



MaineSpark Summit

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STRATEGY LABS

State Policy to Increase Higher Education Attainment



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FOUNDATION



**GOAL
2025**

60%

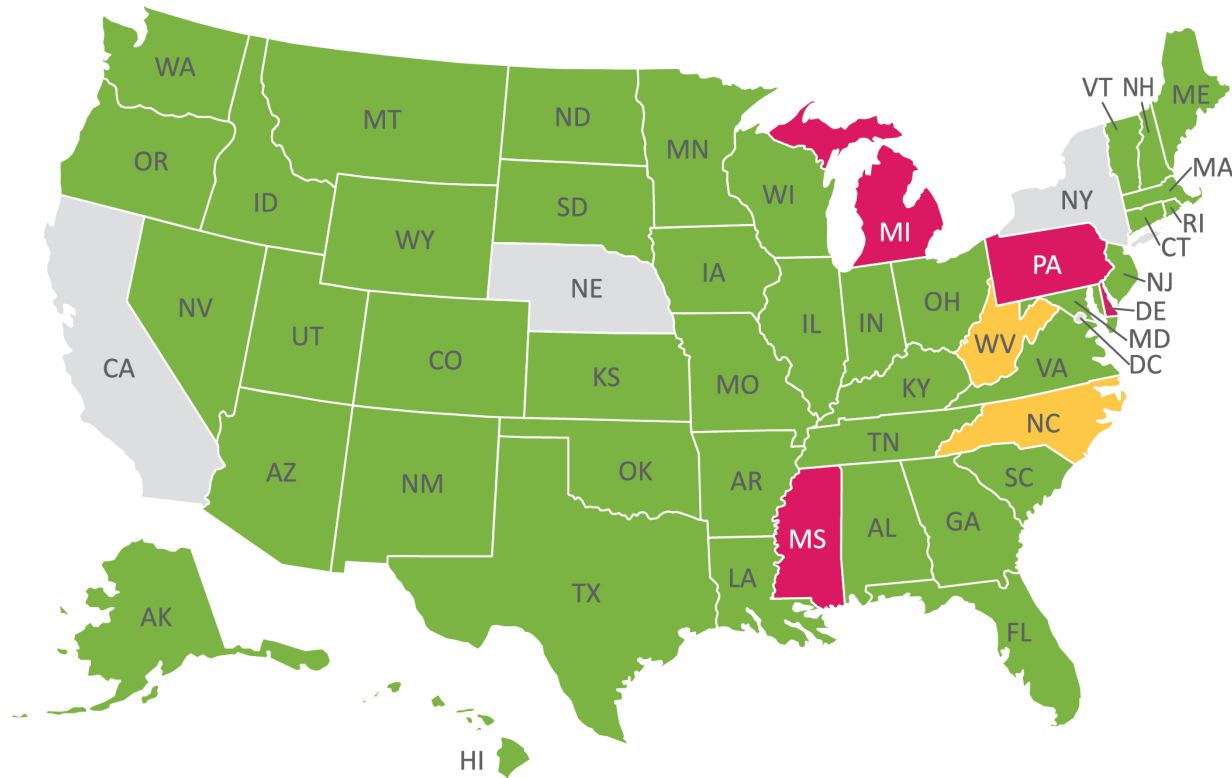
of adults with high quality
degrees or credentials by
the year 2025



60% by 2025

States with Attainment Goals

(updated January 2018)



■ 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 and Important to Leaders?

- For many, it's specifically addressing the talent gap; improving workforce development to meet needs
- Changing the state's story, profile and trajectory
- Growing conversation about misaligned systems and funding—goal provides a shared vision, a north star
- Identifying and aligning with high-demand occupations
- Addresses inequities among the state's residents



60x30TX



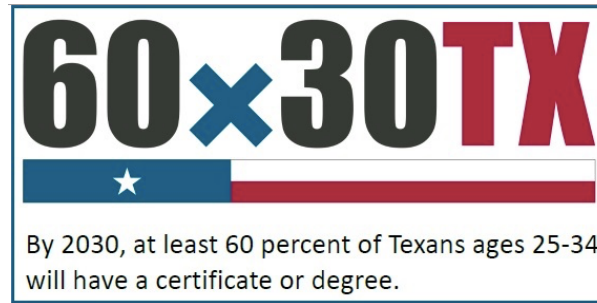
By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

70x2025VT.ORG





- Complete College TN legislation (2010)
- Became the focus point for education, higher education and workforce development policy
- Built partnerships across sectors, including business
- Strong leadership from Governor Haslam and the TN Higher Education Commission



- Developed by the TX Higher Education Coordinating Board
- Sets targets for closing gaps between races/ethnicities
- Beginning to see narrowing of gaps

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- Cross-sector collaboration between state and local level leaders in higher education, K12, workforce development, labor, employers, community based organizations, philanthropy
- Solidified by a backbone organization – VT Student Assistance Corporation (VSAC)
- Growing business involvement



- Developed after years of coalition building
- Support from philanthropy and partnerships with higher education, K12, elected leaders and business
- Goal based on recognition that meeting workforce needs will require deliberate attention to improving attainment of the Latinx population

Tracking Progress

- Crucial to meeting the goal and maintaining momentum
- Need to:
 - Identify **key** measures to tell you if you are making progress
 - Report data publicly through a dashboard
 - Accountability – review at least annually and adjust as necessary
 - *Make sure the reported data are monitoring the populations you need to target to reach your goal!*



QUALITY EARLY LEARNING

Percent of Arizona 3 and 4-year old children that are in quality early learning settings.



THIRD GRADE READING

Percent of Arizona 3rd grade students who scored Proficient or Highly Proficient on the AzMERIT 3rd grade English language arts assessment.



EIGHTH GRADE MATH

Percent of Arizona 8th grade students who are prepared to be successful in high school math.



HIGH SCHOOL GRADUATION RATE

Percent of Arizona high school students graduating in 4 years.



OPPORTUNITY YOUTH

Percent of 16-24 year olds in Arizona that are NOT going to school or working.



POST HIGH SCHOOL ENROLLMENT

Percent of Arizona high school graduates who enrolled in postsecondary education the semester after graduating from high school.



ATTAINMENT

Percent of Arizona residents 25-64 years of age who have completed a 2- or 4-year degree or received a postsecondary certificate.

HIGH SCHOOL GRADUATION RATE ▾

FILTER RESULTS:

ARIZONA ▾

ECONOMICALLY DISADVANTAGED ▾

RESET

High School Graduation - Arizona Education Progress M...



Percent of Arizona high school students graduating in 4 years.

GOAL BY 2030	90%	ON TRACK TO GOAL	LAST UPDATE	11/17	BASELINE VALUE	76%
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WHY HIGH SCHOOL GRADUATION MATTERS

PROGRESS IS BEING MADE

WAYS TO TAKE ACTION

METHODOLOGY

[See How Your Local](#)

Arizona graduation rates are below the national average and the achievement gap for some groups of students is even more alarming.

If Arizona wants to be one of the best states to grow up, live, work and raise a family, we have to focus on increasing the number of young adults graduating high school.

The potential economic impact of increasing our state's four-year high school graduation rate is significant. On average, high school graduates earn \$8,000 more annually compared to those who don't finish high school. These young adults are far less likely to worry about unemployment, relying on government assistance, or ever step foot in our prison system.

What are High-Value Credentials?

- New but growing conversation in states
- Defined by each state
- Considers criteria important to the state
 - E.g., advances equity, employer validated, competency based, earns livable wage
- Stakeholders to include
 - K12, CTE, postsecondary credential providers, employers, elected officials/staff

AL Credentials of Value Criteria

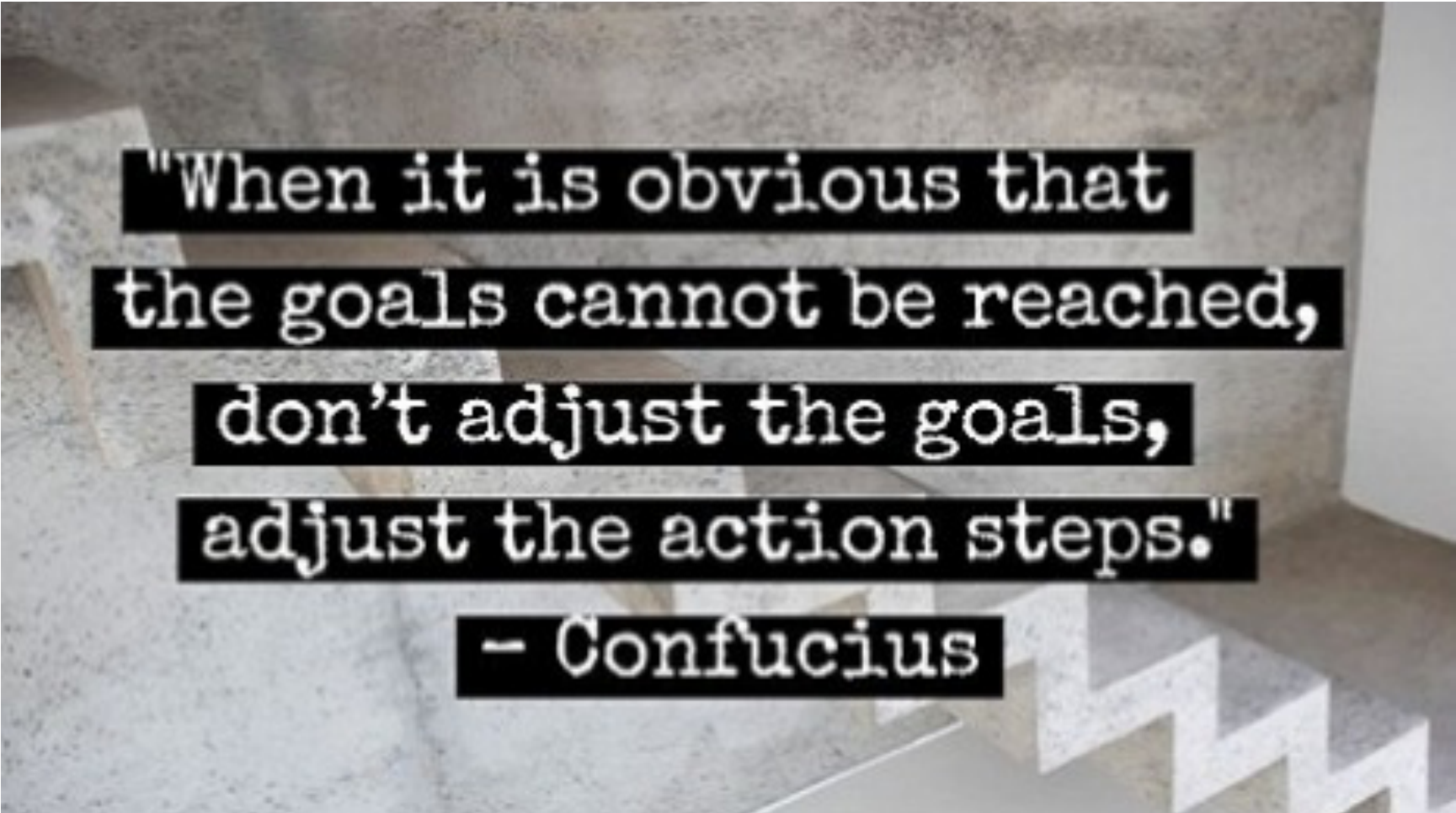
- **Valuable** – 20% earnings premium
- **Portable** – transferable across employers
- **Stackable** – can lead to additional training/education
- **Trackable** – quantifiably tracked by state systems
- **Skills-based** – demonstrates measurable tech and occupational skills
- **In-demand** – responds to demonstrated need by employers

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



"When it is obvious that
the goals cannot be reached,
don't adjust the goals,
adjust the action steps."

– Confucius



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