The Great Reset: Higher Education Will Be The Engine for State Economic Recovery

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Lumina Foundation for Education

Big Goal

60% of all adults will have a high school diploma or equivalent, and 20% will have a bachelor's degree or higher, by 2025.
Lumina Foundation for Education
Big Goal

Our Big Goal is to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025.
Why is the Big Goal important?

- College a prerequisite to a middle class life
- Key to an strong/equitable democracy
- Important to global competitiveness
- The U.S. economy is at risk
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But It Is Not All About Korea and Finland!
EMPLOYMENT GROWTH SET TO RESUME IN 2011

ACTUAL AND PROJECTED EMPLOYMENT in millions

REcessions

JOB GROWTH RESUMES


100.0 119.6 142.0 148.0 158.0 161.5 168

88 98 108 118 128 138 148 158 168

6/1/2010 LUMINA FOUNDATION FOR EDUCATION
BY 2018, 30 MILLION NEW AND REPLACEMENT JOBS WILL REQUIRE SOME COLLEGE OR ABOVE

PERCENTAGE WORKFORCE by educational level

1973
Labor force: 91 million

1992
Labor force: 129 million

2007
Labor force: 154 million

2018
Labor force: 168 million
EDUCATION IS YOUR UMBRELLA

UNEMPLOYMENT RATE

REcessions

LESS THAN 4 YEARS OF HIGH SCHOOL

BACHELOR’S DEGREE AND ABOVE

0% 4% 8% 12% 16% 20%
4.6% 4% 1.3% 2.1% 10.1%
CURRENT MONTHLY UNEMPLOYMENT BY EDUCATION LEVEL

UNEMPLOYMENT RATE

LESS THAN 4 YEARS OF HIGH SCHOOL

BACHELOR’S DEGREE AND ABOVE

0% 4% 8% 12% 16% 20%

NOV 08 DEC 08 JAN 09 FEB 09 MAR 09 APR 09 MAY 09 JUN 09 JUL 09 AUG 09 SEP 09 OCT 09 NOV 09

10.6% 3.2% 0% 4.9% 15%
Why is the Big Goal important?

- By 2018, 30 million new and replacement jobs will require some college or above.
- By 2018, 73 million jobs will require AA degrees and above.
- There will be sufficient job demand to meet Lumina’s goal; however, there will be a shortfall in supply of people with AA+ to meet demand.
Lumina’s Strategic Plan: Goal 2025

Three Critical Outcomes

**Preparation.** Students are prepared academically, financially and socially for success in education beyond high school.

**Success.** Higher education attainment rates are improved significantly.

**Productivity.** Higher education productivity is increased to expand capacity and serve more students.
Lumina’s Catalytic Approach

Effective Practice
Public Policy Advocacy
Public Will Building
What The States Must Do

A Stronger Nation Through Higher Education

www.luminafoundation.org
What Arizona Must Do

Levels of education for Arizona residents, ages 25-34

(U.S. Census, 2000)
What New York Must Do

Levels of education for New York residents 25-64 years old

- Less than ninth grade: 585,119 (5.6%)
- Ninth to 12th grade, no diploma: 801,356 (7.7%)
- High school graduate (including equivalency): 2,688,539 (25.7%)
- Some college, no degree: 1,813,303 (17.3%)
- Associate's degree: 954,385 (9.1%)
- Bachelor's degree: 2,093,876 (20.0%)
- Graduate or professional degree: 1,530,980 (14.6%)
- TOTAL: 10,467,558 (100%)

Source: U.S. Census Bureau, 2008 American Community Survey
Who Should Be Our Target Population?

25 years and older: 124.9M strong

- Adults with no HS credential
- Adults with HS only
- Adults with some college/no degree
10 Things States Can Do

1. Use the $750 million in new federal college access funds to create sustainable networks and outreach programs improving college success for low income, first generation, and students of color.

2. Align high school exit and college admission/placement standards and assessments (Common Core Standards, federally funded assessment collaboratives).

3. Focus state/institutional resources on aid programs supporting low income student success (e.g., need based aid, “progressive” 529 savings plans, “early promise” scholarships)

4. Fund higher education (2 and 4 year) in significant part on student success/completion, NOT student enrollment.

5. Focus on the quality and alignment of college degrees/credentials with public needs (i.e., do degrees prepare students for the next level of education and careers)
10 Things States Can Do

6. Implement an economic/workforce development strategy with higher education attainment at the center (i.e., eliminate silos and “one-off” training; create career pathways/education ladders).

7. Ensure federal funds result in the longitudinal, P-workforce, data system you need to ensure accountability and answer the right policy questions.

8. Remove policy barriers and provide incentives for employers and higher education to address education needs of adult learners (employed, displaced, veterans, some college, etc.).

9. Do not make higher education the first stop on the road to a balanced budget. Higher tuition is no longer an option nor is stagnant higher education attainment levels.

10. Redefine higher education as an economic investment rather than a cost and demand a good ROI.
Effective Practices Are Out There: It's About Political Will and Policy Change

- Florida’s longitudinal data system and KnowHow2Go outreach program
- Tennessee’s comprehensive higher education reform and its career and technical education system
- More than 100 “Achieving the Dream” community colleges creating a culture of student success
- Kentucky, Oklahoma, and Louisiana’s innovative approaches to adult learners
- Maine’s progressive college savings program
- Indiana’s 21st Century Scholars and “Core 40” programs dramatically increasing college access to success rates
- NASH “Access2Success” initiative: cutting college success gaps in half for minority/low income students by 2015
- University of Maryland System’s productivity initiative
- Michigan’s “No Worker Left Behind: Everybody In” program