SINCE 1994

**\$250
MILLION**

IN ADVISOR-
ASSISTED
EXTERNAL
SCHOLARSHIPS
SINCE 2003

Executive Summary: Investing in MEF is investing in the future of McKinney, Texas

The McKinney Education Foundation (MEF) plays a pivotal role in shaping the future of our students and community by supporting McKinney ISD with their innovative educational initiatives.

As a fully independent 501(c)(3) non-profit, MEF uniquely stands apart from other Texas education foundations, bearing the full responsibility for all operational and programmatic costs. MEF is seeking a total contribution of \$500,000 over three years. This substantial contribution will empower us to amplify our core initiatives, enabling the provision of increased scholarships, expanded classroom and professional development opportunities for our dedicated educators, and further bolstering the impactful work of our high school college advisors. Additionally, it will afford MEF the opportunity to augment our support for McKinney ISD, bridging crucial gaps in funding for essential programs. Allotment of the requested capacity-building funds will be scheduled as follows, decreasing annually to ensure sustainability in the long term, as MEF develops other revenue streams and efficiencies:

Year 1: \$250,000		Year 2: \$150,000		Year 3: \$100,000
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The requested funding will enable MEF to employ a professional grant-writer, a database coordinator, and a director of annual giving, with each role contributing to the growth of contributions supporting MEF's three key strategies: educator grants to MISD teachers and staff, college scholarships for students graduating from MISD high schools, and full-time college advisors at McKinney HS, McKinney Boyd HS, and McKinney North HS. In addition, these capacity-building funds would enable MEF to potentially assist MISD with critical programmatic support identified by the district as a new priority to meet learner or educator needs.

A recent landscape analysis of local workforce needs and related educational needs revealed a troubling trend: our young people are

struggling with the transition to the workforce. While the precise reasons remain unclear even after extensive analysis, indicators point to financial constraints and possibly to messaging in the media that questions the value of college as significant barriers. This white paper delves into these findings, setting key baselines to gauge MEF's impact in helping MISD reverse this trend moving forward. Specifically, MEF aims to increase scholarships, boost fundraising efforts for all current strategies, be responsive to MISD needs for support of new priorities, if any, and collaborate with MISD in conducting annual student surveys, thereby developing a comprehensive approach to reversing this trend. Our objectives over the next three years include:

Organizational and Programmatic Objectives:

1. **Increase Funds Raised by 50 percent or more** (Including new and repeat donor contributions, annual giving, grant funds).
2. **Submit 50-72 grant proposals** over three years with a success rate of **75 percent**.
3. **Increase number of scholarships** awarded by **30-50 percent** or more over three years.
4. **In close collaboration with MISD, gain a more nuanced understanding of choices** made by students through annual surveys and focus groups on attitudes and knowledge of the benefits of college. Follow up with development and implementation of messaging campaigns as needed to improve college and workforce knowledge).
5. **Increase university partnerships** for career and technical opportunities for students that are seeking workforce certifications and trade credentials.

This requested funding is a critical investment in our students' futures and the vibrancy of our community workforce, ensuring that the McKinney Education Foundation continues to make a significant impact.

Section I: McKinney Education Foundation

McKinney Education Foundation (MEF), with a mission “to inspire and assist McKinney ISD students and staff toward excellence and make a difference in a child’s life through education,” has a unique role in the community—one of importance to parents and to future employers of MISD graduates.

The foundation’s support is demonstrated through three primary MEF endeavors: Providing college advisors at each of the three high schools, raising funding for college scholarships, and awarding of mini-grants to educators to facilitate teacher-led innovation in the classroom.

MEF
Counts
2023

3

ADVISORS

\$25

MILLION

IN EXTERNAL
SCHOLARSHIPS

\$637,500

IN LOCALLY
SPONSORED
SCHOLARSHIPS

57 GRANTS

TOTALING

\$101,000

TO EDUCATORS
IN

25 MISD

SCHOOLS

College Advisors. The McKinney Education Foundation High School College Advisors are located on the three main high school campuses to provide McKinney ISD students with information and support to pursue higher education. MEF High School College Advisors encourage students to dream about and plan for college or trade school and guide parents through the process. They helped students apply for and win a total of \$25 million in external scholarships for the class of 2023. In order to achieve these outstanding results, these advisors:

- Help students locate and apply for scholarships and financial aid
- Assist students with essays for college admission and inform English teachers in the McKinney High Schools about essay topics
- Meet with parents to educate them about colleges and the college admissions process
- Establish and maintain relationships with admissions and financial aid departments of colleges
- Assist students with financial aid and FAFSA forms

College Scholarships. MEF works with many donors throughout the McKinney community to offer scholarships to McKinney ISD students. The Class of 2023 was awarded \$637,500 in 363 locally-sponsored scholarships, averaging \$1,756 per award. Scholarships can support a student in a diversity of postsecondary education options including universities, community colleges, and trade and vocational schools.

MEF Grants to educators. In 2023, MEF awarded a total of \$126,230 in classroom grants to 47 educators across 26 MSID schools, and an additional \$43,525 in professional development grants to benefit all McKinney ISD campuses.

View MISD educators’
excitement receiving
classroom grants
through this video



Section II: Problem Statement

A mismatch between workforce needs and education could lead McKinney’s employers to import skilled workers, if “home-grown” talent is only prepared to take less desirable jobs or move.

Summary of Workforce Needs

In the third Quarter of 2023, Workforce Solutions of North Central Texas (WSNCT) issued county-level economic data with the following information on Collin County:

The current population of 1,158,696 has a projected five-year growth of 200,423 (17.3%).

Unemployment has ranged from 3.21% to 4% over the year, and was low, at 3.5% in October 2023.

Top five industries for Collin County	Collin County largest employers
1. Professional, scientific, and technical services	1. Bank of America
2. Finance and Insurance	2. JP Morgan Chase
3. Government (schools, police, public trans, local govt)	3. Raytheon Technologies
4. Retail trade	4. AT&T
5. Healthcare and Social Assistance	5. Plano ISD

Next, compare this to the top industries in McKinney alone:

City of McKinney, Texas

Principal Employers
Current and Ten Years Ago (Unaudited)

Table 15

Employer	2021			2012		
	Employees	Rank	Percentage of Total City Employment	Employees	Rank	Percentage of Total City Employment
Raytheon Intelligence and Space	3,658	1	3.52%	3,700	1	5.80%
McKinney ISD	2,814	2	2.71%	2,582	2	4.05%
Collin County	1,915	3	1.84%	1,659	3	2.60%
Globe Life	1,600	4	1.54%	-	-	-
City of McKinney	1,377	5	1.32%	835	6	1.31%
Encore Wire Corporation	1,325	6	1.27%	800	7	1.25%
Independent Financial	866	7	0.83%	-	-	-
Collin College	748	8	0.72%	622	10	0.98%
Baylor	700	9	0.67%	-	-	-
Medical City McKinney	670	10	0.64%	1,105	4	1.73%
Lattimore Materials	-	-	-	1,100	5	1.73%
Torchmark / United American Ins.	-	-	-	800	8	1.25%
Watson & Chalin	-	-	-	800	9	1.25%
Total	15,673		15.07%	14,003		21.96%

Source: Top Ten Employer data provided by McKinney Economic Development Corporation, McKinney ISD, Collin College. Total City Employment provided by Texas Workforce Commission (TWC).

Over three quarters of the highest-demand occupations in Collin County in 2022 required education beyond high school. The Texas Workforce Commission (TWC) mandates regional boards to identify "target occupations" based on a detailed analysis of labor market data, industry needs, and regional economic trends. The 2021-2014 Strategic Plan Update of WSNCT notes that the **target occupations** list sheds light on the employment needs of employers. However, the target occupations' process criteria goes several steps further and measures educational attainment requirements and that wages meet a specific region's level for a living wage. The target occupations for Collin County, including McKinney, Texas, for example, show diverse employment opportunities, which can serve as an indicator of resiliency against unpredictable economic downturns. The data summarized below (and provided in detail in Appendix A), shows that 76 percent of high-demand jobs in Collin County require post-secondary education, ranging from some college to bachelor's degrees. (Data for Collin County are provided because this information is not available solely for McKinney.)

Summary of Target Occupations for Collin County

Educational Requirements for Occupation	Workforce Demand*	Average Median Salary	Target Occupations Number	Target Occupations Percentage
High school or equivalent**	84,209	\$ 44,981	21	24%
Some college, no degree	78,130	\$ 43,670	23	27%
Associate degree	16,785	\$ 57,596	17	20%
Bachelor's Degree	99,314	\$ 77,729	25	29%
Total	278,438	\$ 56,396	86	100%

*Number of positions of each occupation in Collin County in 2022

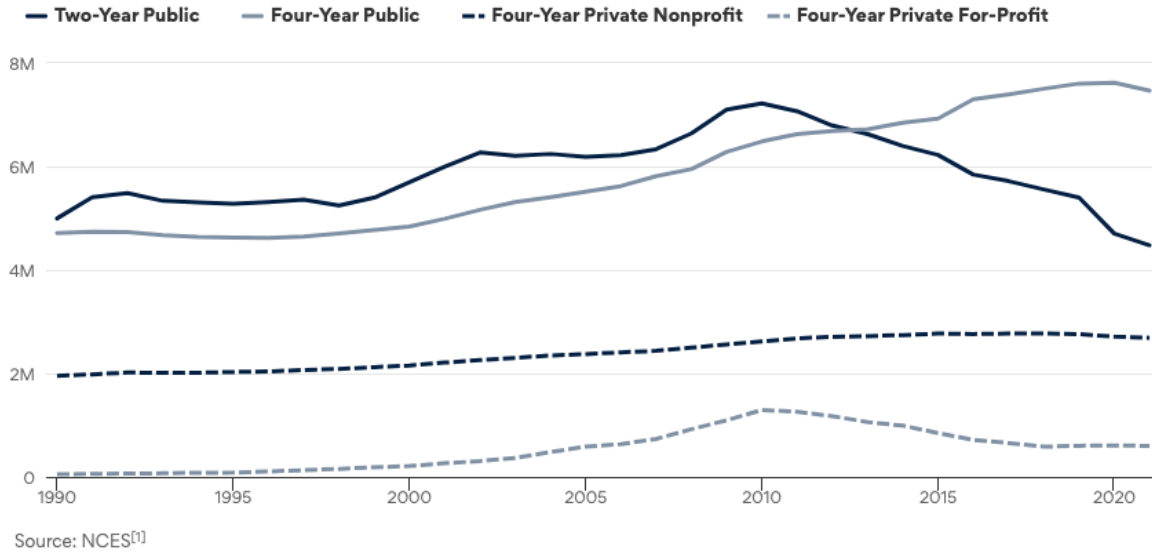
**Of the 21 target occupations requiring a high school diploma or equivalent, 3 require apprenticeships, 5 require long-term On-the-job training, 12 require moderate-term OJT, and 1 requires short-term OJT)

Given the credentials needed to reach the high demand jobs in our community, it is necessary that our young people make a successful transition into the postsecondary education community. However, this is something that the people in our community, in North Texas, in our state, and indeed in our country have struggled with over the last decade. A 2024 review of the research paints a troubling picture:

- ✓ College enrollment has been declining since 2010.^[1]
- ✓ In the past decade, total college enrollment has dropped by nearly 1.5 million students, or by about 7.4%.^{[2], [3]}
- ✓ The undergraduate college enrollment decline has accelerated since the pandemic began, resulting in a loss of over 900,000 students, or almost 6% of total enrollment, between fall 2019 and fall 2023.^[3]
- ✓ Graduate student enrollment, however, has increased by about 140,000 students, or by about 5%.^[3]
- ✓ Financial concerns stemming from the COVID-19 pandemic caused many would-be students to change their plans.^[4]

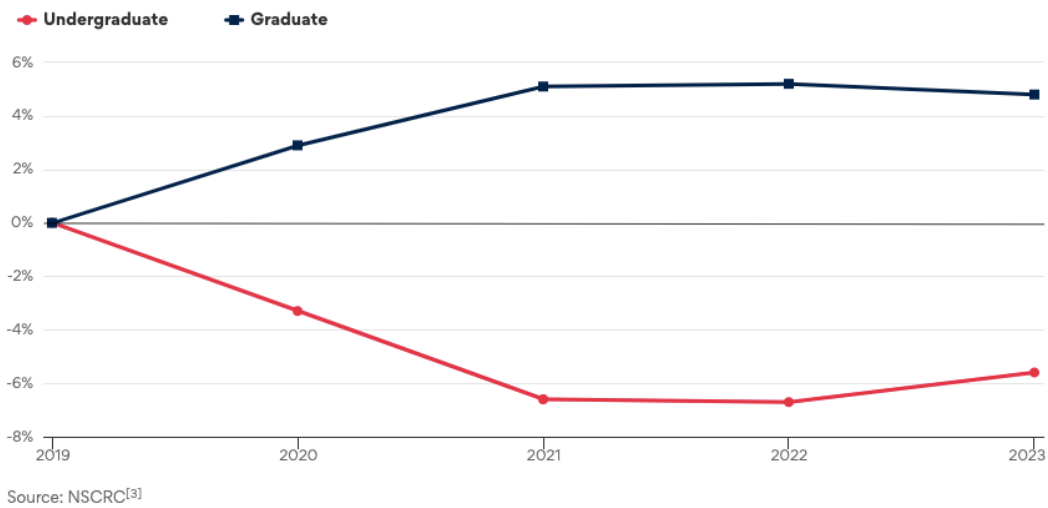
The decline in undergraduate enrollment has been most dramatic in the public two-year setting as shown in the figure below. This is especially concerning considering the high percentage of students from McKinney ISD who plan to matriculate into a two-year setting.

Undergraduate Enrollment by School Type, 1990-2021



Just as k-12 institutions saw a decline in enrollment following the pandemic, institutions of higher education saw similar declines. And, like public k-12 institutions, universities are starting to make small growth. Yet progress is slow. More must be done.

Percent Change in Fall College Enrollment, 2019-2023

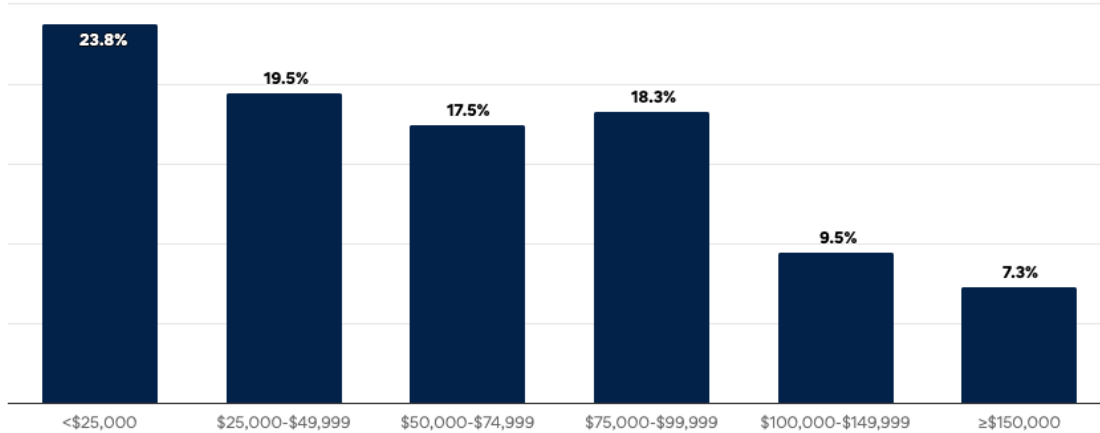


Low Income Students Are Falling Further Behind

Students from low-income families are especially vulnerable. Their families are often least able to invest in a college education. In a diverse community such as McKinney, if our low-income citizens are not able to transition their children towards a college education, it is unlikely that they will be able to escape poverty.

The pandemic caused those families to question whether it could be possible at all.

Percentage of Households That Canceled All Plans to Take Classes, August 2021



Source: NCES^[5]

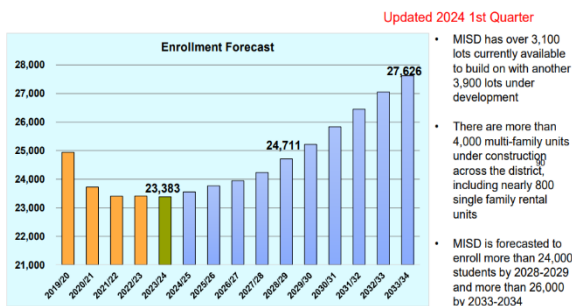
Additionally, a 2023 ACT report found that students from low-income families were **more than twice as likely** as other students to question their decision to attend college.

A closer look at McKinney ISD:

Enrollment

Of the four districts in McKinney, Texas, MISD is the only one with a slight decrease in enrollment, and Prosper ISD is experiencing rapid growth, more than doubling their population since 2016.

Year	District Student Total			
	McKinney	Allen	Frisco	Prosper
2016	24,626	20,739	53,130	8,254
2017	24,711	20,852	55,745	9,970
2018	24,791	21,083	58,278	12,081
2019	25,543	21,483	60,028	14,287
2020	24,457	21,813	62,571	16,789
2021	23,272	21,564	63,353	19,063
2022	23,238	21,420	65,617	21,700
Percent Change	-5.64%	3.28%	23.50%	162.90%



- MISD has over 3,100 lots currently available to build on with another 3,900 lots under development
- There are more than 4,000 multi-family units under construction across the district, including nearly 800 single family rental units
- MISD is forecasted to enroll more than 24,000 students by 2028-2029 and more than 26,000 by 2033-2034

McKinney ISD is, however, beginning to grow again. January 2024 projections for student enrollment are showing the impact of expanding growth in the Northwest quadrant of our city. Many of the same forces that are driving the explosive growth in Frisco and Prosper are now impacting McKinney ISD as well as several large residential developments are completed.

McKinney ISD's Unique Story

McKinney ISD, like the city of McKinney itself, is unique by nature. While we are affected by the same factors that have affected the rest of the country, there are many factors which have made our population particularly vulnerable to those forces. In this section, we're going to tell you a little bit about our history and values and then lay out some of the unique elements of our McKinney ISD story.

175 Years of History

Founded in 1848 to educate the children of local farmers and small business owners, McKinney schools have been a focal point of our community for over 175 years. Although the world has changed dramatically since McKinney saw its first settlers, the importance of a strong educational system that provides children with skills to be productive citizens in our society is still a priority for our community.

The McKinney Independent School District has a long-standing reputation for educational excellence, and our district is continually recognized at both the state and national levels.

We Believe

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community
- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment
- Financial stewardship ensures a tomorrow for education

We have a mission to invest in our future by providing a safe environment to engage, educate and empower **every student, every day.**

One element of McKinney ISD’s story that may be different than our neighboring districts is the mobility rate for our students. Consider the district mobility rate in the chart below.

Student Mobility Rate Report for All Campuses for All Students

	2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
District Summary	2,935	23,030	12.74%	2,811	22,753	12.35%	2,318	22,322	10.38%

The individual campus mobility rates vary, but the rate of mobility has been about 10% withdrawn students and 10% newly enrolled. So, even though the overall enrollment may seem flat, it may not be the same students. This creates challenges in planning schedules, advising, and supporting students. A significant driver of this mobility rate is economic:

District Name	Percentage of Economically Disadvantaged Students in 2022 (latest public information)	Number of Students Identified as Homeless in Fall of 2024
Frisco ISD	12.8	66
Prosper ISD	8.4	21
Allen ISD	16.8	69
Lovejoy ISD	4.3	0
McKinney ISD	31.3*	351*
Melissa ISD	14.8	53
Celina ISD	14.6	0

*In March of 2024, the current McKinney ISD rate of free and reduced lunch eligibility has climbed to 37%. In addition, we have currently identified 545 students who meet eligibility as homeless. We anticipate this number will increase to over 600 before the end of the year.

McKinney ISD served 49 students in foster care in 22-23 as well as 13 students who were also parents. It is not accidental that federal programs that serve the indigent and uninsured populations chose the city of McKinney to operate clinics. Our city and the boundaries of our school district house agencies such as:

- Samaritan Inn (the ONLY homeless shelter in Collin County)
- Job Corps (there are only two in Texas)

- Lifepath Systems (our local behavioral health authority, and one of only two locations in our county)
- Child Advocacy Center (one of two locations in our county)
- Family Health Center at Virginia (the only federally qualified healthcare center in our county)
- Legal Aid of Northwest Texas (the only location in our county)

Other Unique Needs

MISD has become a destination known for providing excellent care for students with special needs. Families have relocated to our school district specifically for our unique programs and services. While it is our joy to provide inclusive opportunities and supports for every student, every day, it does mean that our resources must be stretched to accommodate many individualized needs. Our enrollment of students with special education eligibility has grown steadily over the last ten years to its current all-time high of 17.61%. In addition, another 14.91% qualify for accommodations due to a disability under the general education program referred to as “504.” This means that 1 in 3 of our students have a particular challenge requiring special planning and attention from our staff.

McKinney ISD must also serve students that are new to the United States or that are acquiring English. In the 22-23 school year, 29.34% of our students were English learners. Of those students, 546 were new to the United States. As you can imagine, acclimation to an entirely new culture and school system brings lots of challenges for students and families. While many of our English Language Learners do come from Spanish-Speaking households, we have an increasing number that speak other languages. Did you know that over 50 languages are spoken in the homes of our MISD students?

First in Family

A special focus in McKinney ISD is our students that will be the first in their family to earn a high school diploma. Each of our high schools identify and provide special advising and supports for these students. Hundreds of graduates have been honored over the course of the last twenty-five years with a special reception and a white honor cord to wear at graduation. In addition, with the support of our McKinney Education Foundation College Advisors, these special graduates have received specialized scholarship application support.

Serenity High School

Serenity High School exists for adolescents returning from recognized substance abuse treatment centers who are committed to obtaining a high school diploma in a safe and supportive, chemical-free environment. McKinney ISD is extremely proud of our recovery high school. It’s easy to overlook how special and unique this program is because it’s in our

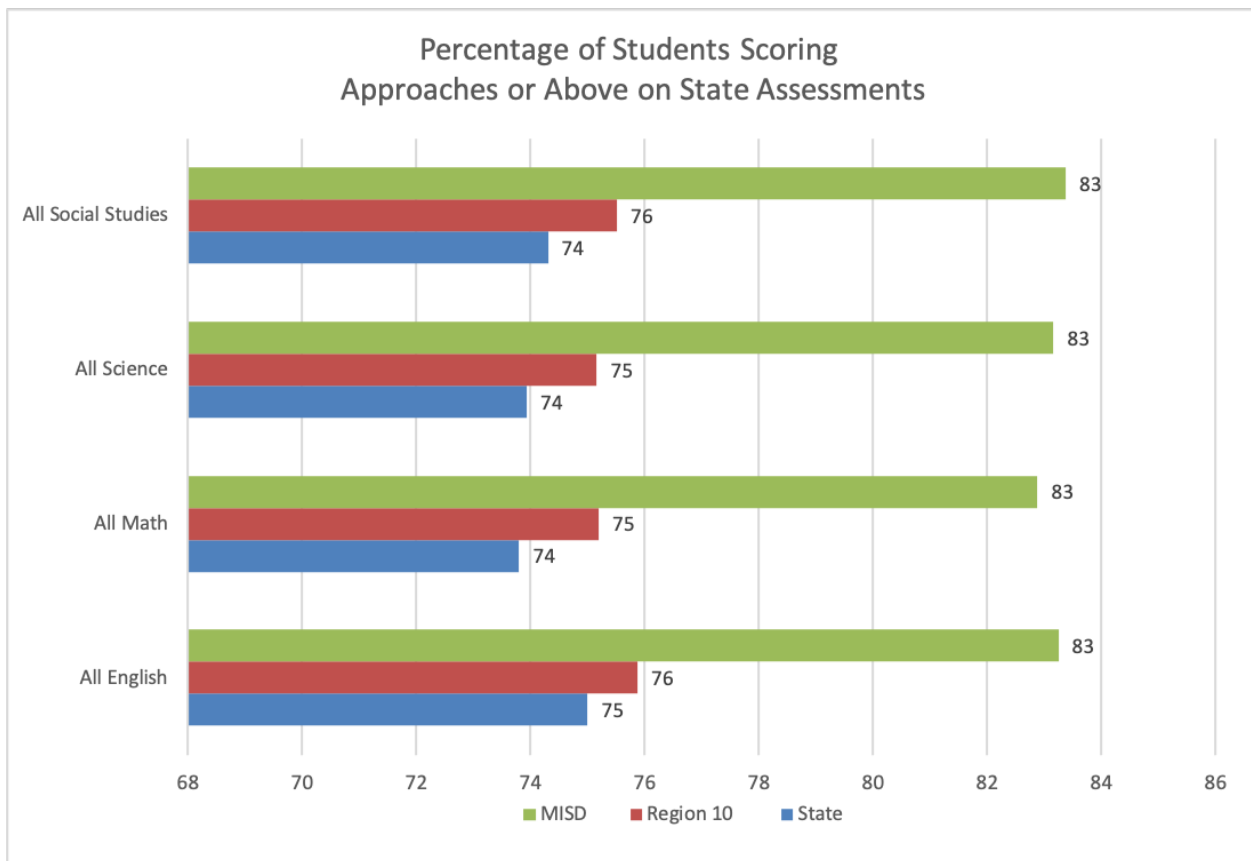
“backyard.” It’s estimated that Serenity is one of less than one hundred public recovery high schools in the United States. It ranks among one of the oldest as well with over 20 years of graduates to celebrate! Serenity serves students in McKinney ISD and young people from other partnering districts in Collin County.

Academic Resiliency in McKinney ISD

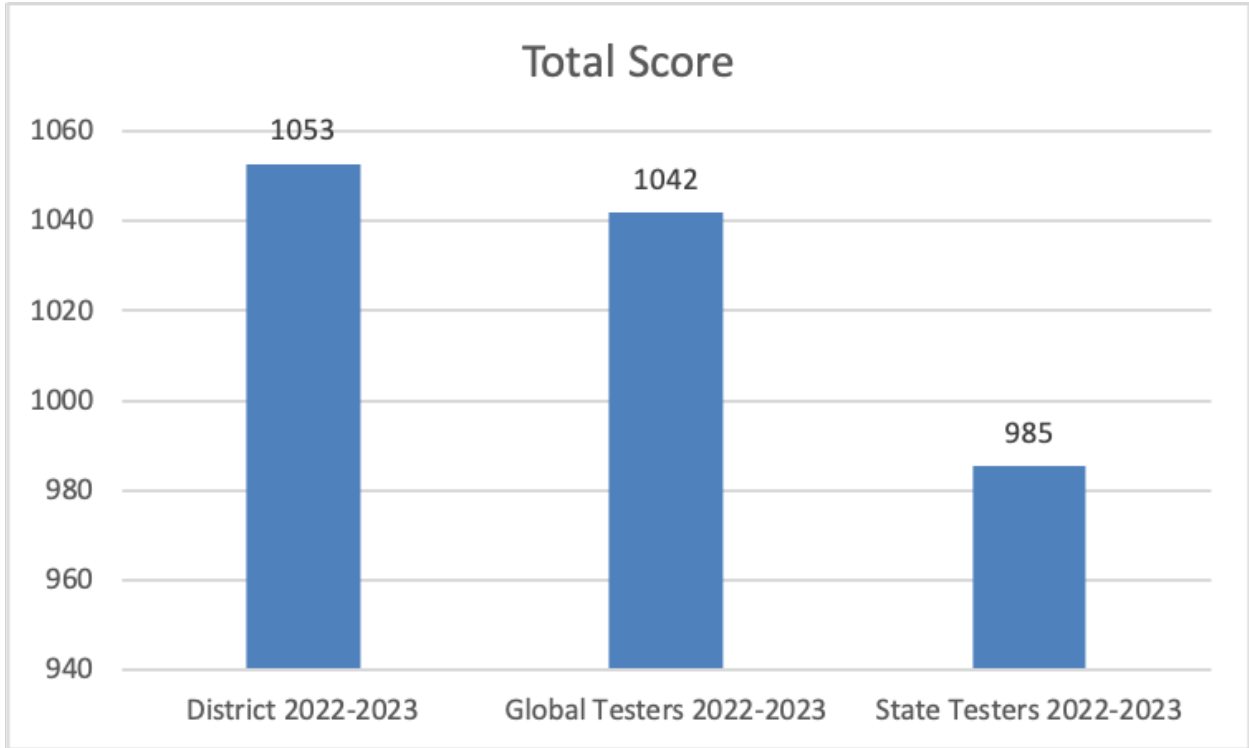
It's critical to understand the context of the needs in McKinney ISD to truly appreciate the resiliency demonstrated by our staff, our families, and our students. We are tremendously proud of the recovery that has occurred as our students have returned to the classroom.

Consider these tremendous achievements.

2023 District STAAR Performance

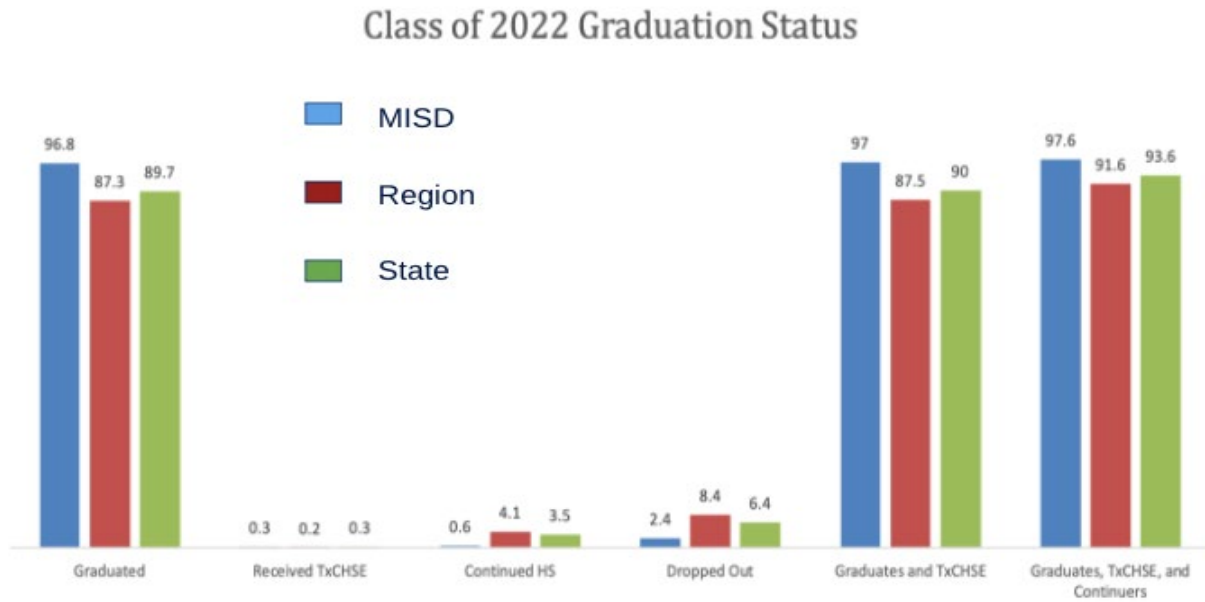


In 22-23, our students bested state and national averages on the SAT as well.



In addition, we had strong participation in our Advanced Placement program and our dual credit program. In fact, we had more students participate in dual credit than ever before.

Our graduation rates also exceeded regional and state averages.



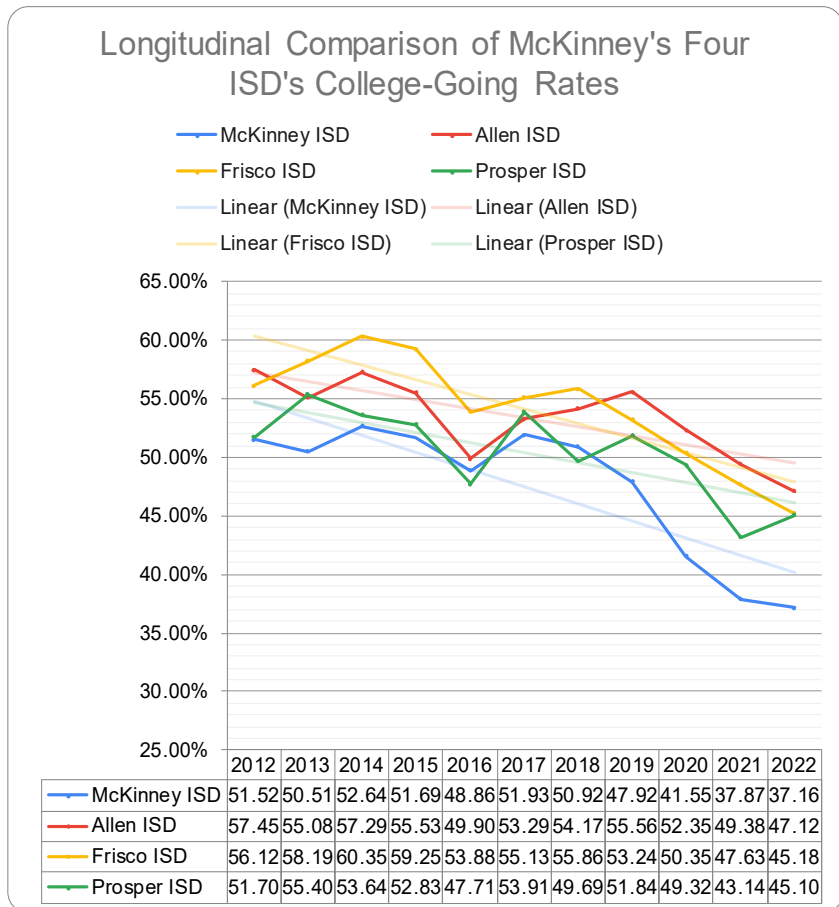
Bridging the Gap

So, with all these successes, it seems like our students, even though we know many have unique needs, should be able to launch effectively into an institution of higher education. In fact, that is exactly what many of our students do. Plus, those that get there are highly successful too. But, there are still not enough that are going. We are concerned about this trend.

College-Going Rates

- Data from Texas Education Agency and Texas Higher Education Coordinating Board reveal a marked decrease in college enrollment rates beginning in 2018, indicating a pivot year that precedes the global pandemic. This trend suggests underlying factors, independent of COVID-19, have contributed to the declining college enrollment across the school districts.

- While all four ISDs in McKinney had decreasing college-going rates, MISD's decrease was much more pronounced. Not only is the current and past college-going rate lower, the rate of decline over the past five years is also greater at McKinney ISD. Other ISDs rate of decline is slowing or in the case of Prosper ISD, reversed.
- This is possibly linked to the explosive growth in enrollment there and the high economic status of those new enrollees.



- The downward trend beginning in 2014 remained similar across districts until 2018, when the gap between McKinney and the other districts widened. This disparity included a decline in enrollment of MISD graduates at Texas Tech, TX State, TX A&M, essentially all 2-year institutions, and specifically, Collin College. In 2019, Collin College experienced a 10% decrease in enrollment, followed by an 18% drop in 2020. Given that Collin College attracts around 300 to 500 graduates, these percentage drops are substantial. While Texas Tech, TX State, and TX A&M all had significant declines, it's important to highlight that A&M's drop occurred in 2021. The years 2020 and 2021 are acknowledged as the lockdown years, and the overall decline in college enrollment during these years are not entirely surprising.

- The marked decline in college-going rates, more pronounced at MISD than in neighboring districts is alarming given the clear demand for higher education credentials in the workforce presented earlier: **three-fourths of target occupations require some level of college education**, with those holding a bachelor's degree having access to the highest number of opportunities and average median salaries. When taken in the context of the much higher economic needs in MISD and the other unique student populations served here, the implication is clear. More support is needed to help MISD students matriculate.

Landscape Analysis Needed

Understanding why McKinney ISD students (who by many indicators are academically prepared for college) are not enrolling in higher education is crucial. This decline in college-going could potentially lead to a mismatch between the skills of the local workforce and the needs of employers, especially in higher-wage, higher-skill occupations. Several factors, both internal to McKinney ISD and external, are examined in the following narrative to reveal potential reasons for this disparity. Possibilities considered include economic challenges specific to McKinney students, potential policy differences, the impact of Covid, and even the local and national political climate's influence on attitudes towards higher education.

In essence, the declining college-going rate in McKinney ISD could have significant implications for meeting the workforce demands of the region. By identifying and addressing the root causes of this decline, educational outcomes can be better aligned with the evolving needs of the labor market, ensuring that students are not only prepared for college but are also motivated and able to pursue the education beyond high school relevant to and necessary for the in-demand, higher-paying jobs of the future.

College-going rates, by MISD high school

All schools had significant drops in years that could be directly attributed to ramifications of COVID.

The table (below) shows detail, by high school campus, on what leading colleges students are enrolling in, by percent attending and percent change (Δ) per year. Red highlighted cells indicate a drop from the previous year. Because such a large percentage attend Collin College, a major drop in enrollment there (such as occurred in 2019 at McKinney HS and in 2020 at McKinney North and McKinney Boyd) has an outsized impact on the overall college-going rate.

Yearly Percentage & Percent Change of College-Going Graduates at Leading Institutions for Each McKinney ISD HS Campus																				
	Years	TX A&M		TX STATE		TX TECH		UNT		UT AUSTIN		UT DALLAS		2-YEARS		4-YEARS		Collin College		
		%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	Δ
McKinney High School	2016	1.1%	-	1.1%	-	1.5%	-	3.2%	-	1.9%	-	1.3%	-	2.6%	-	6.7%	-	2016	26.5%	-
	2017	2.7%	141%	0.9%	-20%	3.8%	154%	3.1%	-3%	2.0%	6%	2.0%	52%	3.8%	45%	6.5%	-3%	2017	22.2%	-16%
	2018	3.0%	10%	0.7%	-21%	2.7%	-29%	3.1%	2%	3.4%	72%	1.1%	-43%	3.6%	-6%	5.0%	-23%	2018	28.4%	28%
	2019	1.4%	-52%	1.7%	144%	1.9%	-30%	3.3%	6%	2.6%	-24%	1.4%	27%	1.3%	-63%	5.6%	33%	2019	20.9%	-26%
	2020	1.9%	32%	1.0%	-45%	2.5%	31%	3.0%	-10%	4.4%	68%	2.2%	51%	1.8%	36%	5.4%	-3%	2020	20.8%	0%
	2021	1.6%	-17%	0.0%	-100%	2.2%	-12%	3.5%	16%	1.9%	-57	1.7%	-21%	2.0%	14%	4.9%	-10%	2021	17.5%	-16%
	2022	2.5%	57%	1.6%	N/A	2.5%	15%	3.5%	1%	2.3%	25%	1.8%	1%	0.7%	-64%	4.1%	-17%	2022	17.7%	1%
McKinney North High School	2016	2.1%	-	0.9%	-	3.0%	-	1.9%	-	1.1%	-	1.3%	-	1.7%	-	7.8%	-	2016	21.8%	-
	2017	2.2%	5%	1.4%	55%	4.3%	45%	2.3%	26%	1.3%	13%	1.4%	10%	1.8%	7%	6.1%	-22%	2017	22.8%	4%
	2018	1.3%	-41%	0.0%	-100%	3.6%	-18%	1.6%	-33%	1.8%	46%	0.0%	-100%	1.4%	-21%	6.1%	0%	2018	22.2%	-3%
	2019	2.2%	69%	0.9%	N/A	1.7%	-51%	2.0%	29%	1.3%	-30%	1.4%	N/A	1.3%	-9%	5.6%	-8%	2019	24.0%	8%
	2020	2.2%	1%	1.4%	57%	1.0%	-45%	1.6%	-19%	0.0%	-100%	0.0%	-100%	1.0%	-27%	4.8%	-15%	2020	17.2%	-28%
	2021	0.0%	-100%	1.3%	-5%	1.3%	36%	3.0%	85%	1.4%	N/A	1.4%	N/A	1.2%	21%	5.9%	24%	2021	18.6%	8%
	2022	1.2%	N/A	1.6%	24%	1.0%	-21%	3.4%	11%	2.2%	52%	0.7%	-49%	1.3%	14%	4.7%	-21%	2022	16.5%	-11%
McKinney Boyd High School	2016	2.9%	-	0.8%	-	4.2%	-	3.8%	-	2.1%	-	2.1%	-	3.6%	-	6.1%	-	2016	21.2%	-
	2017	3.5%	23%	0.9%	17%	5.9%	39%	1.6%	-57%	3.1%	-11%	3.1%	46%	2.5%	-31%	5.7%	-5%	2017	23.1%	9%
	2018	4.5%	26%	0.0%	-100%	4.2%	-29%	2.0%	23%	3.4%	19%	3.4%	9%	1.5%	-39%	5.2%	-9%	2018	22.5%	-3%
	2019	4.7%	5%	2.0%	N/A	2.8%	-32%	3.3%	64%	1.9%	-24%	1.9%	-45%	1.1%	-29%	6.6%	25%	2019	23.1%	3%
	2020	4.7%	0%	0.0%	-100%	3.5%	25%	2.2%	-33%	2.5%	-11%	2.5%	33%	1.2%	7%	5.9%	-10%	2020	16.2%	-30%
	2021	2.7%	-45%	0.0%	0%	3.5%	-1%	3.2%	44%	2.1%	-39%	2.1%	-15%	1.2%	3%	5.7%	-2%	2021	15.1%	-6%
	2022	1.6%	-41%	1.2%	N/A	2.0%	-41%	3.6%	15%	1.9%	-23%	1.9%	-10%	0.6%	-52%	6.0%	4%	2022	15.9%	5%

Collin Community College averages 300 to 500 graduates. Leading institutions other than Collin College average 25 to 75 graduates yearly. 2-year and 4-year categories are a yearly total of institutions that have only 1 to 4 graduates in attendance, but do not include years that may have had 5+ graduates.
Developed for the McKinney Education Foundation through TEA and THECB data.

COVID effects.

The COVID-19 pandemic marked a significant turning point in the discussion about the value of traditional college education. With campuses shut down and classes moved online, many students and families began to question the high cost of tuition for what was perceived as a diminished college experience. This period also saw a rapid acceleration in the adoption of online learning technologies and platforms, further legitimizing online education as a viable alternative to traditional college.

The requirement for students to exercise self-discipline in completing assignments in relative isolation led to learning deficits that persist to some extent today.

However, we found no evidence of differences that MISD experienced (or policies implemented) that would explain an outsized COVID-related downturn for MISD in comparison to other districts, with the possible difference in a slightly smaller percentage of the population with broadband accessible in the home.

Economic Challenges (Student Income Status)

Low-income status is a significant factor influencing the likelihood of attending college. Students from low-income families often face dual challenges: limited financial resources for tuition and fees, and the need to contribute to family income through work. This financial barrier is evident in McKinney ISD, as well as statewide and nationally. As shown in the table below, in 2021 (the last year for which Texas

District	Economic Status	Number of Graduates/Percent to College				
Allen ISD		2017	2018	2019	2020	2021
	# Disadvantaged Graduates	187	184	230	226	294
	# Not Disadvantaged Graduates	1,346	1,315	1,399	1,390	1,411
	Enrolled in College:	College-Going by Economic Status				
	Economically Disadvantaged	55.10%	46.20%	46.50%	48.20%	43.20%
	Not Economically Disadvantaged	56.30%	54.20%	57.30%	54.30%	53.80%
	Disparity between % attending by economic status	-1%	-8%	-11%	-6%	-11%
Frisco ISD		2017	2018	2019	2020	2021
	# Disadvantaged Graduates	366	381	478	529	526
	# Not Disadvantaged Graduates	3,086	3,289	3,521	3,757	4,106
	Enrolled in College:	College-Going by Economic Status				
	Economically Disadvantaged	44.80%	43.30%	49.80%	42.00%	43.40%
	Not Economically Disadvantaged	54.80%	54.90%	54.20%	52.50%	51.30%
	Disparity between % attending by economic status	-10%	-12%	-4%	-11%	-8%
McKinney ISD		2017	2018	2019	2020	2021
	# Disadvantaged Graduates	315	437	401	447	453
	# Not Disadvantaged Graduates	1,443	1,460	1,452	1,481	1,443
	Enrolled in College:	College-Going by Economic Status				
	Economically Disadvantaged	37.80%	41.20%	35.70%	34.50%	34.20%
	Not Economically Disadvantaged	55.00%	54.10%	50.00%	45.80%	42.30%
	Disparity between % attending by economic status	-17%	-13%	-14%	-11%	-8%
Prosper ISD		2017	2018	2019	2020	2021
	# Disadvantaged Graduates	34	37	48	62	84
	# Not Disadvantaged Graduates	478	617	633	741	922
	Enrolled in College:	College-Going by Economic Status				
	Economically Disadvantaged	44.10%	37.80%	50.00%	46.80%	48.80%
	Not Economically Disadvantaged	56.90%	51.90%	52.90%	50.60%	48.30%
	Disparity between % attending by economic status	-13%	-14%	-3%	-4%	1%

Education Agency data are available), MISD has more economically disadvantaged students than Plano ISD or Allen ISD and numbers that rival the much larger Frisco ISD.

Looking at the data across several years reveals a trend in McKinney ISD: the percentage of economically disadvantaged graduates is rising and the percentage of economically disadvantaged students attending college is also lower than other graduates. In neighboring districts, a greater percentage of economically disadvantaged students are matriculating to college. One possible explanation for this discrepancy is that there is still a spectrum of need among the economically disadvantaged. As shown earlier with the disparity in identified homeless students, it's possible that the students in MISD are among the poorest poor in our county. They are therefore more uniquely vulnerable and have a more arduous journey to transition into the college setting.

Economic Challenges (The Rising Cost of College)

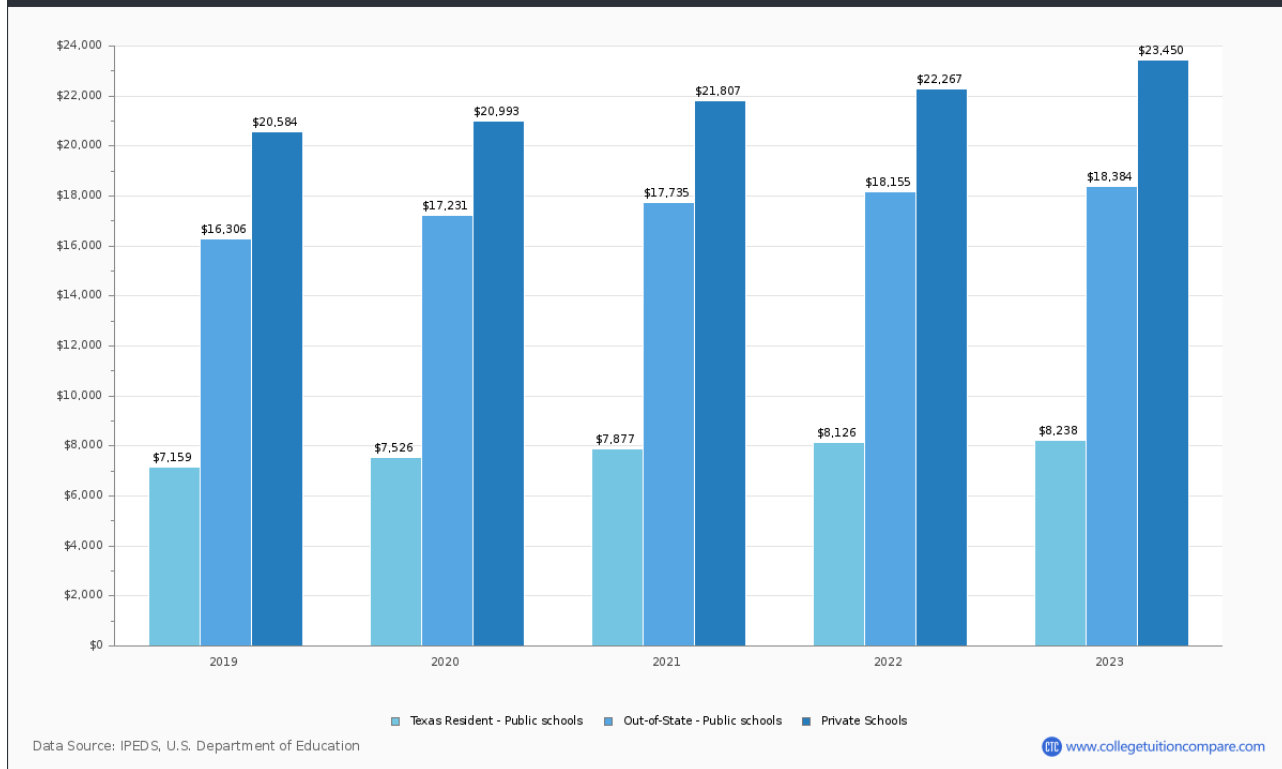
In the United States, the late 20th century, particularly the 1980s and 1990s, saw a pivotal shift in how higher education was funded. During this period, an ideological movement towards reduced government spending and increased privatization led state governments to decrease public funding for colleges and universities. This shift was driven by a changing perception of higher education as a private benefit to individual students rather than a public asset contributing to societal welfare. Consequently, the financial responsibility for education began moving away from the government and towards students and their families through higher tuition fees.

This shift coincided with rising operational costs for higher education institutions, attributed to technological advancements, administrative growth, and the enhancement of facilities and services to attract students. Additionally, the move from grants to repayable loans further burdened students, emphasizing the view of higher education as a personal investment rather than a publicly supported route to societal progress.

The financial pressures on students have been compounded over the years, with the cost of higher education escalating significantly, at times surpassing the inflation rates of other sectors like healthcare. However, the rate of increase has somewhat moderated recently. For example, from 2018-2019 to 2022-2023, average tuition and fees for in-state undergraduates at Texas four-year universities rose by 15 percent, from \$7,159 to \$8,238. This financial strain, combined with the economic and educational challenges posed by the COVID pandemic, has led to a decline in college enrollment among high school graduates in McKinney, reflecting a broader trend of diminishing college attendance rates.

Texas Colleges Undergraduate Programs Average Tuition & Fees Changes

From 2019 to 2023 - 4 years (or higher) colleges



A comprehensive evaluation of the cost of college must account for both direct costs and opportunity costs. Opportunity costs, often overlooked in discussions about college affordability, represent the wages foregone by choosing education over immediate entry into the workforce. These costs, using average wages of high school graduates as a baseline, significantly exceed out-of-pocket tuition expenses. Recent national estimates from the New York Federal Reserve suggest that pursuing a *bachelor's degree* involves forgoing over \$120,000 in potential earnings¹, nearly quadrupling net tuition costs. In spite of this cost, the NYFR estimates that the return on investment for a four-year degree hovered between 8 and 9 percent until the early 1980s, then climbed to almost 16 percent following the technology-fueled economic expansion of the 1990s, where it remained, more or less, through the Great Recession. Over the past several years, this return appears to have declined slightly, drifting down by roughly 2 percentage points to just under 14 percent. (Link to New York Federal Reserve article in QR code above.)



¹ \$120,000 is also a close estimate of the opportunity cost to a high school graduate from McKinney enrolling in a four-year program.

Actual Value of College: Economic Benefits of Education Beyond High School (local data)

The facts are clear and compelling: Income in McKinney, Texas (as in the nation) is tied to educational level. The figures in the table below illustrate the significant economic benefit of higher education, with each step up in educational attainment generally correlating with higher earnings. In McKinney, the percentage change compared to a regular high school diploma are as follows:

- 12th grade, no diploma: Earnings are about 17% less than a high school graduate.
- GED/alternative credential: Earnings are about 6% less than a high school graduate.
- Some college, less than one year: Earnings show a notable increase of about 43% over a high school graduate.
- Associate Degree: Earnings are about 34% higher than a high school graduate.
- Bachelor’s Degree: This level sees a substantial increase, with earnings about 133% higher than a high school graduate.
- Master’s Degree: Earnings are about 222% higher than a high school graduate.

McKinney, TX Average Wages or Salary Income, Past 12 Months (2022)*

Educational Level	Average Annual Wages
12 th grade – no diploma	\$ 24,075
GED or alternative credential	\$ 26,629
Regular HS diploma	\$ 28,989
Some college, but less than one year	\$ 41,368
Associate Degree	\$ 38,934
Bachelor’s Degree	\$ 67,593
Master’s Degree	\$ 93,318
Professional Degree beyond Master’s Degree	\$ 94,962
*From Census.data@census.gov , using ACS 1-Yr Estimates Public Use Micro Data sample 2022, for Colling County Central, McKinney City PUMA	

Economic Benefits of Education Beyond High School, (national data)

The value of a college education has never been more pronounced. Data from the U.S. Bureau of Labor Statistics (BLS) consistently demonstrates the significant economic advantages associated with higher education levels nationally. For instance, individuals with a bachelor's degree earn, on average, 67 percent more than those with only a high school diploma. This disparity translates into a substantial difference in lifetime earnings, where college graduates can expect to earn approximately \$1 million more over their careers than those without a degree. As noted above, the disparity in wages is even more pronounced in McKinney, where the difference is 133 percent. This difference between national

*National averages can mask significant local variations such as those seen in McKinney. For example, areas with a high concentration of technology, finance, or healthcare industries would offer higher premiums for college-educated workers compared to regions where such industries are less prevalent. This discrepancy underscores the importance of considering local labor markets and economic conditions when evaluating the value of higher education. **It also highlights the potential for higher education to significantly enhance earning potential, particularly in areas with strong demand for skilled, college-educated workers.***

and McKinney data underscores the impact of regional economic conditions, industry presence, and demand for skilled labor on earnings.

The economic benefits of college extend beyond individual earnings. College-educated individuals are less likely to experience unemployment, with the BLS reporting a 2.2 percent unemployment rate for bachelor's degree holders compared to 3.7 percent for those with only a high school education. This stability contributes to a healthier economy, reducing reliance on government support programs and increasing tax revenues. Further, college-educated individuals are less likely to be incarcerated, to rely on social safety-net programs, to be uninsured, or to file workers' compensation claims.

In summary, the economic advantages of a college education are clear and multifaceted. From significantly higher lifetime earnings for individuals to broader societal and economic benefits, the value of education beyond high school as an investment in the future remains indisputable.

Non-Monetary Benefits of Education Beyond High School

There are many benefits of higher education that make it a "social good," rather than a solely individual benefit:

Improved Critical Thinking. Higher education enhances skills like critical thinking, problem-solving, and decision-making. This fosters a workforce equipped with advanced skills essential for innovation and growth in a knowledge-based economy. Industries heavily reliant on technology and analytical skills particularly benefit from a college-educated workforce, driving productivity and competitiveness on a global scale.

Healthier Lifestyle Choices. Educated individuals tend to make healthier lifestyle choices and have increased life expectancy, which contributes to society by reducing healthcare costs over the long term. (61 percent of bachelor degree holders say their health is excellent or very good compared to 43 percent with no higher education.)

Civic Involvement. Educated individuals are more likely to engage in civic activities like voting and volunteering which strengthens community ties and democratic participation. (Sixty-seven percent of degree holders say they donated to charity in the last year, compared with 38 percent with no degree.)

Perceived Value of College

Despite the clear economic and intangible benefits of a college education, a growing skepticism towards higher education persists. In 2019, 'The New York Times' highlighted a movement questioning the cost-effectiveness and moral guidance provided by traditional higher education. 'The Atlantic' noted that conservatives' dwindling support for college was more politically driven, influenced by perceptions of liberal bias, rather than purely economic considerations. Corroborating this view, 'The Wall Street Journal' acknowledged ideological underpinnings behind this sentiment, while also citing a mismatch between college outcomes and labor market needs as a factor in eroding confidence in higher education. This trend is reflected in a **June 2023 Gallup Poll, where confidence in higher education dropped to 36 percent, a decline from 48 percent in 2018 and 57 percent in 2015.**

We find that perceptions of education's value are just as important for predicting enrollment behavior as respondents' self-reported likelihood to enroll.

~Strada Education Foundation, June 15, 2022



Conversely, the New America Foundation released a report in August 2023, titled *Varying Degrees*, (accessible through the QR Code to the left), which presents findings from an annual survey that found some views on post-secondary education at odds with those found by the Gallup Poll. *Varying Degrees*, involving 1,497 participants, for the first time, delved into how Americans perceive the advantages that come with further education beyond high school, along with their opinions on the accessibility and success rates of college education.

According to the survey's outcomes, there is a clear recognition among Americans about the importance of post-high school education. However, there's a widespread sentiment that not everyone who wishes to pursue such education can afford it, prompting a call for reforms within the higher education system. Approximately 70% of respondents feel that their immediate family members must undertake some level of education beyond high school to achieve financial security, with nearly 40% stating that achieving at least a bachelor's degree is essential. Conversely, **only half of the respondents are convinced that it's possible to receive a quality, yet affordable, education after high school**, or that post-secondary education is financially accessible to all aspirants.

The importance of scholarships

The most immediate and obvious benefit of scholarships is financial support. They help cover the cost of tuition, books, and sometimes even living expenses, reducing the need for student loans and the burden of debt post-graduation. This financial relief is particularly significant for students from low-income families, given that cost is the greatest barrier to enrollment as reported in the State of Higher Education, yet there are many ways in which scholarships help students:

Academic and Personal Development. Receiving a scholarship often requires maintaining a certain grade point average or meeting other performance criteria, encouraging recipients to excel academically. This academic achievement can lead to further opportunities, such as internships, research projects, and networking events, contributing to personal and professional development. Surveys have found that financial aid (and the perceived value of a degree) have served as important retention tools that help both baccalaureate and associate degree students persist in their career pursuits.

Encouragement of Career Goals. Scholarships can also be tailored to students pursuing specific fields of study, encouraging them to follow their career aspirations. This targeted support helps fill gaps in professions that require specialized skills, helping meet workforce needs.

Reduced Work Burden. With financial support from scholarships, students may not need to work as many hours in part-time jobs, allowing more time to focus on studies, engage in extracurricular activities, and participate in community service. This balance between work and education can lead to a more enriching college experience and better academic outcomes.

Recognition and Prestige. Receiving a scholarship is an achievement that carries prestige. It can be a mark of excellence on a student's academic and professional record, signaling dedication, talent, and hard work to future employers and graduate schools.

Long-term Economic Benefits. By mitigating the need for student loans, scholarships contribute to long-term economic stability for recipients. Graduates with less debt can more readily invest in their futures, such as purchasing homes, starting businesses, or saving for retirement, positively impacting the economy at large.

Challenges to the Impact of Scholarship Programs

Scholarships can serve as strategic tools for economic mobility, but they often do not reach students with the greatest economic need. Research findings demonstrate the effectiveness of need-based aid as an "intergenerational economic equalizer." For instance, students from the lowest-income families who received need-based aid showed significant earnings gains, even if they did not complete their degree, with those completing a bachelor's program earning more than twice their family income.

A significant portion of grant money at both private and public institutions goes to students without financial need, favoring non-first-generation and non-Pell-eligible students, despite the minimal impact these awards have on more affluent students' academic completion.

By prioritizing need over merit, scholarship programs can play a pivotal role in supporting students who stand to benefit the most, offering them opportunities for academic achievement and career advancement that might otherwise be out of reach.

Section III: Implications of Findings (Recommendations)

To obtain additional data for a better understanding of needs:

- Consider investing in a research project to determine where graduates are going, and how they are faring by linking school data with wage data from TWC. (Texas School Project should be able to accomplish this research.)
- Consider commissioning a Lightcast report on the skills and knowledge needed in the McKinney workforce, and award additional points in the educator grant proposals that reinforce or enhance these skills and knowledge. (The regional workforce board may be able to supply the Lightcast data.)
- Consider collaborating with the MISD to conduct a student survey and/or student focus groups to achieve a nuanced understanding of their attitudes and knowledge about the benefits of education beyond high school. In coordination with MISD, conduct a companion survey of teachers and staff.
- Ensure that the CEO and newly hired MEF Director of Development take the pulse of donors and their attitudes and knowledge of the benefits of education beyond high school, and their aspirations for graduates of MISD.

To address economic barriers to a college degree:

- Consider making a percentage of the MEF **scholarships need-based** to address the marked economic disparities in the college-going rates between poor students and their more affluent peers.
- Consider providing scholarships that can **apply to non-degree credentials** as well as to traditional degrees, and ensure that college advisors are fully informed of the value of non-degree credentials. A shorter-term credential can lead to good wage outcomes and be more appealing to/feasible for students who need to contribute to their families incomes in the near term.

Increase organizational impact by leveraging the power of partnerships

- Consider taking advantage of any partnership opportunities currently under development by Workforce Solutions North Central Texas (the regional workforce development board) to facilitate the encouragement of students developing career goals relevant to local employers' needs.
- Consider exploring partnership opportunities with the McKinney Chamber of Commerce, whose 2023-2025 Strategic Plan has objectives² closely aligned with those of both MISD and MEF.

Increase support for high-quality college advising

- Consider investing a portion of the additional funds raised in reaching a 300 to 1 counselor to student ratio across the three high schools.
- Ensure that college advisors at each of the high schools receive (or are trained to retrieve) annual updates on college-going decisions at their schools, including number of applications, eventual enrollment, and summer melt. Likewise, ensure college advisors provide input into the development of student surveys and focus group questions.

Develop and deploy a fact-based messaging campaign

- Use social media and other platforms to share local data on high-demand and high-wage jobs and the skills/credentials/degrees needed to advance in the workplace.

² LEAD Objective B: Partnerships between education and Business. Strategy 1, Foster awareness and understanding of education and business needs; Strategy 2, Advocate to support educational needs to develop our workforce.

Section IV: Solution/Proposal

Programmatic Solution: The McKinney Education Foundation (MEF) is committed to supporting McKinney ISD by aligning educational efforts with workforce needs and fostering academic excellence. We will double our efforts to ensure that funding is available to align workforce and educational needs, by increasing scholarships leading to target occupations, and increasing grant assistance to workforce-focused curricular enhancements proposed by individual educators or the district as a whole.

Organizational Solution: We propose the hiring of key personnel: a Director of Annual Giving and a Grant Development/Research Officer, alongside a Database Administrator. This staffing expansion is aimed at enhancing our fundraising capabilities and supporting the programmatic needs of McKinney ISD.

Rationale for Organizational Changes:

1. **Increasing Fundraising Complexity:** The evolving fundraising landscape necessitates specialized skills. Expanding our team will allow us to more effectively manage fundraising efforts and support MISD's unbudgeted needs.
2. **Diversifying Revenue Streams:** To ensure long-term sustainability, diversifying revenue sources is critical. The new staff will be instrumental in securing funds from various sources.
3. **Improved Programmatic Oversight and Evaluation:** Funding of these additional operational costs will enable MEF to re-organize the current organizational structure to increase oversight, training, and programmatic productivity.
4. **Data-Driven Decision Making:** The Database Administrator will bolster our data management, leading to more informed decisions and improved donor engagement.
5. **Improving Donor Engagement:** A dedicated Director of Annual Giving will enhance our ability to engage and retain donors, crucial for sustained support.
6. **Enhanced Grant Seeking:** The Grant Development/Research Officer will streamline our grant acquisition process, increasing funding opportunities from foundations and other sources.

Anticipated Impact

Organizational Outcomes:

1. **Increased Funds Raised:** The addition of these roles is projected to significantly increase our fundraising capacity, supporting increasing the number of scholarships and improvement to the college advising programs/process (see programmatic outcomes).
2. **Improved Grant Solicitation/Acquisition:** Enhanced grant-seeking capabilities will lead to more successful applications and diversified funding. The grant-writer will submit an average of 24 government and/or private foundation grants annually over three years (total 72 proposals over three years) with a success rate of 75 percent.
3. **Enhanced Donor Relationships:** Focused efforts on annual giving will improve donor retention and increase contributions by 50 percent or more over three years.

4. **Efficient Data Management:** Improved data handling will lead to more targeted fundraising and better donor stewardship.

Expected Outcomes/Programmatic:

1. **Increase number of scholarships** awarded by 30-50 percent or more over three years
2. **Gain a more nuanced understanding of choices** made by students by surveying students annually for attitudes and knowledge of the benefits of college (implement messaging campaigns as needed to improve college knowledge).
3. **Monitor and report college-going rates** on an annual basis.

Budget

MEF requests an investment of \$500,000 over three years to enable the foundation to provide salary and benefits for three new, capacity-building positions:

1. Database Administrator
2. Director of Annual Giving
3. Grant Writer/Researcher

Funding is requested on a three-year schedule, decreasing annually to ensure sustainability in the long term, as we develop other revenue streams and efficiencies:

Timeline

Year One: \$250,000
Year Two: \$150,000
Year Three: \$100,000

Conclusion

The McKinney Education Foundation extends an invitation to the City of McKinney to join us in supporting this vital initiative. Your investment in MEF will not only shape the future of our city's economic prosperity but also enhance the quality of life for all residents for generations to come. Together, we can create a brighter and more prosperous future for McKinney.

Targeted Occupations List for Collin County (from Workforce Solutions North Central Texas)

SOC	Occupation	2022 Jobs	Total Demand	Median Annual Wages	Education Required for Entry	On the Job Training
MANAGEMENT						
11-9031	Education and Childcare Administrators, Preschool and Daycare	503	283	\$ 43,530	Bachelor's degree	None
COMPUTER AND MATHEMATICAL						
15-1211	Computer Systems Analysts	6572	4104	\$ 99,453	Bachelor's degree	None
15-1212	Information Security Analysts	1870	1479	\$ 101,761	Bachelor's degree	None
15-1231	Computer Network Support Specialists	1808	1184	\$ 74,160	Associate degree	None
15-1232	Computer User Support Specialists	8609	5434	\$ 47,193	Some college, no degree	None
15-1242	Database Administrators	887	520	\$ 98,049	Bachelor's degree	None
15-1243	Database Architects	514	329	\$ 126,858	Bachelor's degree	None
15-1244	Network and Computer Systems Administrators	3700	2060	\$ 86,698	Bachelor's degree	None
15-1252	Software Developers	15631	11091	\$ 120,174	Bachelor's degree	None
15-1253	Software Quality Assurance Analysts and Testers	2729	1840	\$ 97,384	Bachelor's degree	None
15-1254	Web Developers	710	534	\$ 74,437	Bachelor's degree	None
15-1255	Web and Digital Interface Designers	751	591	\$ 91,786	Bachelor's degree	None
15-1299	Computer Occupations, All Other	3371	2129	\$ 86,608	Bachelor's degree	None
15-2031	Operations Research Analysts	2080	1315	\$ 84,149	Bachelor's degree	None
15-2051	Data Scientists	967	774	\$ 103,214	Bachelor's degree	None
ARCHITECTURE AND ENGINEERING						
17-3011	Architectural and Civil Drafters	948	747	\$ 58,178	Associate degree	None
17-3022	Civil Engineering Technologists and Technicians	465	324	\$ 46,632	Associate degree	None
17-3023	Electrical and Electronic Engineering Technologists and Technicians	878	613	\$ 60,067	Associate degree	None
17-3026	Industrial Engineering Technologists and Technicians	420	292	\$ 59,341	Associate degree	None

17-3029	Engineering Technologists and Technicians Except Drafters, All Other	452	313	\$ 59,347	Associate degree	None
17-3031	Surveying and Mapping Technician	595	499	\$ 44,253	HS Diploma or equivalent	Moderate-OJ
17-3012	Electrical and Electronic Drafters	307	174	\$ 58,016	Associate degree	None
17-3013	Mechanical Drafters	315	176	\$ 61,891	Associate degree	None
EDUCATIONAL INSTRUCTION AND LIBRARY						
25-2011	Preschool Teachers, Except Special Education	5259	3923	\$ 27,662	Associate degree	None
25-2012	Kindergarten Teachers, Except Special Education	1603	1109	\$ 59,507	Bachelor's degree	None
25-2021	Elementary School Teachers, Except Special Education	15531	7947	\$ 59,736	Bachelor's degree	None
25-2022	Middle School Teachers, Except Special and Career/Technical Education	7213	3680	\$ 59,670	Bachelor's degree	None
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	11888	5799	\$ 60,237	Bachelor's degree	None
25-2032	Career/Technical Education Teachers, Secondary School	1310	609	\$ 61,048	Bachelor's degree	None
25-2052	Special Education Teachers, Kindergarten and Elementary School	1952	1014	\$ 60,321	Bachelor's degree	None
25-2057	Special Education Teachers, Middle School	921	473	\$ 60,625	Bachelor's degree	None
25-2058	Special Education Teachers, Secondary School	1430	746	\$ 60,759	Bachelor's degree	None
25-3099	Teachers and Instructors, All Other	968	822	\$ 52,297	Bachelor's degree	None
25-4031	Library Technicians	411	357	\$ 33,425	Postsecondary nondegree award	None

25-9099	Educational Instruction and Library Workers, All Other	959	663	\$ 42,431	Bachelor's degree	None
HEALTHCARE PRACTITIONERS AND TECHNICAL						
29-1126	Respiratory Therapists	597	273	\$ 64,296	Associate degree	None
29-1141	Registered Nurses	14859	6745	\$ 74,774	Bachelor's degree	None
29-2032	Diagnostic Medical Sonographers	514	275	\$ 71,902	Associate degree	None
29-2034	Radiologic Technologists and Technicians	1031	511	\$ 58,026	Associate degree	None
29-2055	Surgical Technologists	710	351	\$ 53,669	Postsecondary nondegree award	None
29-2056	Veterinary Technologists and Technicians	1873	1269	\$ 32,760	Associate degree	None
29-2057	Ophthalmic Medical Technicians	472	408	\$ 32,004	Postsecondary nondegree award	None
29-2061	Licensed Practical and Licensed Vocational Nurses	4475	2533	\$ 48,842	Postsecondary nondegree award	None
29-2072	Medical Records Specialists	1624	906	\$ 43,524	Postsecondary nondegree award	None
29-2099	Health Technologists and Technicians, All Other	922	498	\$ 35,756	Postsecondary nondegree award	None
29-2031	Cardiovascular Technicians and Technologists	267	136	\$ 57,080	Associate	None
29-2043	Paramedics	725	331	\$ 44,881	Postsecondary	None
29-2042	Emergency Medical Technicians	315	478	\$ 34,611	Postsecondary Nondegree Award	None
29-2052	Pharmacy Technicians	3781	2611	\$ 35,765	HS Diploma or equivalent	Moderate-term OJT
HEALTHCARE SUPPORT						
31-1131	Nursing Assistants	5764	5334	\$ 29,557	Postsecondary nondegree award	None
31-2021	Physical Therapist Assistants	573	438	\$ 70,709	Associate degree	None
31-9092	Medical Assistants	5700	5705	\$ 33,281	Postsecondary nondegree award	None
31-9094	Medical Transcriptionists	447	467	\$ 28,095	Postsecondary nondegree award	None

31-9097	Phlebotomists	843	908	\$ 34,388	Postsecondary nondegree award	None
31-9093	Medical Equipment Preparers	222	208	\$ 37,660	HS Diploma or equivalent	Moderate-term OJT
31-2011	Occupational Therapy Assistants	351	260	\$ 75,716	Associate degree	None
31-9091	Dental Assistants	4080	4021	\$ 39,602	Postsecondary nondegree award	None
PROTECTIVE SERVICE						
33-2011	Firefighters	2495	1360	\$ 55,749	Postsecondary nondegree award	Long-term
33-3012	Correctional Officers and Jailers	1701	910	\$ 46,908	HS diploma or equivalent	Moderate-term OJT
33-3051	Police and Sheriffs Patrol Officers	5029	2723	\$ 71,101	HS diploma or equivalent	Moderate-term OJT
PERSONAL CARE AND SERVICE						
39-9011	Childcare Workers	8555	8741	\$ 21,703	HS diploma or equivalent	Short-term OJT
SALES AND RELATED						
41-3021	Insurance Sales Agents	9532	7966	\$ 49,726	HS diploma or equivalent	Moderate-term OJT
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	10356	7934	\$ 53,938	HS diploma or equivalent	Moderate-term OJT
OFFICE AND ADMINISTRATIVE SUPPORT						
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12679	10057	\$ 43,508	Some college, no degree	Moderate-term OJT
43-4031	Court, Municipal, and License Clerks	680	489	\$ 42,723	HS diploma or equivalent	Long-term OJT
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	727	547	\$ 43,351	Associate degree	None
43-6013	Medical Secretaries and Administrative Assistants	5417	4335	\$ 34,731	HS diploma or equivalent	Moderate-term OJT
CONSTRUCTION AND EXTRACTION						
47-2031	Carpenters	6838	4510	\$ 40,779	HS diploma or equivalent	Apprenticeship
47-2111	Electricians	4996	3497	\$ 47,214	HS diploma or equivalent	Apprenticeship
47-2152	Plumbers, Pipefitters, and Steamfitters	3898	2726	\$ 45,580	HS diploma or equivalent	Apprenticeship
INSTALLATION, MAINTENANCE, AND REPAIR						

49-2011	Computer, Automated Teller, and Office Machine Repairers	987	741	\$ 40,464	Some college, no degree	Short-term OJT
49-3021	Automotive Body and Related Repairers	1129	787	\$ 46,461	HS diploma or equivalent	Long-term OJT
49-3023	Automotive Service Technicians and Mechanics	5088	3422	\$ 46,622	Postsecondary nondegree award	Short-term OJT
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3392	2330	\$ 47,012	Postsecondary nondegree award	Long-term OJT
49-3011	Aircraft Mechanics and Service Technicians	835	479	\$ 74,095	Postsecondary nondegree award	None
49-9051	Electrical Power- Line Installers and Repairers	1034	593	\$ 70,220	HS diploma or equivalent	Long Term OJT
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	722	419	\$ 50,530	Postsecondary nondegree award	Long Term OJT
49-9041	Industrial Machinery Mechanics	2994	1911	\$ 57,219	HS diploma or equivalent	Long Term OJT
PRODUCTION						
51-2028	Electrical, Electronic, and Electromechanical Equipment Assemblers, Except Coil Winders, Tapers, and Finishers	2141	1559	\$ 35,794	HS diploma or equivalent	Moderate-term OJT
51-2098	Team Assemblers / Miscellaneous Assemblers and Fabricators	9819	7010	\$ 33,861	HS diploma or equivalent	Moderate-term OJT
51-4121	Welders, Cutters, Solderers, and Brazers	4153	3124	\$ 46,123	HS diploma or equivalent	Moderate-term OJT
51-4041	Machinists	1286	90	\$ 49,493	HS diploma or equivalent	Long-term OJT
51-9162	Computer Numerically Controlled Tool Programmers	116	90	\$ 60,789	Postsecondary nondegree award	Moderate-term OJT
TRANSPORTATION AND MATERIAL MOVING						
53-3032	Heavy and Tractor-Trailer Truck Drivers	16719	12789	\$ 46,826	Postsecondary nondegree award	Short-term OJT
53-2011	Aircraft Pilots and Flight Engineers	395	359		Bachelor's degree	Moderate-term OJT
53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Tech:	53	49	\$ 33,354	HS diploma or equivalent	Moderate-term OJT

Yearly Percentage & Percent Change of College-Going Graduates at Leading Institutions for Each ISD in McKinney																				
	Years	TX A&M		TX STATE		TX TECH		UNT		UT AUSTIN		UT DALLAS		2-YEARS		4-YEARS		Collin College		
		%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	%	Δ	Years	%	Δ
McKinney	2016	2.1%	-	0.9%	-	3.0%	-	3.0%	-	2.2%	-	1.6%	-	1.8%	-	3.0%	-	2016	22.6%	-
	2017	2.9%	41%	1.1%	18%	4.8%	63%	2.3%	-22%	2.2%	-1%	2.3%	42%	2.0%	15%	1.9%	-36%	2017	22.7%	0%
	2018	3.3%	13%	0.9%	-12%	3.7%	-23%	2.4	4%	3.2%	45%	1.8%	-21%	1.5%	-28%	3.0%	55%	2018	24.8%	9%
	2019	3.0%	-9%	1.7%	76%	2.3%	-38%	3.1%	29%	2.4%	-24%	2.2%	20%	1.1%	-27%	3.4%	13%	2019	22.3%	-10%
	2020	3.2%	8%	1.1%	-35%	2.5%	10%	2.5%	-19%	2.7%	11%	1.9%	-14%	1.1%	6%	3.0%	-13%	2020	18.2%	-18%
	2021	1.7%	-48%	0.8%	-23%	2.5%	-2%	3.5%	37%	1.7%	-35%	2.0%	5%	1.3%	11%	2.4%	-18%	2021	16.9%	-7%
	2022	1.9%	13%	1.7%	100%	2.0%	-19%	3.8%	9%	2.1%	18%	1.6%	-19%	0.8%	-37%	2.5%	2%	2022	16.8%	-1%
Allen	2016	2.8%	-	1.1%	-	2.2%	-	2.8%	-	3.0%	-	6.4%	-	1.3%	-	3.1%	-	2016	21.5%	-
	2017	2.5%	-12%	1.3%	17%	3.3%	50%	2.7%	-6%	3.7%	26%	6.3%	-2%	2.8%	113%	1.3%	-58%	2017	25.0%	16%
	2018	3.0%	21%	0.8%	-39%	3.5%	6%	2.6%	-3%	3.9%	6%	7.1%	14%	3.2%	14%	0.7%	-44%	2018	21.9%	-12%
	2019	2.6%	-12%	1.2%	46%	3.1%	-12%	2.8%	9%	3.1%	-20%	8.7%	21%	2.1%	-35%	1.2%	67%	2019	22.4%	2%
	2020	3.6%	36%	1.4%	17%	3.2%	5%	2.4%	-17%	4.1%	32%	6.9%	-21%	2.7%	27%	1.1%	-14%	2020	21.0%	-6%
	2021	4.0%	13%	0.9%	-35%	3.1%	-3%	2.4%	2%	3.7%	-11%	7.3%	6%	2.9%	8%	0.9%	-16%	2021	17.9%	-15%
	2022	3.5%	-13%	0.7%	-19%	3.2%	3%	3.7%	55%	2.8%	-23%	6.2%	-14%	2.6%	-9%	0.5%	-46%	2022	17.8%	0%
Frisco	2016	2.6%	-	1.3%	-	3.2%	-	3.6%	-	4.2%	-	5.4%	-	1.2%	-	1.4%	-	2016	19.1%	-
	2017	3.2%	45%	1.2%	3%	3.9%	40%	3.4%	10%	3.8%	4%	5.9%	27%	1.0%	3%	0.7%	-42%	2017	19.9%	20%
	2018	3.4%	13%	1.0%	-12%	3.2%	-11%	3.3%	2%	3.9%	8%	7.1%	28%	1.1%	8%	1.0%	40%	2018	19.5%	4%
	2019	2.4%	-23%	1.2%	33%	4.2%	42%	4.7%	57%	4.0%	25%	7.3%	13%	1.2%	18%	1.1%	26%	2019	17.5%	-2%
	2020	4.0%	76%	0.9%	-19%	3.7%	-6%	4.2%	-4	4.4%	6%	4.4%	-36%	0.6%	-48%	1.0%	-5%	2020	15.1%	-7%
	2021	4.3%	18%	0.8%	-8%	3.3%	-3%	4.1%	5%	4.4%	9%	6.2%	53%	0.4%	-17%	0.9%	-5%	2021	13.4%	-4%
	2022	4.2%	7%	1.1%	50%	3.5%	14%	4.3%	15%	4.0%	0%	6.3%	13%	0.6%	50%	1.0%	25%	2022	11.7%	-4%
Prosper	2016	3.9%	-	1.8%	-	2.1%	-	2.8%	-	1.8%	-	2.3%	-	3.7%	-	7.8%	-	2016	19.3%	-
	2017	3.3%	0%	2.0%	25%	5.3%	200%	2.5%	8%	2.0%	25%	2.7%	40%	3.3%	6%	6.8%	3%	2017	20.3%	24%
	2018	2.9%	12%	1.2%	-20%	3.7%	-11%	2.1%	8%	2.9%	90%	2.3%	7%	1.7%	-35%	5.8%	9%	2018	20.2%	27%
	2019	2.6%	-5%	1.0%	-13%	6.5%	83%	2.1%	0%	2.5%	-11%	1.8%	-20%	2.5%	55%	8.5%	53%	2019	21.7%	12%
	2020	2.2%	0%	0.1%	-86%	4.6%	-16%	3.7%	114%	2.2%	6%	1.2%	-17%	2.0%	-6%	7.1%	-2%	2020	23.7%	28%
	2021	3.5%	94%	1.2%	110%	3.2%	-14%	3.9%	30%	1.3%	-28%	2.2%	120%	1.0%	-38%	6.2%	9%	2021	17.4%	-8%
	2022	3.6%	23%	1.6%	58%	3.8%	41%	4.9%	49%	1.8%	69%	3.1%	68%	1.3%	50%	2.9%	-14%	2022	15.6%	7%

Collin Community College averages 300 to 500 graduates. Leading institutions other than Collin College average 25 to 75 graduates yearly. 2-year and 4-year categories are a yearly total of institutions that have only 1 to 4 graduates in attendance, but do not include years that may have had 5 or more graduates.
 Developed for the McKinney Education Foundation through TEA and THECB data.

Origins and Early Growth (1980's-1990's). The seeds of anti-college sentiment can be traced back to the late 20th century, coinciding with rising tuition costs and a growing perception that higher education was not delivering on its promises of guaranteed employment and social mobility. During this period, skepticism began to emerge about the value of a traditional four-year degree, particularly as student loan debt became a more pressing issue for many Americans.

The 1980s, under the Reagan administration, marked a significant ideological shift towards reduced government spending and increased privatization. This philosophy trickled down to state governments, many of which adopted similar attitudes towards public funding. **There was a growing belief that higher education served as a private good that primarily benefited individual students, rather than as a public good** that benefited society as a whole. This change in perspective led to a reduction in state funding and an increased reliance on tuition to fund colleges and universities. Economic downturns, notably in the early 1980s and the early 1990s, led to budget shortfalls at the state level and higher education often faced significant cuts in funding. This was partly because higher education budgets were seen as more flexible compared to mandatory spending areas like Medicaid and K-12 education. By the early 21st century, the trend was clear: students and their families were shouldering an increasing share of the cost of higher education, as state support continued to decline when adjusted for inflation and per-student funding.

Early 2000s – The Internet Era. The advent of the internet and the dot-com boom in the early 2000s further fueled anti-college sentiment. Success stories of college dropouts like Steve Jobs and Mark Zuckerberg began to challenge the conventional wisdom that a college degree was essential for success. Online resources and self-teaching platforms also started to offer alternative pathways for acquiring skills and knowledge, appealing especially to those interested in rapidly evolving fields like technology and digital marketing.

The Great Recession (2007-2009). The Great Recession had a significant impact on perceptions of higher education. As the job market contracted, many recent graduates found themselves unemployed or underemployed, which led to increased scrutiny of the return on investment of a college education. Questions about the practicality and relevance of certain degrees became more pronounced, especially as the burden of student loans continued to grow.

2010s – Rising Costs and Student Debt Crisis. Throughout the 2010s, the narrative around the student debt crisis intensified. The cost of college tuition continued to rise at a rate higher than inflation, leading to ballooning student debt nationwide. This period saw a surge in public debates about the sustainability of the higher education economic model and the long-term impact of student debt on young adults' financial futures.

Rise of Alternative Education Models: In response to these concerns, the 2010s also witnessed the rise of alternative education models. Coding bootcamps, online courses, and industry-specific training programs presented themselves as more affordable and direct paths to employment in certain fields. The value proposition was clear: shorter duration, lower cost, and a direct line to high-demand careers, particularly in tech.

COVID-19 Pandemic (2020-2022): The COVID-19 pandemic marked a significant turning point in the discussion about the value of traditional college education. With campuses shut down and classes moved online, many students and families began to question the high cost of tuition for what was perceived as a diminished college experience. This period also saw a rapid acceleration in the adoption

of online learning technologies and platforms, further legitimizing online education as a viable alternative to traditional college.

Cultural and Economic Shifts: Culturally, there has been a shift in the perception of skilled trades and vocational education. The emphasis on STEM education and the recognition of the value of skilled trades have led to a greater appreciation of paths outside the traditional four-year college route. Economically, the mismatch between college curricula and the needs of the modern workforce has been a driving factor in fueling anti-college sentiment.

Looking Forward (Post-2023): As of 2023, the landscape of higher education continues to evolve. The pandemic accelerated existing trends towards online education and alternative credentialing. The dialogue around the value of a college degree remains complex, intertwined with broader discussions about the future of work, the role of technology in education, and the socioeconomic barriers that still influence access to higher education.

In summary, the progression of anti-college sentiment up to 2023 reflects a combination of economic realities, cultural shifts, and technological advancements that have collectively challenged the traditional model of higher education. The trend is not necessarily a wholesale rejection of higher education, but rather a call for a more diversified, flexible, and practical approach to preparing for the workforce and life in the 21st century.