

Statewide Attainment Goals

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January 23, 2020

STRATEGY LABS

State Policy to Increase Higher Education Attainment



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**GOAL
2025**

60%

of adults with high quality
degrees or credentials by
the year 2025

Equity Imperative

“Without intentional and focused efforts to address inequality in our society, the gaps will only continue to grow.”

The graphic features a central illustration of several hands of different colors (orange, green, blue, brown) raised in a gesture of unity or support. To the right of the hands, the text reads "Lumina Foundation's Equity Imperative" and "Committed to equity and excellence in higher education". Below the hands, there are three main sections of text: "Why equity matters", "Core principles", and the Lumina Foundation logo at the bottom right.

Lumina Foundation's Equity Imperative

Committed to equity and excellence in higher education

Why equity matters

While the face of America is changing, economic and social inequities among racial and ethnic groups persist. Historical and current patterns of discrimination, segregation and racism continue to foster disparities that make it increasingly difficult to achieve "the American dream." American Indian, African-American and Hispanic students are disproportionately poor, have less access to quality education, and are underrepresented in positions of power. Without intentional and focused efforts to address inequality in our society, the gaps will only continue to grow.

Education is the great equalizer. However, racial and ethnic stratification plague our nation's educational system. Schools are more segregated than a decade ago, dropout rates are highest among African-American, American Indian and Hispanic students, and these students are less likely to earn a postsecondary credential or degree.

Given this polarization, American higher education is also at a critical juncture with regard to equity and excellence. As global demand for postsecondary skills and knowledge rises, the pace at which Americans are obtaining postsecondary degrees continues to lag behind other countries. Moreover, this situation is exacerbated by the persistent gap in degree attainment by race in the U.S. According to the most recent Census figures (2015),

Core principles

Equity: The recognition and analysis of historic, persistent factors that have created an unequal postsecondary education system.

- Elimination of widening postsecondary attainment gaps for American Indian, African-American and Hispanic students.
- Creation of opportunities, sharing of resources, and empowering students for success.
- Focus on institutional accountability rather than student deficits.

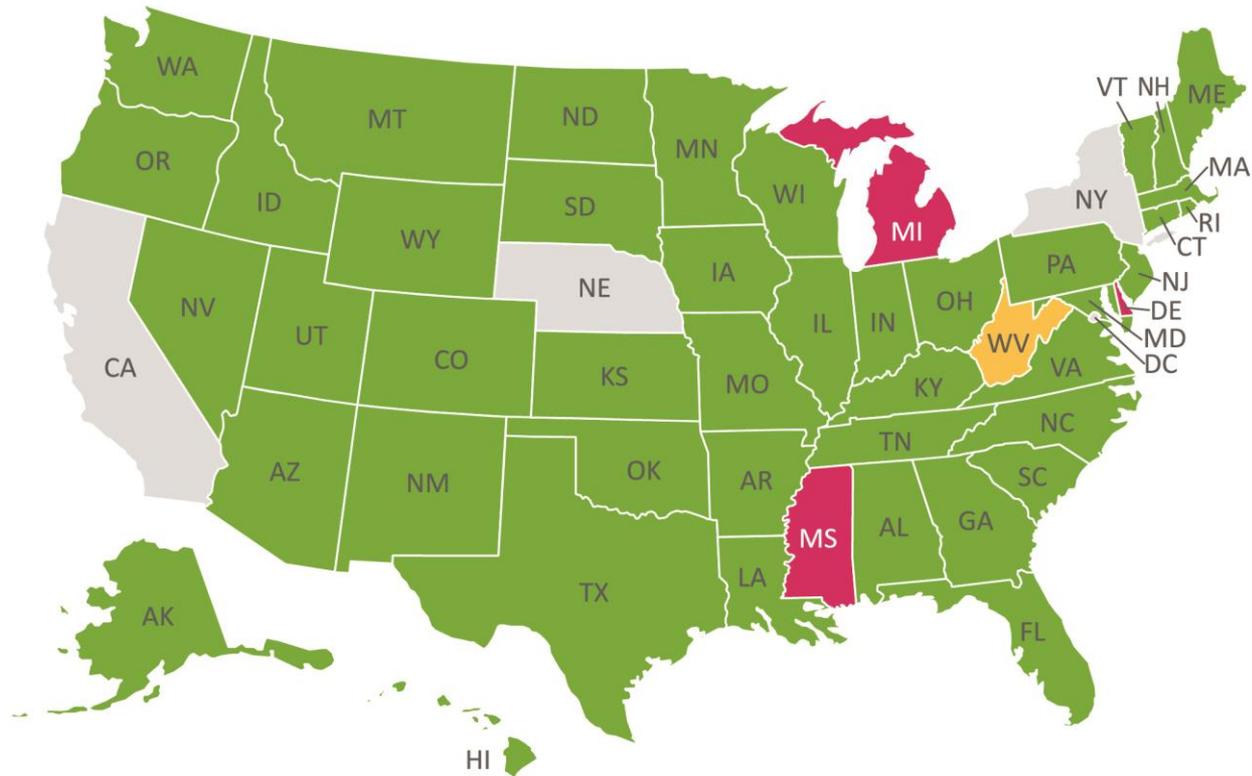
Excellence: Clear, flexible and transparent pathways to students in their pursuit of postsecondary credentials.

- Credits and credentials defined by learning and competencies rather than time.
- Assurance of high-quality learning that aligns with 21st century workforce and industry needs.
- An affordable system with incentives that encourage students and institutions to increase educational attainment and close achievement gaps.

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States with Attainment Goals

Updated as of January 2020



 Has Strong Attainment Goal*

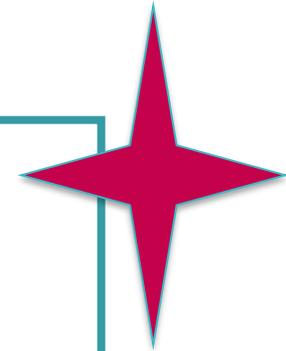
 Has Attainment Goal with a Majority of Components of a Strong Goal

 In Process of Developing an Attainment Goal

*A strong attainment goal is quantifiable, challenging, long-term, addresses closing equity gaps and is adopted in a way to drive policy and practice.

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

Raising Attainment Requires Leadership Across Sectors

- Postsecondary leaders (system and institutional; public and private)
- K-12
- Elected leaders (governor, legislators, mayors)
- State agencies (e.g., labor, workforce development, social services)
- Employers
- Advocacy organizations

State Leadership / Organizing Models



**New Mexico's
"Route to 66"**





- Goal: *60% of Mainers hold a postsecondary credential of value by 2030*
- Group of business, higher education, K12, early childhood, social service and advocacy leaders formed a coalition to promote attainment, develop a goal and progress measures, and policy and program solutions to reach the goal
- Efforts informed adoption of attainment goal in legislation

<https://mainespark.me>



- Goal: *An additional 500,000 Alabamians prepared for careers for the future by obtaining credentials, certificates or degrees in addition to a high school diploma by 2025*

Success Plus Goals by State and
Workforce Council Region

2019



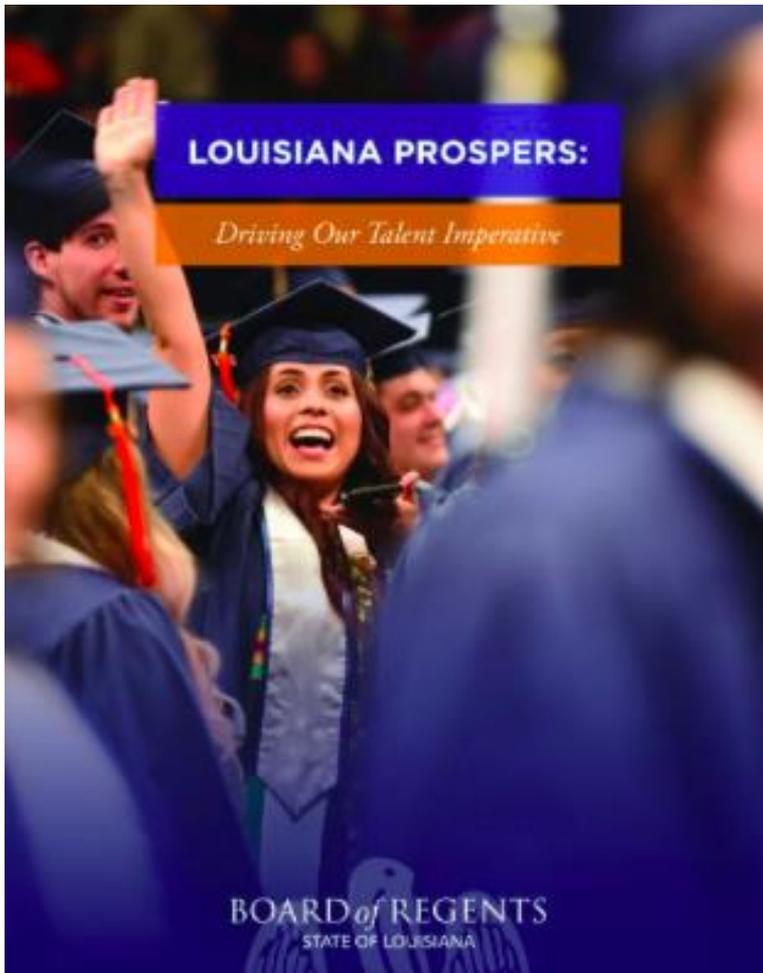
- Governor's executive order charged the Alabama Workforce Council, Alabama Works!, to develop a goal and plan to reach the goal
- Developed statewide goal and sub goals for regional workforce areas

<https://alabamaworks.com/successplus/>



- Goal: *60% of adults ages 25-64 have a professional certificate or degree by 2030*
- Promoted by K12 and postsecondary advocacy organizations building support from across sectors at state and local levels
- Formal cross-sector group formed to develop current goal and high level strategies
- Endorsed and/or adopted by leaders in higher education, K12, employers, governor, legislators, mayors

<https://achieve60az.com>



- Goal: *60% of all working-age adults (ages 25-64) in Louisiana hold a degree or high-value credential by 2030*
- Developed by LA Board of Regents as part of their strategic plan
- Gathered input from stakeholders internal and external to higher education

<https://masterplan.regents.la.gov/the-master-plan/>

New Mexico: Route to 66

- *Goal: 66% of the state workforce population will have a postsecondary degree or certificate by year 2030*
- New Mexico Higher Education Department (HED) analyzed the education and workforce needs of the state to develop a statewide goal recommendation, vetted by the higher education community
- Governor's executive order codified this goal

Tracking Progress

State-level accountability metrics and dashboards:

- Help track progress toward and maintain focus on attainment goal, sub-goals and equity gaps
- Display information from across disparate data systems in one location
- Help leadership to develop targets and evaluate outcomes

Key Steps

- Identify key indicators of progress
- Ensure indicators are disaggregated to provide insights into gaps and progress for particular populations
- Develop a publicly-accessible, online dashboard that visually displays and explains the importance of these priority indicators

Select State-Level Progress Metrics

- Start with discussions about state priorities, performance and needs
- Identify approximately 8-10 metrics
 - Education Attainment
 - College Readiness
 - Enrollment
 - Progress and Completion
 - Affordability and Finance
 - Economic Development and Workforce

Elements of a Well-Designed Accountability Dashboard

- Aligns to the state's attainment goal
- Presents a limited number of high-level metrics (8-10)
- Disaggregates metrics by student demographics (e.g., race/ethnicity, gender, income level, age) whenever possible
- Provides trend data
- Is updated when data become available, but minimally annually
- **A dashboard is NOT a state longitudinal data system (SLDS) or data fact book**



8th Grade Math Proficiency

GOAL: 70%

[Read More](#)



8th Grade Reading Proficiency

GOAL: 70%

[Read More](#)



11th Grade Math Proficiency

GOAL: 80%

[Read More](#)



11th Grade Reading Proficiency

GOAL: 80%

[Read More](#)



High School Graduation Rates

GOAL: 92%

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College Enrollment

GOAL: 75%

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Students with a CTE experience

CURRENT: approx. 8,000 / GOAL: 16,000

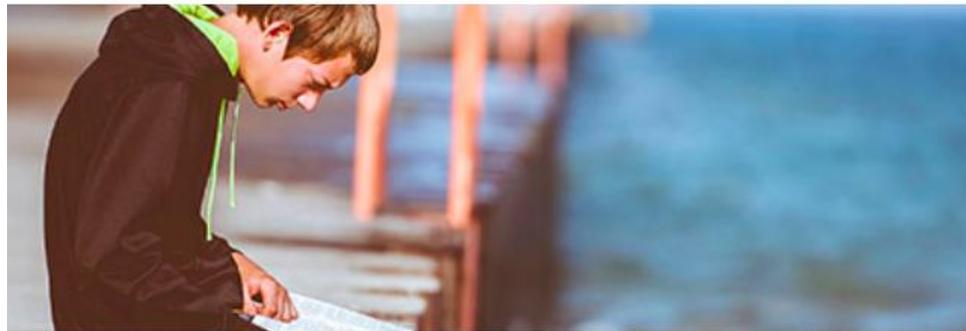
[Read More](#)



College Persistence*

GOAL: 90% *1st yr student returning to any institution

[Read More](#)



College Enrollment



GOAL: 75%

Source: New England Secondary Schools Commission, <https://www.newenglandssc.org/resources/common-data-project/>

Where We Started

63%

Today

62%

Last Update

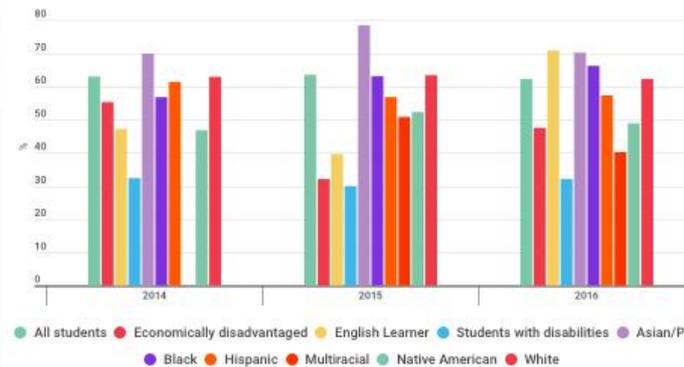
12/2019

Goal

75%

- How this metric breaks down
- Why this is important
- FAFSA Completion Rates in Maine
- Examples of Success

College Enrollment in the Fall after High School Graduation



Challenges to Reaching the Goal

- Engaging multiple sectors with different ways of doing business and expectations
- Maintaining momentum
- Not losing sight of the goal when the pace of change can be slow
- Anxieties around what “change” will mean for the entity you represent
- Funding

Opportunities from Joining the Effort

- Heightened sense of urgency and deeper collaboration, in part inspired by working toward a quantifiable goal with an end date
- Clear vision and direction
- New partnering opportunities to meet mutually beneficial needs
- Clearer plans aligned to meaningful metrics open opportunities for funding
- Improving the economic outlook for individuals, employers, the community and state
- Changing the state's trajectory



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