

## Handout 1

In November of 2017, the Kansas Board of Regents began the process of developing a strategic plan for public higher education in Kansas. The first phase of planning involved a series of meetings with internal working groups comprised of representatives from public universities, community colleges and technical colleges. Those groups provided feedback on the Board's *Foresight 2020* plan and discussed potential foundations for a successor to the existing higher education plan.

Initially the working groups, and later the Regents, envisioned a new strategic plan built upon serving Kansas families, Kansas businesses, and building the future prosperity of the state. These three pillars were later validated by focus groups from across the state comprised of business leaders and parents and high school students. The three pillars include:

- **Kansas families:** This pillar of the plan would focus on ways to help students earn credentials beyond high school that lead to rewarding and productive careers.
- **Kansas businesses:** This part of the plan would focus on ensuring that the high education system provides the workforce demanded by employers in the state both in terms of skills and number of workers.
- **Kansas economic prosperity:** This area of the plan would focus on the ways in which universities and colleges are innovative and intentional partners in growing state and local economies.

These foundational pillars are important to the future of Kansas in many ways beyond the Board's strategic plan. However, higher education can play a particularly pivotal role in strengthening these three areas. Kansas, like many other states, faces significant hurdles in the future, and higher education offers the state the best way to clear them.

Consider the challenges that families without education beyond high school face across the nation. A high school diploma once provided workers with a path towards prosperity, but during the past few decades, the share of good jobs for those with no education beyond high school has cratered. Automation and a transition to skilled service jobs have led to strong gains in wages for workers with degrees, while those without any college education have languished.

Households that have an earner with a bachelor's degree make \$30,000 more in 2017 than they did in 2000. In contrast, households whose earners only have a high school diploma, have gained a mere \$12,300 in income during the same timeframe.

A bachelor's degree is not the only pathway to prosperity. Georgetown University's Center on Education and the Workforce estimates that good jobs for workers with associate's degrees have grown by 83 percent since 1991, while those for workers with a high school diploma have decreased by 12 percent.

These are nationwide trends, but they are of particular importance to the future of Kansas. At the start of the millennium, the median household income in the state was two percent lower than the national average. By 2017, it was seven percent below the national average. During the same time, the state's GDP growth has lagged the nation's.

Reversing those trends will require a skilled workforce. In 2014, Georgetown estimated that 71 percent of jobs in Kansas would require a certificate or degree by 2020. Currently, 52 percent of adults in Kansas over the age of 24 have one of those credentials. If Kansas families, businesses and the economy are to flourish, the state must educate more workers.

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To develop a plan that would help accomplish that, the Board held a series of meetings across the state in 2018 with high school students and their parents. Additional meetings were held with business leaders. The Board asked students about their perspective on education after high school, the challenges and concerns they faced, and their future plans. It asked businesses about their workforce needs, access to talent, and skill sets that mattered.

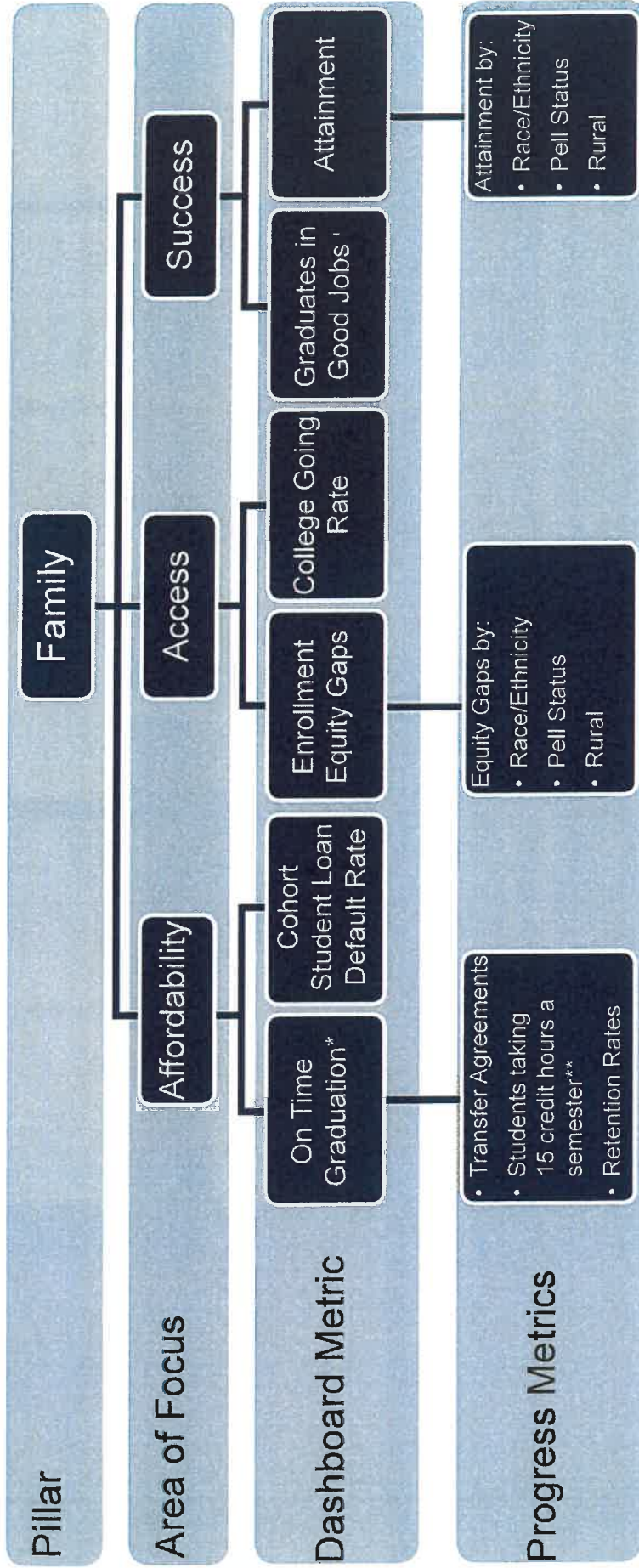
The responses received from these focus groups served as the basis for areas of focus under the first two pillars.

For families, the areas of focus include the following:

- **Access, or navigating the application system and overcoming barriers, real and perceived, to entry and attendance.** Many students struggled to understand the application process and felt that they could not find the necessary information needed to apply for admission or financial aid. Others identified home situations or confidence that they would be successful in education after high school as major barriers. These concerns were more pronounced among low-income and/or first-generation students.
- **Affordability, or paying for education beyond high school without incurring debt loads that they found worrisome.** An overwhelming majority of all students and their parents identified the cost of attendance as one of the most significant challenges faced by families in accessing higher education. Concerns about out-of-pocket expenses and debt have the potential to dissuade many students from pursuing their education beyond high school. Promises of better wages in the future did not alleviate the concern that a college education could be financially crippling.
- **Success, or leveraging education after high school to earn decent wages and build good careers.** This was a concern for students, but even more so for parents, who wanted to see educational pathways that lead to good jobs and were concerned about their children financing the cost of their education and student loans.

For businesses, the areas of focus include the following:

- **Talent Pipeline, or finding enough workers with the right level of education.** A shortfall in talent was a statewide problem that reared its head in every meeting with business leaders. Nearly 90 percent of businesses in the focus groups told the Board that they frequently seek to hire employees with education beyond high school, and three quarters struggle to find enough of those workers. The overwhelming majority (90 percent) of businesses told us that workers who do have the right education level meet or exceed expectations. However, they outlined several skills gaps that exist due to the lack of workers with education beyond high school.



**High Impact Practices**

These will be system or sector level practices that will be implemented for the purpose of moving progress and dashboard level metrics. For example, the Systemwide Transfer work of the Transfer and Articulation Council (TAAC) is an example of a current High Impact Practice.

The Board is asking SCOPs and COPs to develop first proposals for these by July to be presented at the retreat in August.

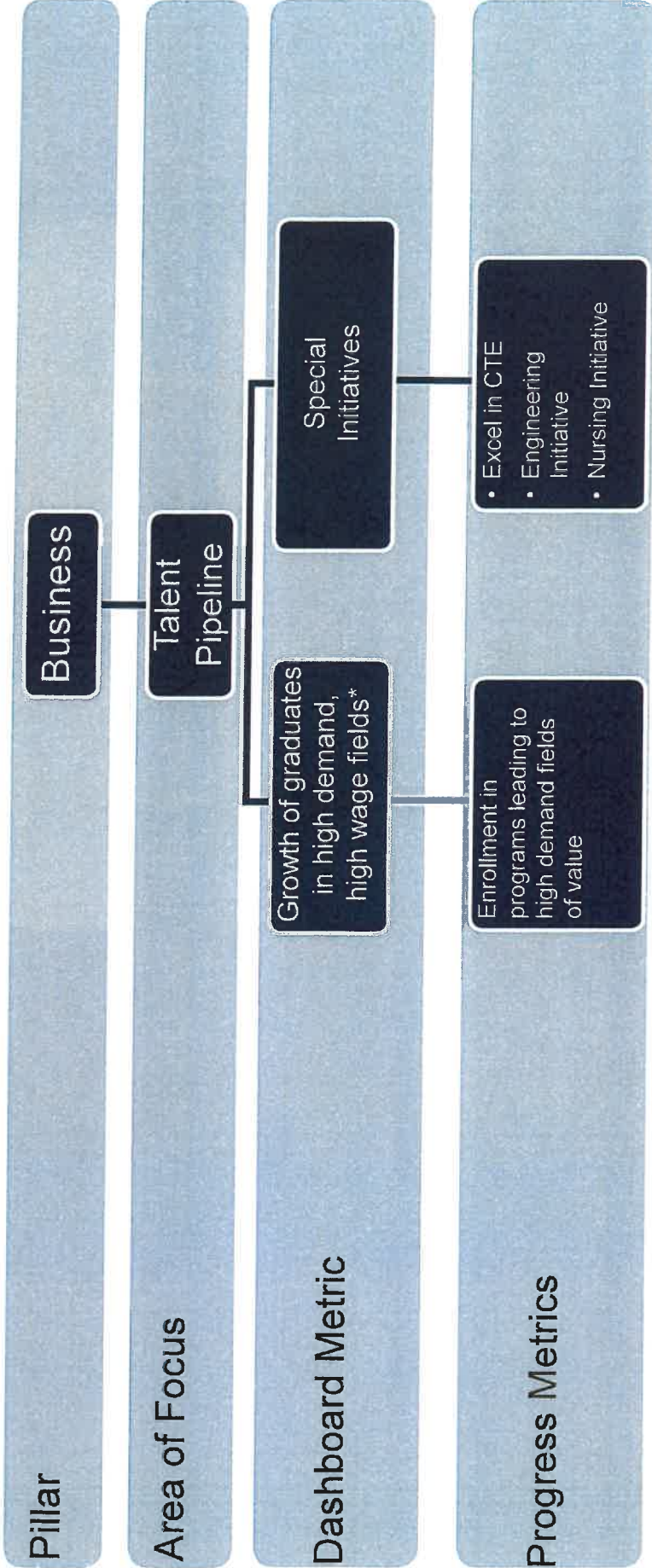
\*On-time graduation will be defined as follows:

- Universities: For freshman, 100% graduation rate as defined by IPEDS, first-time, full-time, degree-seeking; for transfer students, 100% graduation rate as defined by classification of first-time transfer, full-time. Degree-seeking students
- Community Colleges: 100% graduation rate + transfer-out rate as defined by IPEDS
- Technical Colleges: 100% graduation rate

\*\*Students taking 15 credit hours a semester of those enrolled in at least 12 credit hours

† Good job defined as a bachelor's degree holder earning at least 300 percent of the poverty level or an associate degree/certificate holder earning at least 200 percent of the poverty level





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### High Impact Practices

\*High demand will be based upon Kansas Department of Labor's 2- and 10-year demand scores or projected growth figures. This category will be measured as growth in graduates as a percentage of all graduates to account for fluctuations in enrollment due to economic changes and/or changes to on-time graduation.

High wage will include jobs earning more than 250 percent of the poverty level.

## Handout 3

### Economic Prosperity

The growing interest in defining the public good of public higher education has led policy makers at the state and national level to begin asking that the capabilities and innovation of public higher education be leveraged in new, direct, and more novel ways to enhance the general economic prosperity of communities on a local, regional, and state-wide basis.

Each of the state universities has developed limited programming to economically advance communities but this has not until now been an articulated priority or expectation of the Kansas Board of Regents (KBOR). Like the needs of Kansas families and Kansas business, the need for Kansas and its communities to prosper must be more intentionally addressed by the Regents system. With emphasis and accountability, universities will become innovative, intentional partners in building state and local economic prosperity.

#### ***Potential Prosperity Components***

##### **Leadership**

- University CEOs articulate Economic Prosperity building as a strategic institutional imperative of their university
- Incorporate Economic Prosperity into university strategic plans
- Engagement and knowledge of prosperity mission with cabinet-level leaders and individual college deans
- Task an existing cabinet-level leader with creation and implementation of programming to advance the mission
- Allocation of appropriate funding to execute programming
- University CEOs held accountable for programmatic success

##### **Programming Concepts**

- University-Community-Regional formal partnerships focused on shared prosperity strategies
- Systematic corporate engagement at local, state, and national levels
- Strategic private sector partnerships that concomitantly advance university, public and private sector interests
- Company attraction
- Existing business advancement and growth
- New company creation
- Innovation district creation for university-company interaction, entrepreneurial activities, and start-up company location

##### **Outcomes**

- University CEOs will submit an Annual Prosperity Report to KBOR, the Governor, and Legislative leadership
- Each university will establish prosperity metrics which are institutionally aligned and programming generated, including
  - New private capital investment in Kansas
  - Corporate sponsored research and fees for service

### Handout 3

- New business creation
- Created private sector jobs with above average wages determined by prevailing county wage
- Company relocation into Kansas from outside of Kansas
- Royalties/Licensing Fees

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