

The Case for Increased Attainment: National Perspective

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Since 2011, the U.S. economy has added **11.5 million net** new jobs for workers with postsecondary education but only **80,000** for those with a high school diploma or less.

—America's Divided Recovery: College Haves and Have-Not, Center on Education and the Workforce, 2016

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States with Attainment Goals
(updated April 2017)

■ Has Strong Attainment Goal*
■ Has Attainment Goal with a Majority of Components of a Strong Goal
■ In Process of Developing an Attainment Goal

*A strong attainment goal is quantifiable, challenging, long-term, addresses closing equity gaps and is integrated as a key to drive policy and practice.

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The Educational Continuum

Completion of a postsecondary degree or certificate →

← Postsecondary transitions and transfers

← 8th grade math

← Early learning

→ → Increasing state attainment

College-ready high school graduation →

3rd grade reading →

Birth →

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Why a focus on educational attainment levels?

- Provide residents with the education necessary to meet current and future **workforce** and **economic needs**
 - Nationally
 - Statewide
 - Locally
 - Individually

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Post 2007-recession growth in college-level jobs

Percent change in monthly jobs from June 2007 to June 2012 (%)

Category	June 2007	June 2012
High School or less	0%	-14%
Associate's degree or certificate	0%	43%
Bachelor's degree or better	0%	82%

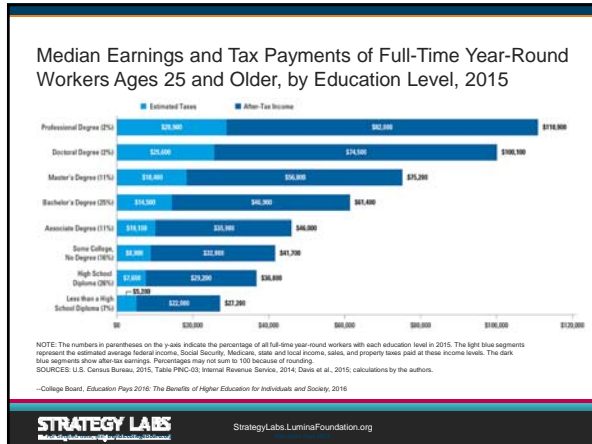
Source: Total employment of workers aged 16 and older is a GDP estimate from the Current Population Survey. The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau's X-12 procedure and are reported using their month ending average. The prior shaded in gray indicate periods of recession as reported by the National Bureau of Economic Research.

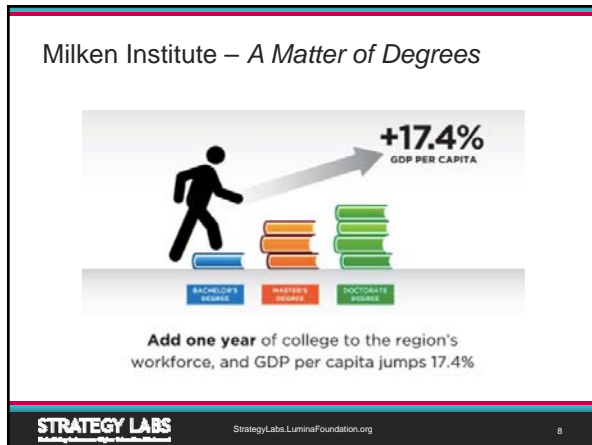
* Author estimate using Current Population Survey (2012 data)

—Georgetown University Center on Education and the Workforce, *Recovery, Job Growth and Education Requirements Through 2020, 2033*

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Why a focus on educational attainment levels?

- Economic benefits
 - National
 - State
 - Local
 - Individual
- Societal benefits
- Social justice / moral imperative

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Non-profits
Volunteering
Incarceration
Retirement
Health
Employed
Taxes
Banking
Income
Voting
Neighborhood
Charitable

--Philip Trostel and Margaret Chase Smith, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society*

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Alaska Education Levels

ALASKA RESIDENTS AGES 25-64

Education Level	Percentage
less than 9th grade	4.8%
9th-12th grade no diploma	27.7%
high school graduate (including GED)	20.9%
some college no credential	7.0%
certificate	8.3%
associate degree	18.2%
bachelor's degree	10.4%
graduate or professional degree	
Total Attainment	44.9%

Because of rounding, the sum of these percentages may exceed 100.

--Lumina Foundation, *A Stronger Nation*, 2017

Improving the attainment rate
=
Improving the social and economic mobility for Alaskans

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Results by Race and Ethnicity in Alaska

A growing proportion of today's learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **Alaska's attainment rates across five racial and ethnic groups**, and compare how Alaska performs relative to other states. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.*

filter by RACE AND ETHNICITY

- Asian and Pacific Islander
- African-American
- American Indian/Alaska Native
- Hispanic
- White

sort by STATE NAME
POPULATION
*ATTAINMENT
ENROLLMENT

NATIONAL AVG: 25%
Alaska: ~20% (Asian and Pacific Islander), ~25% (American Indian/Alaska Native), ~35% (African-American), ~45% (Hispanic), ~55% (White)

—Lumina Foundation, A Stronger Nation, 2017

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Why are Attainment Goals Appealing to State and Business Leaders?

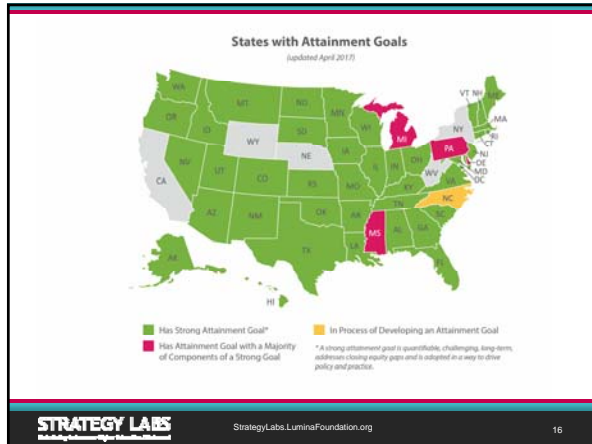
- Goal provides a shared vision, a north star
 - Clear direction
 - Quantifiable goal with an end date adds urgency and specificity
 - New partnering and funding opportunities to meet mutually beneficial needs
- Alignment to meaningful metrics
- Improving the economic outlook for individuals, employers, the community and state
- Changing the state's story, profile and trajectory

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Ambitious Attainment Goal Criteria

- Challenging and quantifiable
- Long-term, pegged to a specific year
- Articulated in a manner to influence state-level policies and practices
- Addresses gaps in attainment for underrepresented populations
- Should also be based on analysis of state's workforce needs and embraced by stakeholders across sectors

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Drive to 55
Mission: Workforce Ready

60x30TX
By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

70x2025VT.ORG

ACHIEVE60AZ
EDUCATION ADVANCES EVERYONE

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-
- Strong leadership from Governor Haslam – Set Vision
 - Complete College TN legislation (2010)
 - Built partnerships across sectors, including business – AT&T, CAT, BCBS, FedEx, Nissan, Bridgestone
 - Became the focus point for education, higher education and workforce development policy
 - Embedded into agency plans coupled with Drive to 55 Alliance
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- Support from philanthropy, and grew partnerships with higher education, K12, early childhood, elected leaders and business
- Collaborative developed goal; Governor later embraced
- Developed committees to address strategic areas
- Formed a 501(c)3 to be the coordinating entity

Localized Efforts to Increase Attainment

- Local cross-sector coalitions of school districts, community based organizations, postsecondary training and education providers, employers, philanthropy
 - Commit! Dallas
 - Strive Cincinnati
 - 55,000 Degrees (Louisville, KY)
 - SA2020 (San Antonio, TX)
 - Michigan Local College Access Networks (LCANs)
 - ...and many more

Framework for the Effort

- Collective Impact
 - Common agenda
 - Shared measurement systems
 - Mutually reinforcing activities
 - Continuous communications
 - Backbone support organization




Credit: FSG

How Do States and Communities Do This?

- Identify the issue to address
- Identify stakeholders and develop relationships around aligned interest
- Organize the stakeholders / develop a structure
- Gather and understand data and envision the future, set metrics accordingly
- Develop and implement strategies to reach that future
- Regularly hold yourselves accountable and adjust as necessary
- Throughout: Communicate, Develop Champions, Repeat

The Educational Continuum



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