

# SUMMIT

Pursuing People's Potential.  
Reaching Georgia's Potential.

2013

Complete  
College  
Georgia

# Art Seavey

Director of Policy and Partnership Development  
University System of Georgia



# Welcome

Ronald Jackson

Commissioner

Technical College System of Georgia

Henry Huckaby

Chancellor

University System of Georgia



# Josephine-Reed Taylor

Deputy Commissioner

Technical College System of Georgia

# Houston Davis

Executive Vice Chancellor

University System of Georgia



# Game Changers for College Completion

Stan Jones

President

Complete College America



**COMPLETE COLLEGE** AMERICA  
**GAME CHANGERS**

# COMPLETE COLLEGE AMERICA GAME CHANGERS

- ☑ Performance Funding
- ☑ Corequisite Remediation
- ☑ Time/Intensity
- ☑ On-time Degree Plans
- ☑ Block Scheduling

# Mobilizing for Impact: Partnerships and Playbooks

Presented by

**Dr. James L. Applegate**

Vice President, Lumina Foundation



# Goal 2025

To increase the percentage of Americans who hold **high-quality** college credentials to **60 percent** by 2025.

# Complete College Georgia

To increase the percentage of Georgians who hold high quality college credentials to 60 per cent by **2020**.

# How Will the U.S. Get There? One Scenario

Improved high school graduation and college going	3,631,000
Improved public college completion rates	5,314,629
Adults, first time in college	1,531,371
Returning adults (some college no degree)	7,241,956
High-value certificates	6,689,022

**Total additional degrees by 2025: 24,407,978**

**Complete College Georgia: Your Path to Success**

# To Succeed Georgia Must Mobilize for Collective Impact

1. Create a sense of **urgency**
2. Create a multi-sector cadre of **champions**
3. Develop a **common agenda**
4. Commit to **shared measurement** and mutual accountability
5. **Align** activities-a joint plan of action
6. Commit to continuous **communication**
7. Identify a **backbone organization**

# Creating a Sense of **Urgency**



	62
	60
	58
	56
Massachusetts	54
	52
	50
Minnesota	48
New York	46
North Dakota/Iowa/Connecticut	44
New Jersey	44
Maryland	42
New Hampshire/Nebraska	42
South Dakota/Illinois/Pennsylvania/Vermont	40
Virginia/Kansas/Rhode Island	38
Colorado	38
Wisconsin/Washington/Hawaii	36
Utah/Ohio	36
Missouri/Montana	34
Indiana/CA/DE/NC/MI/ID	32
Florida/Oregon/South Carolina/Maine	32
Wyoming/Georgia	30
Mississippi/Alabama	30
KY/TN/OK/AZ/AK/TX	28
New Mexico	28
Nevada	26
Louisiana/West Virginia	26
Arkansas	24
	24
	22

Korea

Canada/Japan

Ireland  
Norway/New Zealand

United Kingdom/Australia  
Luxembourg  
France/Israel  
Belgium/United States  
Sweden  
Netherlands/Switzerland  
Finland  
Spain  
Estonia/Denmark  
Iceland  
Poland/Chile

Slovenia  
Greece

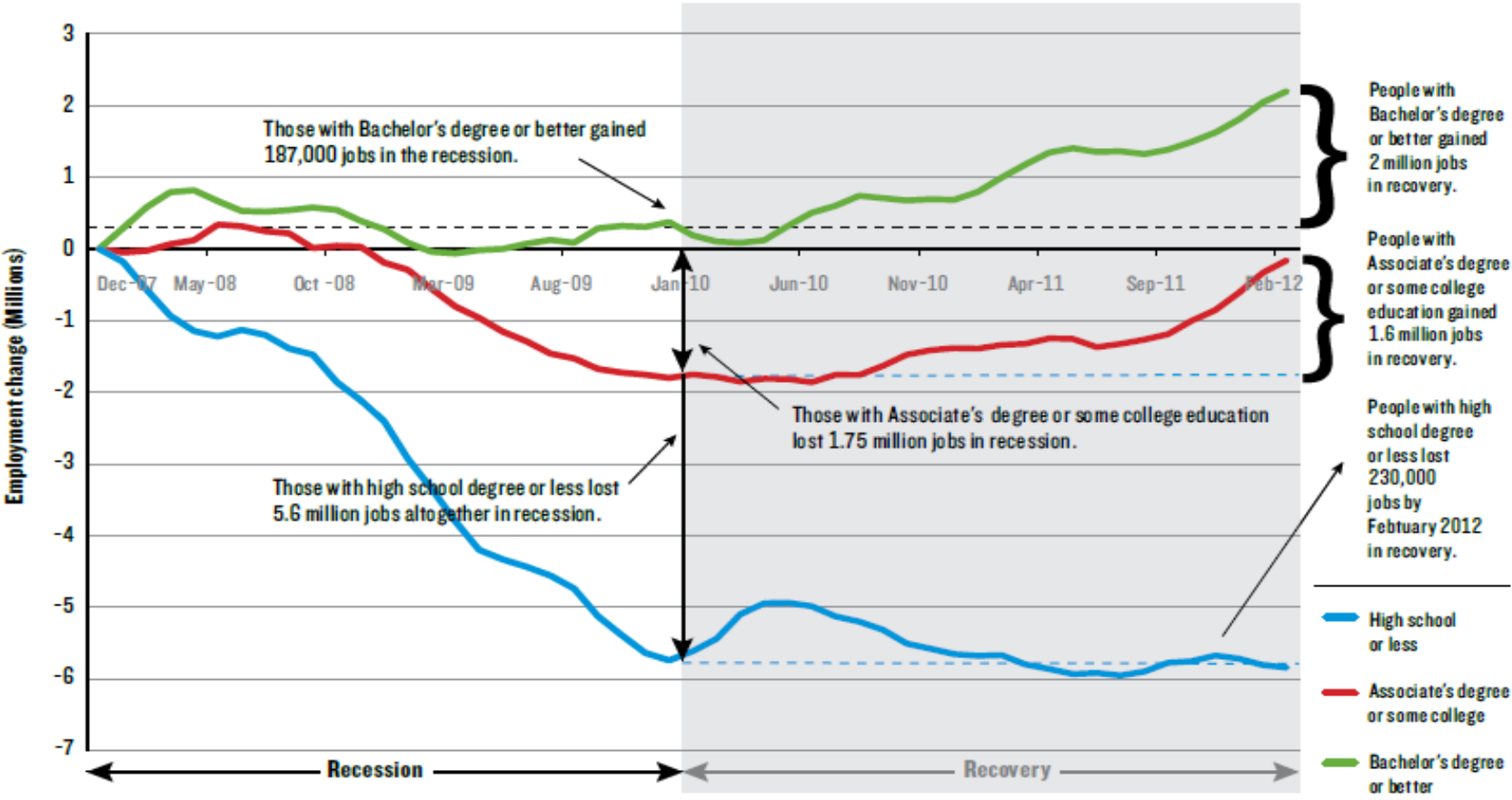
Germany  
Hungary

# US states

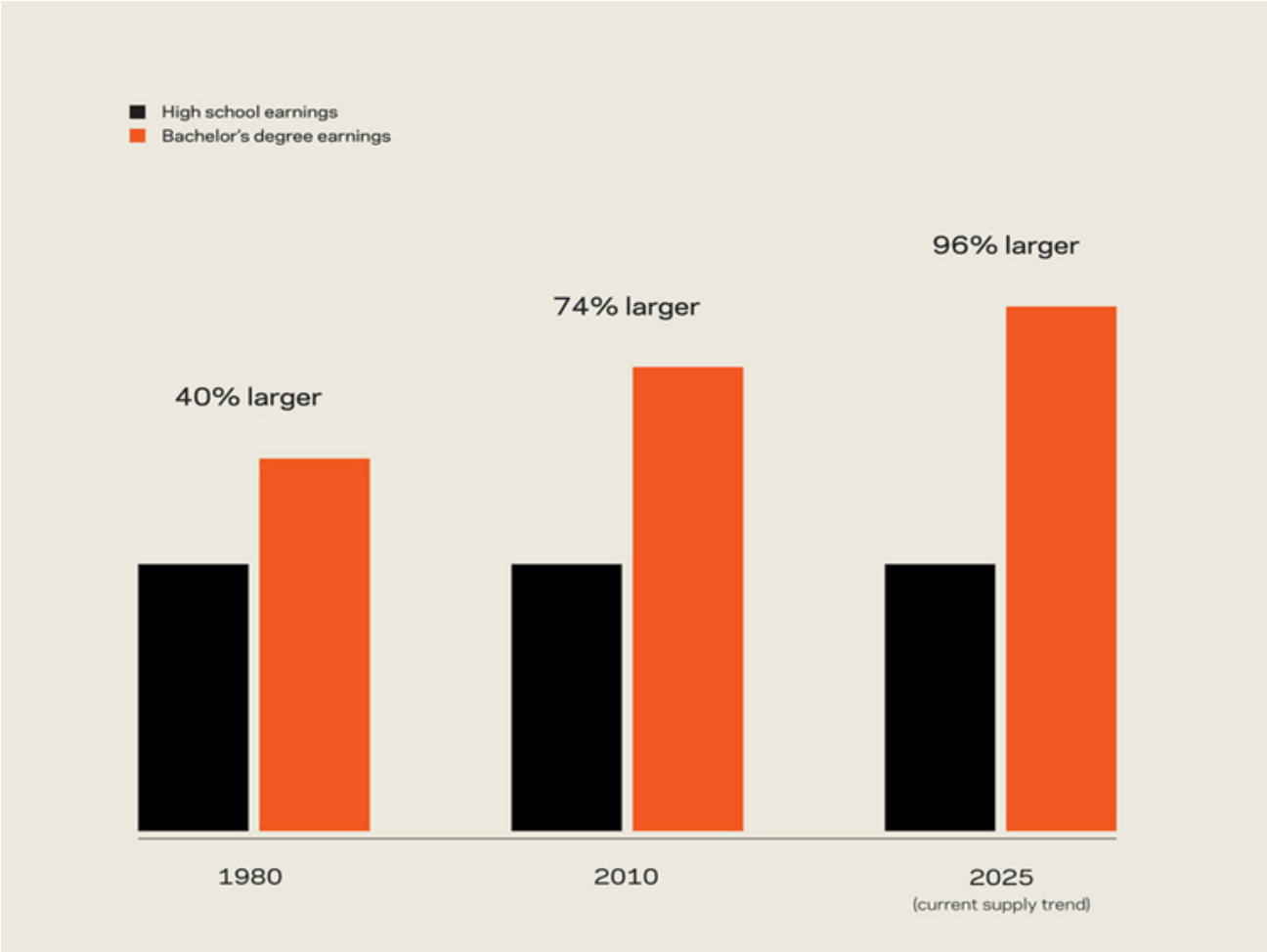
25 to 34 year olds

## A Global Sense of Urgency

# A New Urgency--Post Recession



# An Urgency Bred of Income Inequality Produced by the Postsecondary Skills Gap





# An Urgent Need for Public Revenue

Table 1

**Changes in Weekly Earnings, Estimated Taxes Paid, and Unemployment Associated with Each Change in Educational Attainment**

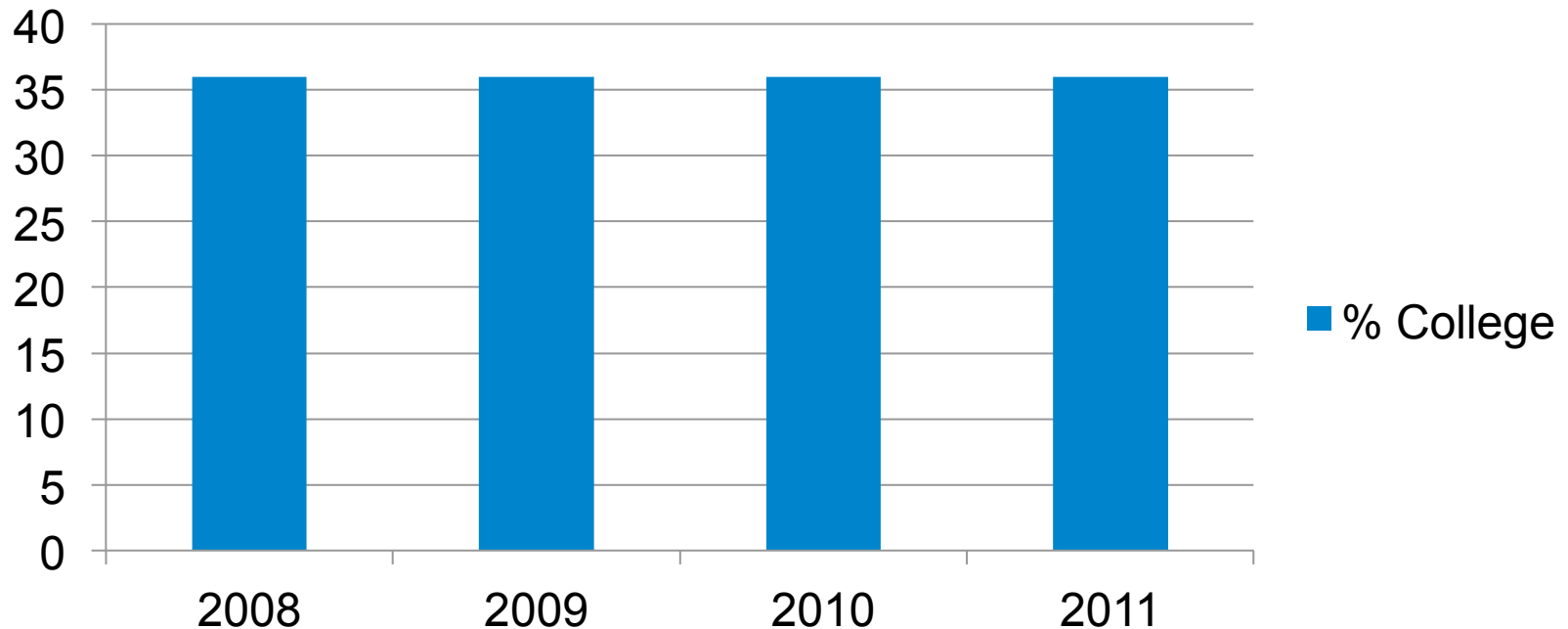
Highest Level of Attainment	Weekly Earnings (2011)		Estimated Annual Taxes Paid (2011)		Unemployment Rate (2011)
	Median	% increase from prior level	Amount	% increase from prior level	
Less than High School	\$451		\$ 4,679		14.1%
High School or Equivalent	\$638	41%	\$ 7,330	54%	9.4%
Certificate/Some College	\$719	13%	\$ 8,949	18%	8.7%
Associate Degree	\$768	7%	\$ 9,435	8%	6.8%
Bachelor's Degree	\$1053	37%	\$ 13,527	45%	4.9%

Source: Baum, Ma, & Payea (2010); BLS (2012a).

Note: Annual taxes paid were estimated by determining taxes as a percent of earnings for data presented in Figure 1.1 of Baum, Ma, & Payea (2010). The rates were then applied to median weekly earnings in 2011 reported by the Bureau of Labor Statistics (BLS, 2012a) after earnings were annualized (by multiplying by 52). These data present best estimates, tax rates may have changed.

# Georgia's Urgent Need for Change

## % Workforce with College Degree



# Create a Cadre of **Champions**

## On Campus

- Administration?
- Faculty?
- Students?
- Student Affairs?



## State and Regional

- Political leadership?
- Employers?
- Non-profits/foundations?
- Community/advocacy groups?
- Faith-based?



## Develop a **Common Agenda** in Partnership With Key Stakeholders

A shared vision for change...a common goal and understanding of the problem... a joint approach to solving it that produces emergent solutions-**NOT** a commitment to a predetermined solution

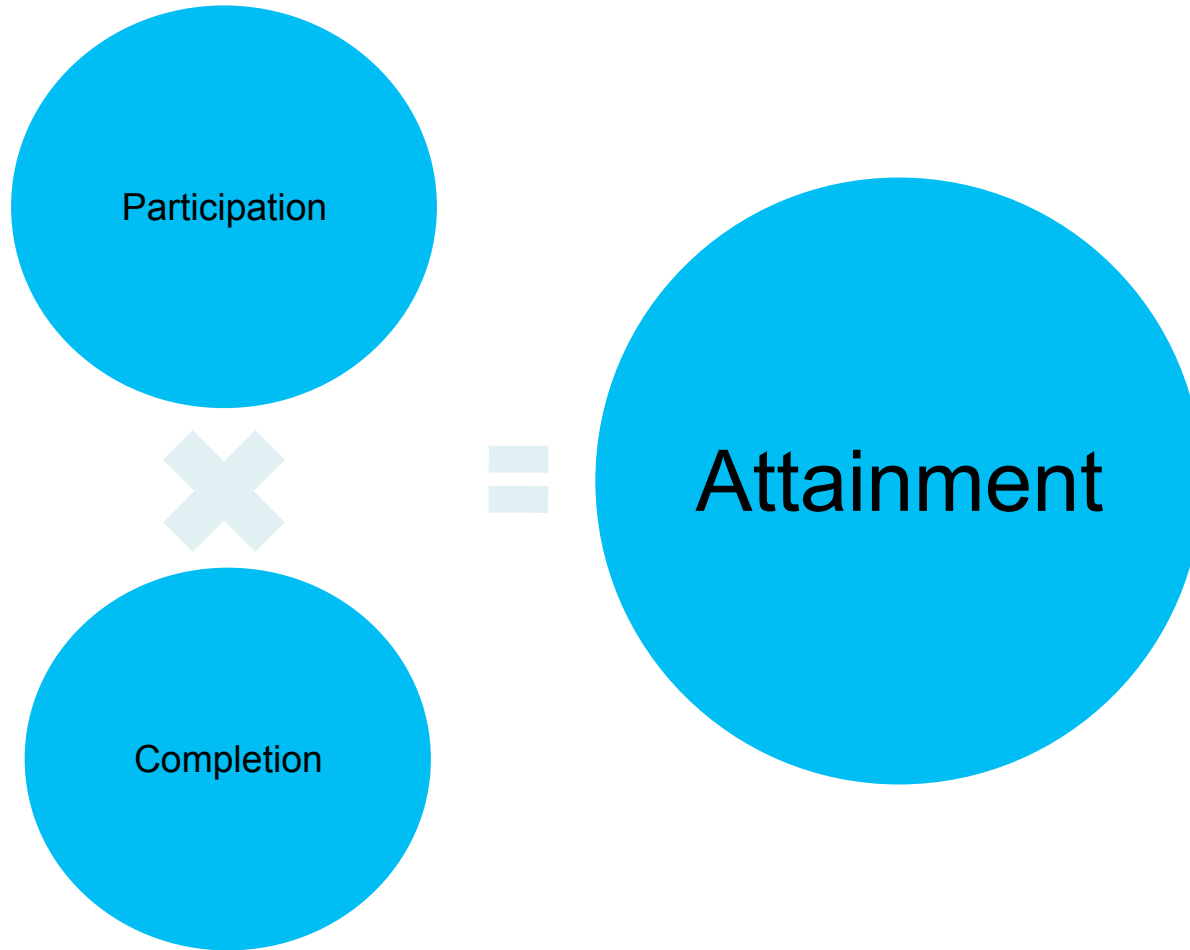
Menand, L. (2010). *The marketplace of ideas: Reform and resistance in the American university*.  
New York: W. W. Norton.

When academic problems appear intractable, it is often because an underlying systemic element is responsible, but no one quite sees what or where that element is. People who work in the academy, like people in any institution or profession, are socialized to operate in certain ways. When they are called upon to alter their practices, they sometimes find that they lack a compass to guide those changes. Some of the reasons why “this is the way things are” in American higher education are still good ones, some almost certainly obsolete.  
(Menand, 2010, p. 17)

# A Common Agenda For **Culture Change**

1. Values-Based Change of Policies and Practices
2. Data Driven Definition of Key Issues and Gaps
3. Asset Based
4. Systemic vs. “Islands of Excellence”
5. Fueled by Commitment and Curiosity

# A Common Agenda Focused On College **Access and Success**



# A Common Agenda Focused On **21<sup>st</sup> Century Students**

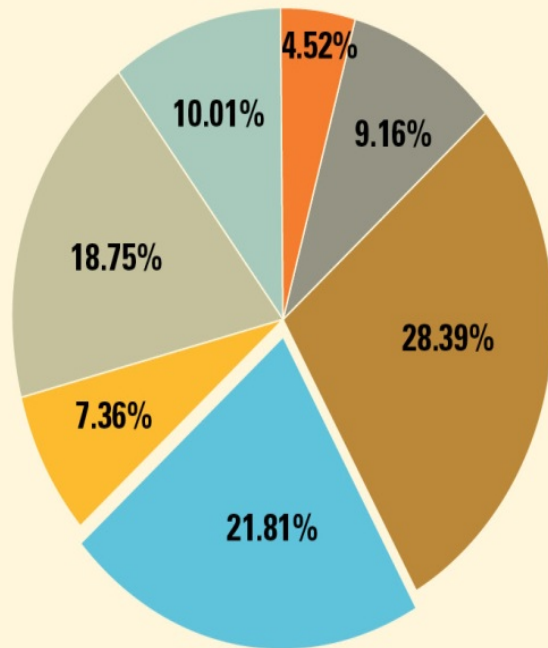
Of the 17.6M undergrads now enrolled 75% are juggling work, family, and school





# A Common Agenda Focused on **Adults**

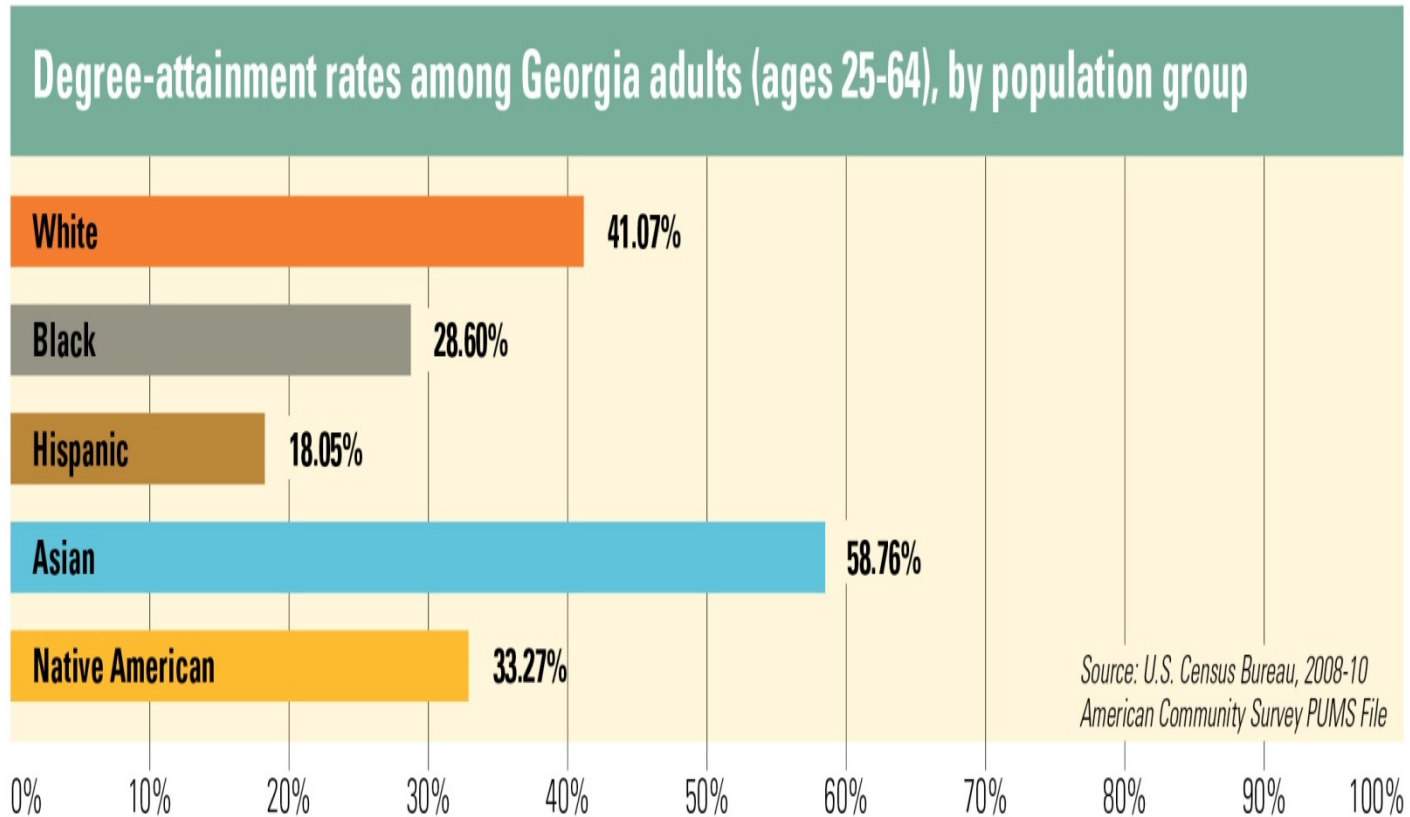
## Levels of education for Georgia residents, ages 25-64



Less than ninth grade	234,927	4.52%
Ninth to 12th grade, no diploma	476,552	9.16%
High school graduate (including equivalency)	1,476,738	28.39%
<b>Some college, no degree</b>	<b>1,134,662</b>	<b>21.81%</b>
Associate degree	383,029	7.36%
Bachelor's degree	975,273	18.75%
Graduate or professional degree	520,544	10.01%
<b>TOTAL</b>	<b>5,201,725</b>	<b>100%</b>

Source: U.S. Census Bureau, 2010 American Community Survey

# A Common Agenda Focused on **Equity**



# A Common Agenda Focused on **Income Gaps**

## B.A. Rate by Age 24 (2010)

---

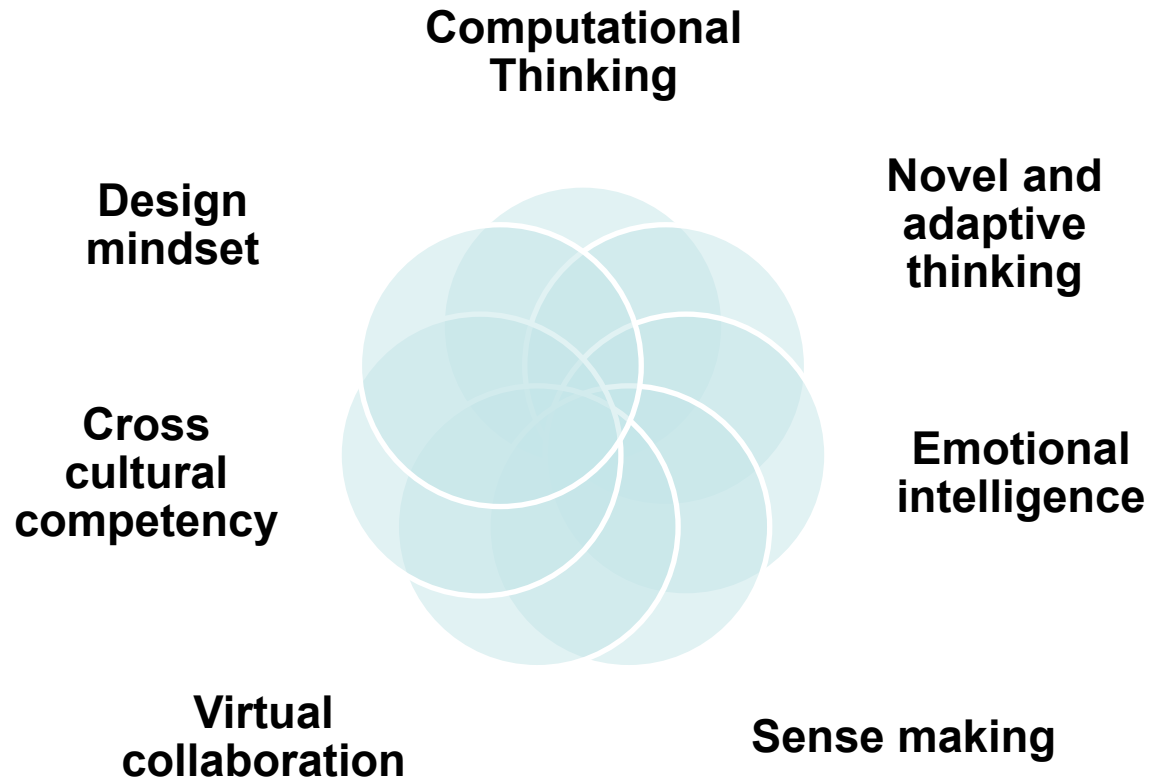
Young People from <b>Highest Income Quartile</b>	79%
---	-----

---

Young People from <b>Lowest Income Quartile</b>	11%
--	-----

---

# A Common Agenda Focused on **21<sup>st</sup> Century Learning**



# A 21<sup>st</sup> Century Learning Based System **IS**

1. Outcomes based
2. Defined by transparent and assessable learning pathways aligned with 21<sup>st</sup> century needs
3. Student centric
4. Open to acceleration
5. Open to innovative affordable delivery models for customized learning at scale

# A 21<sup>st</sup> Century Learning Based System Is **NOT**

1. Focused on courses and seat time
2. Organized around semesters
3. Reliant on proxies for learning
4. A “one size fits all” approach

# What Grows from A Common Agenda?

1. Shared Metrics Defining Success
2. An Engaged Community and Greater Public Will
3. A Joint Plan of Action
4. A “Backbone Organization”
5. Commitment to Common Processes, Continuous Communication, and the Development of Trust.

Armstrong will lead a collaborative in Southeast Georgia dedicated to increasing the percentage of Latino students enrolling in the area's three public colleges/universities—Armstrong, Savannah State University and Savannah Technical College—from the current 3.2 percent to 6.4 percent by 2015. Additional partners include Savannah-Chatham County Public Schools, Migrant Education Agency of Georgia, Big Brothers Big Sisters of the Coastal Empire, Junior Achievement of Savannah, Goodwill GoodGuides Mentors of Savannah, YMCA branches of Coastal Georgia and Wells Fargo.





# **Georgia:** Mobilizing for Positive Impact on Its People, Its Economy, and Its Democracy

# Kristin Bernhard

Education Policy Advisor

Governor's Office



# Chris Clark

President and CEO

Georgia Chamber of Commerce



# Education Redefined – Strengthening Workforce Connectivity

Presented at:



Nicole Smith

UGA Hotel and Conference Center

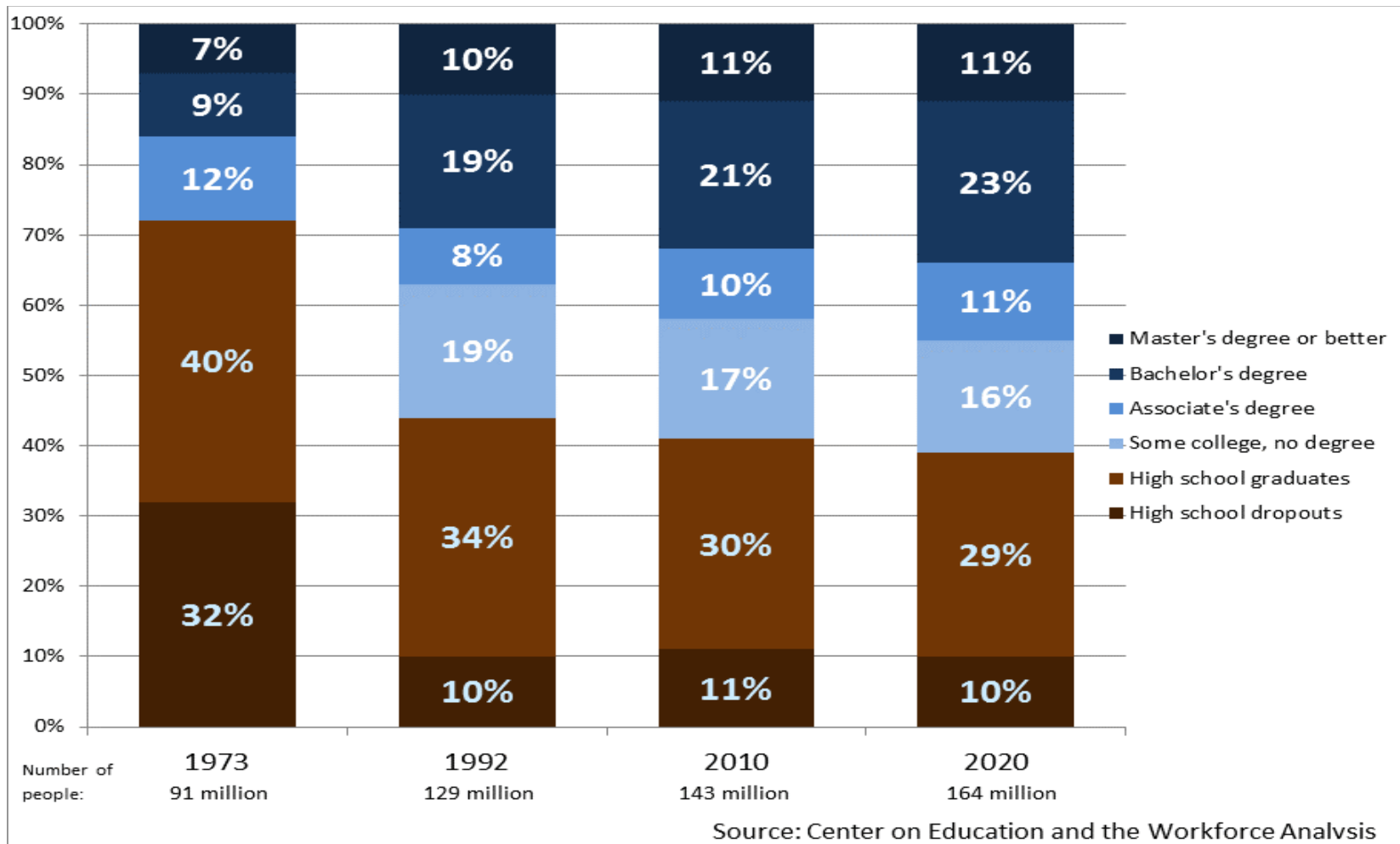
February, 2013



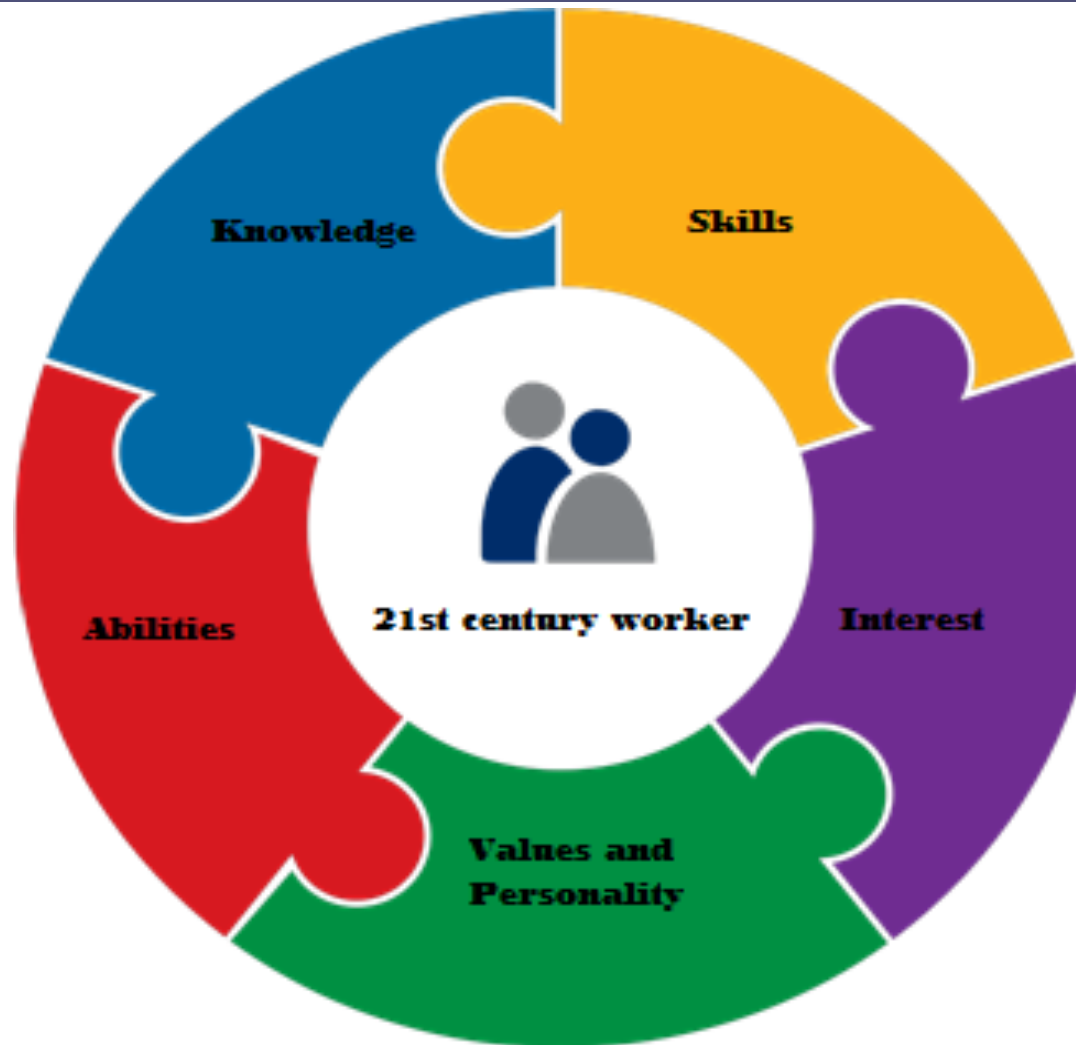
GEORGETOWN UNIVERSITY

Center on Education and the Workforce

The US is more educated than ever: In 1973, 28% of jobs were held by workers with postsecondary education. By 2020, that number is projected to be 65%



Interconnectivity of various competencies (cognitive and non-cognitive) is required for success in the workforce. The T-student



# Defining priors



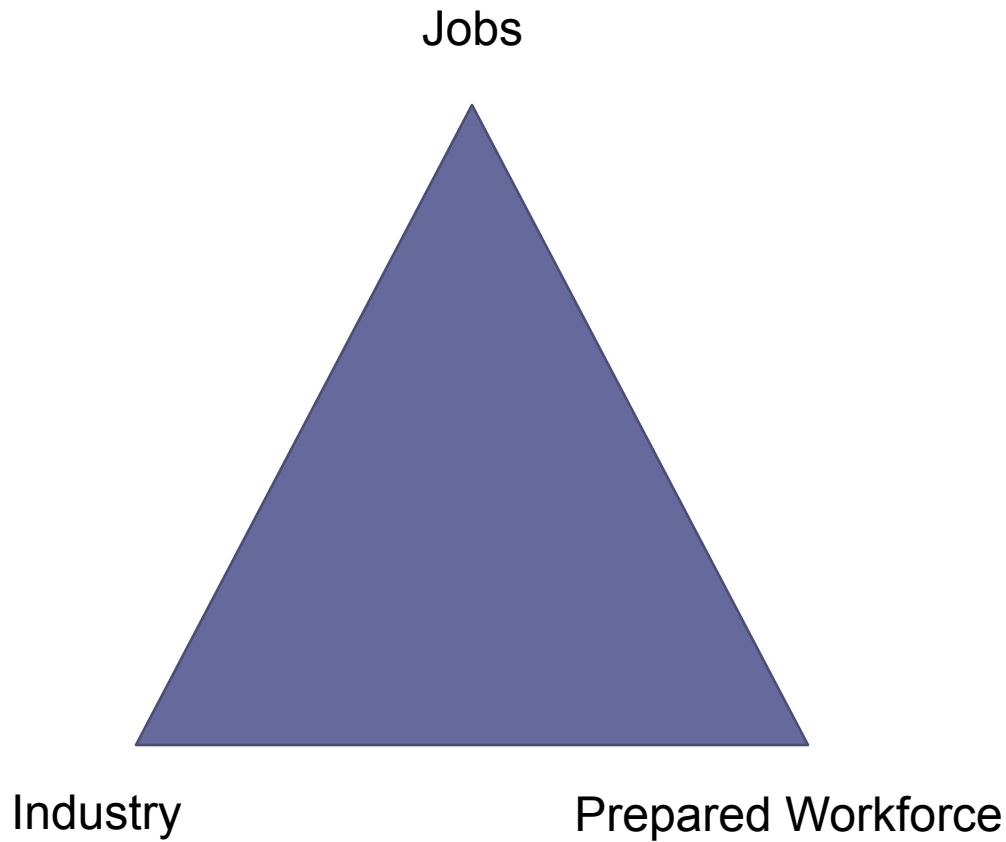
## What has been our experience?

- Existing side by side with the unemployed are vacancies that go unfilled.
- Knowledge, skills, abilities that for all intents should have been learned in the education system remain wanting.
- Even soft skills such as communication skills, networking, general people skills have grown in importance but remain insufficient.
- An education system that still remains disconnected from workplace requirements
- Primary Secondary ///// Tertiary /// Workforce Training/// all exist in distinct silos when they are truly interrelated sectors.





# Which comes first?



# Elephant in the room

- Insufficient access to data – though capacity exists.
- Inability to set data-driven goals – backward and forward looking

## Weak Economy

- 8.6% unemployment in GA (7.9% nationally)
- 1.6% growth of GA's GDP in 2013, down from 2.1% in 2012



# American Recovery and Reinvestment Act of 2009

H.R.1: 69-70

“For an additional amount for “Institute of Education Sciences” to carry out section 208 of the Education and Technical Assistance Act, \$250m, which may be used for Statewide data systems that include postsecondary and workforce information, of which up to \$5m, may be used for State data coordination and for awards to public or private organizations or agencies to improve data coordination”



# Where does Georgia stand?

**58% JOBS IN GEORGIA WILL REQUIRE POSTSECONDARY EDUCATION AND TRAINING IN 2020 (DOWN SLIGHTLY FROM 59% IN 2010)**

Table 12: Snapshot of Education Demand for Total Jobs in Georgia (2010 And 2020)

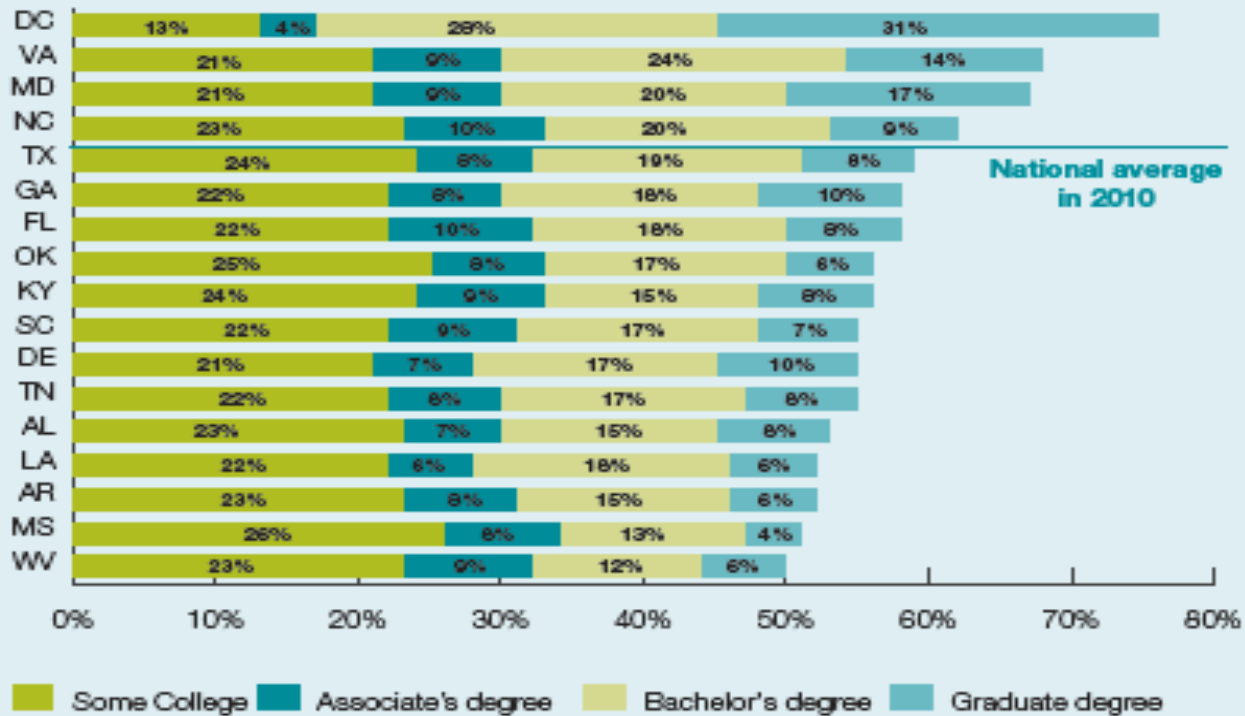
	2010	2020	% in 2020
High school or less	1,754,700	2,160,200	42%
Some college	932,700	1,121,200	22%
Associate	321,500	386,500	8%
Bachelor's	811,700	925,000	18%
Graduate	407,600	490,000	10%
<b>Total</b>	<b>4,228,200</b>	<b>5,082,900</b>	<b>100%</b>



# Where does Georgia stand?

## BY EDUCATION LEVEL, POSTSECONDARY CREDENTIALS ARE CONCENTRATED BELOW THE BA FOR SOUTHERN STATES

Figure 4: Percentage of Jobs Requiring Postsecondary Education, 2020 (Details)



GEOR

Center on Education and the Workforce

# What we would like

## Data that better connects Secondary/Post-secondary education to employment outcomes

### Why?

- Information at the transcript level would allow us to estimate the market value added per course. (Florida). Examine the value of “course clusters.”
- Are students working in their major?

Information by major allows permits research into the transferability of skill and job market\**value*\* of credentials.

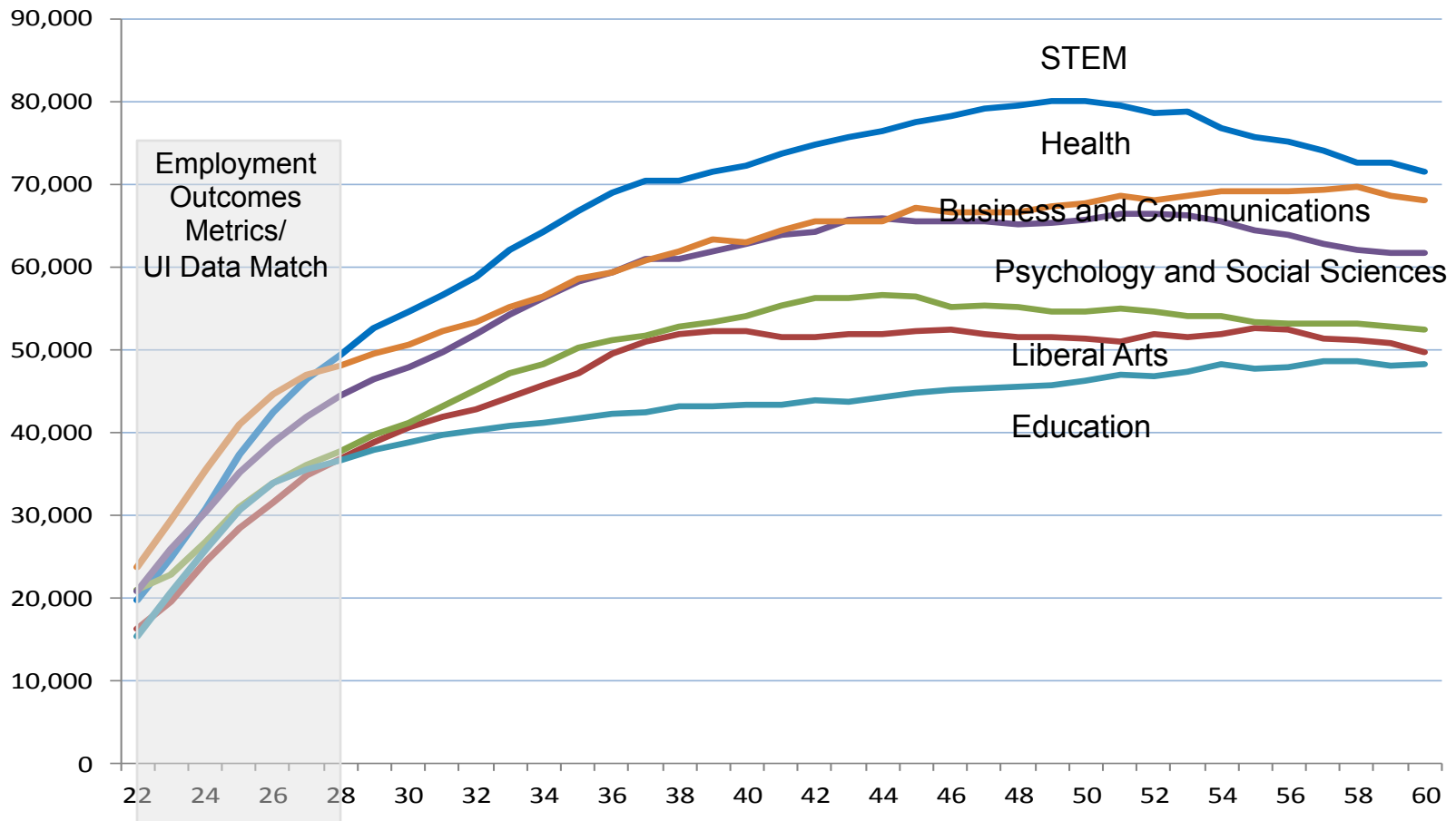
A lot of evidence exists to show people working in major are likely to earn higher wages



# Target Outcomes

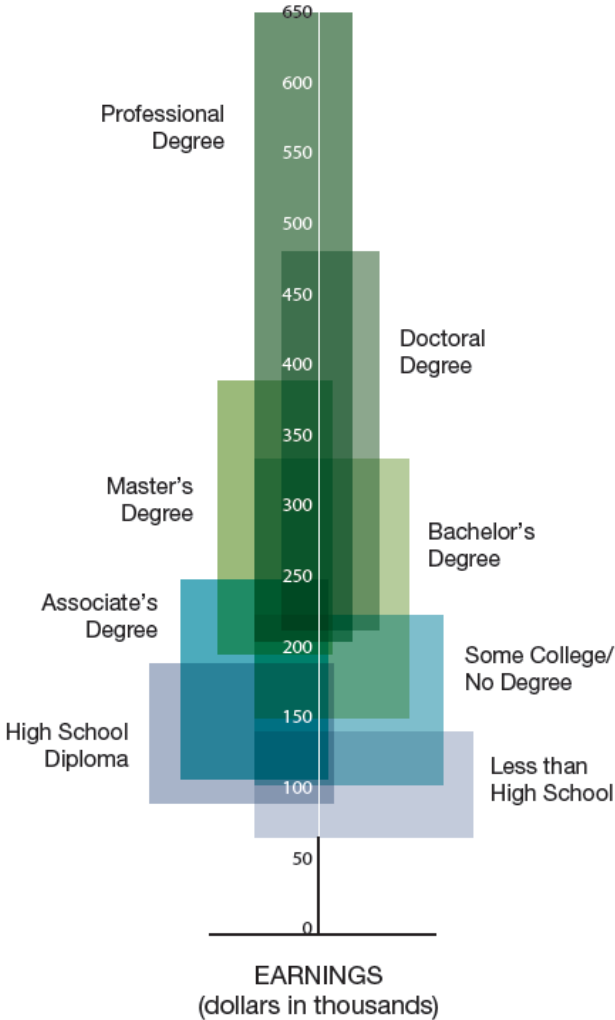


# Median Annual Wages by General Field of Study and Age (US) (Includes Only Bachelor's Degree Holders, Not Residents Who Earned Graduate/ Professional Degrees)





# It's not just your degree. Industry/Occupational choice also influences earnings



# The march forward



GEORGETOWN UNIVERSITY

Center on Education and the Workforce

## Our Responsibility

- Impact Those “At Risk”:
- Strengthen high school-to-college pipeline
- Improve graduation rates
- Reduce need for remediation
- Improve workforce preparedness
- Leverage resources between public and private sectors to support educational excellence



# Best Practices

- **Commit to good data:** Collect data on economic trends and workforce needs. Analyze the data to find the mismatches between demand and supply and potential mismatches.
- **Engage stakeholders:** target key industries or sectors; build in an evaluation-feedback-revision loop that connects curriculum to employer concerns
- **Commit to participation and resources** – for the long-haul
- **Determine effectiveness:** Define a system for accountability. Track results for the purpose of tweaking model when circumstances change.



# Engage stakeholders

## ● Role for Education

- Greater connectivity between primary, secondary, tertiary
- Recognition of employment goal as an outcome
- Provide continuing education beyond initial credential
- Collaboration with industry in curriculum development

## ● Role for Industry

- Collaboration with postsecondary institutions
- Job-related training on site
- Tuition reimbursement, sponsorship of professional licenses

## ● Role for Government

- Vision and leadership - Partnership with school or job-training provider to offer career education
- Facilitate data collection – real time jobs and measures of success
- Employment services to match people with jobs
- Taxation incentives for long-term unemployed



Linda Noble

Vice Chancellor for Academic Affairs  
University System of Georgia

**Lunch, Magnolia Ballroom**

**Concurrent Sessions Begin at 1:30**

