



## P20 WIN Research Agenda

P20 WIN is a unique state resource in Connecticut for addressing critical policy issues that require data from more than one agency; therefore, data requests to P20 WIN should align with either a participating agency's individual research agenda or the P20 WIN research interests: 1) predictive models for college and career success, 2) student readiness, 3) financial aid, 4) workforce training, and 5) overcoming barriers to success. More information about P20 WIN's research agenda can be found [here](#). This document provides more details for potential researchers on the topic of financial aid.

### Financial Aid

A focus of P20 WIN is to identify outcomes for Connecticut financial aid recipients, including the determinants of persistence, completion, and retention, and whether state financial aid recipients are found employed in Connecticut after graduation.

Connecticut's state financial aid program, the [Roberta Willis Scholarship Program](#) (RWSP) features both a need-based component and a need-merit component. P20 WIN is interested in analysis of the effect of both components of RWSP on outcomes like college enrollment, college completion, and retention of students, as well as educational and employment outcomes. Award amounts, and increases and decreases in RWSP amounts, will also be analyzed.

Studies have shown that need-based aid has a positive effect on college completion and enrollment, and increases when university tuition increases (Bettinger, 2004; Titus, 2009). Lovenheim and Owens (2013) conclude that restrictions in aid availability to drug offenders caused a large decline in college enrollment within two years of high school graduation, and a modest decrease in college enrollment and completion in general.

Research on state and local financial aid has also shown effects on educational outcomes and college enrollment and employment decisions. Abraham and Clark (2006) find that when Washington, D.C. introduced a financial assistance program for their public-school students, the share of students who took the SAT increased, and more students shared test scores to universities. College applications also increased, and freshman enrollments at Maryland and Virginia colleges rose by 150 percent between 1998 and 2002. Bettinger et al. (2012) similarly conclude that awareness about FAFSA greatly increased financial aid applications, increased the amount of need-based aid given out, and increased the likelihood of college attendance and persistence. Carlson et al. (2020) examined the effects of Wisconsin's need-based

financial aid fund, concluding that grant offers reduce both in-state employment and in-state earnings, suggesting that students who receive aid migrate away from the state or give students the flexibility to take positions that have lower pay. Long (2004) finds that subsidies that only apply to in-state public institutions lead students to prefer those schools, and that the larger the subsidy is, the more likely students are to not choose a private institution. She also finds that in-kind subsidies lead to students favoring more selective schools and four-year programs.

## Request Data

If you are a researcher, analyst, evaluator, or other data user and need data from two or more of the P20 WIN Participating Agencies, you may submit a data request to P20 WIN. Data requests should align with either a participating agency's individual research agenda or P20 WIN research interests. More information about how to request data is available on the P20 WIN website [here](#).

## References

1. Abraham, K.G., & Clark, M.A. (2006). Financial aid and students' college decisions: Evidence from the District of Columbia Tuition Assistance Grant Program. *The Journal of Human Resources*, 41(3), 578-610. <https://www.jstor.org/stable/40057270>.
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5. Long, B.T. (2004). Does the format of a financial aid program matter? The effect of state in-kind tuition subsidies. *The Review of Economics and Statistics*, 86(3), 767-782. <https://doi.org/10.1162/0034653041811653>.
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7. Titus, M.A. (2009). The production of bachelor's degrees and financial aspects of state higher education policy: A dynamic analysis. *The Journal of Higher Education*, 80(4), 439-468. doi:10.1353/jhe.0.0055.