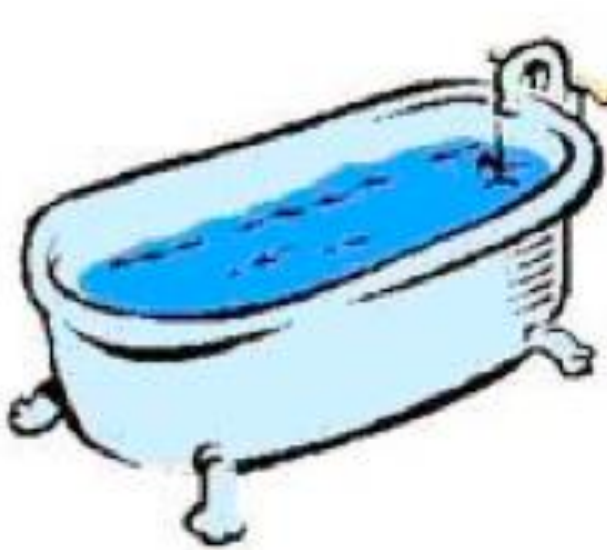


**40-40-20**

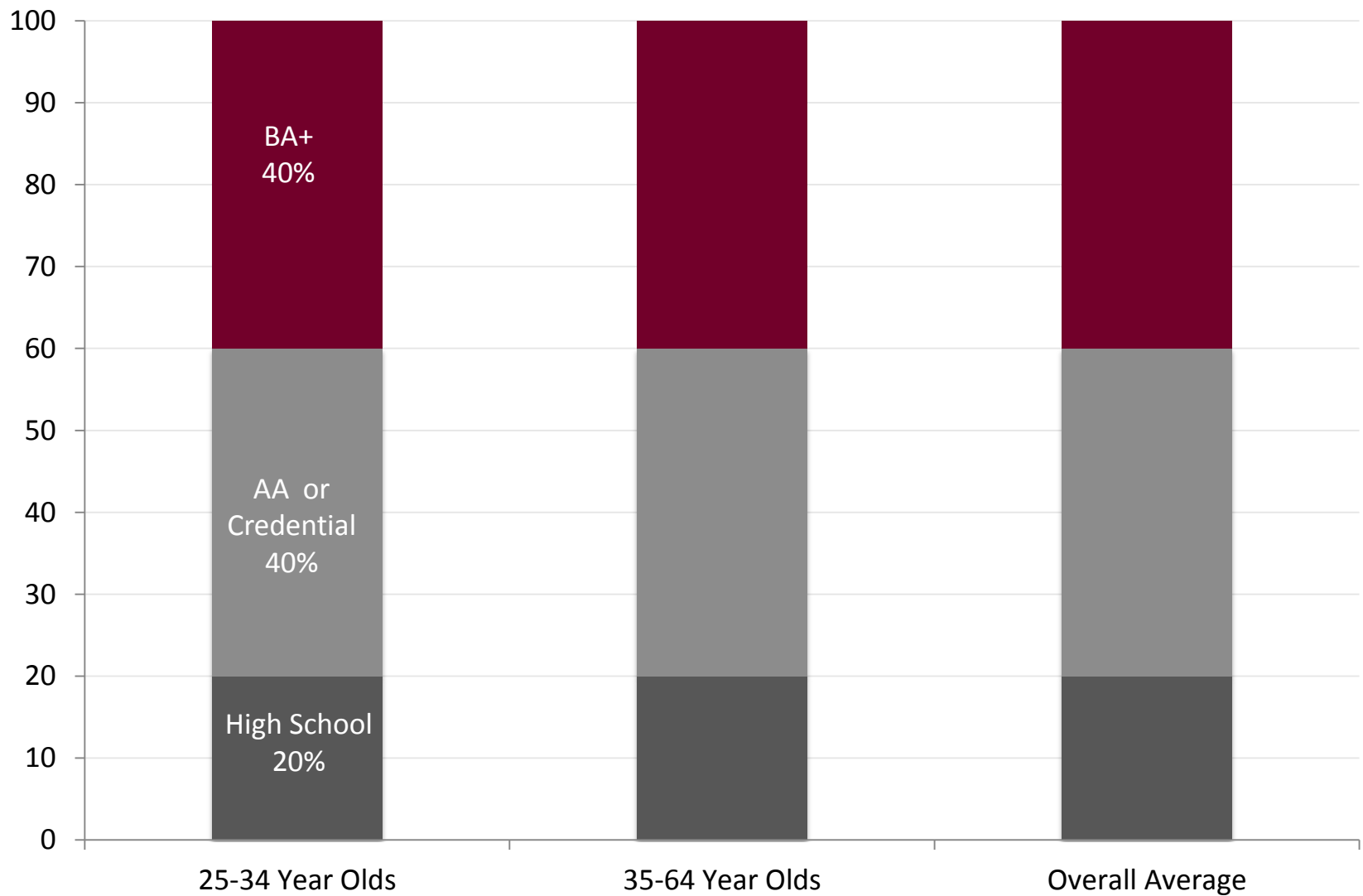
Education Beyond High School

# How does the goal apply to the stock and flow of working-age Oregonians?



**The Flow** = Oregonians who transition into the labor force

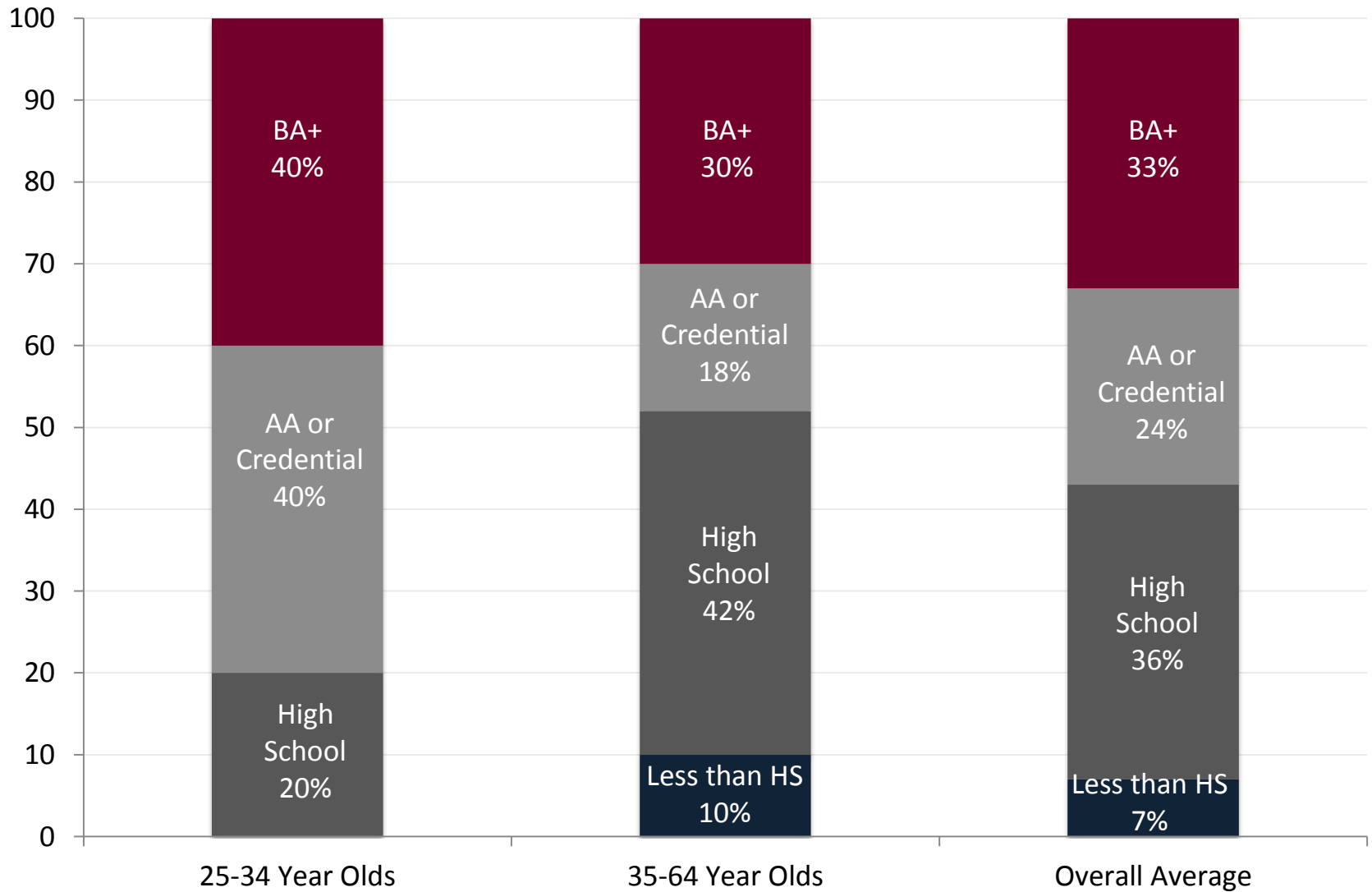
**The Stock** = The population working age adults



**40/40/20 for all Working-Age Adults**

# Focus on population in 2025?

- Strong emphasis on adult education to reach target
- Depends on migration and educational level of migrants as much as educating Oregonians
  - Migration patterns are variable
- Inadequacy of forecasting models
  - For setting institutional targets, requires estimating future residence of graduates
- Can lead to emphasis on capacity rather than performance
- How to set interim targets?



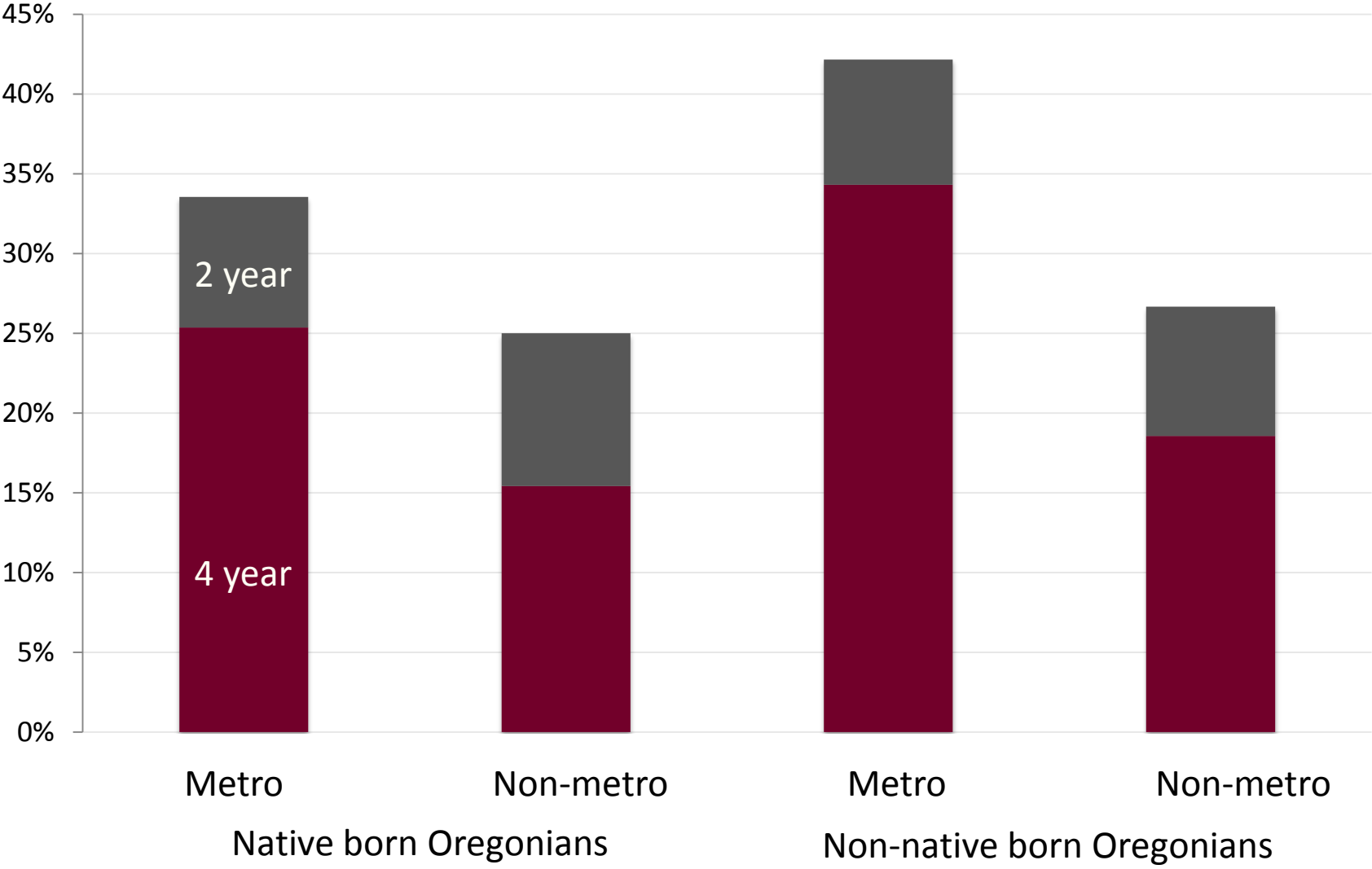
## 40/40/20 Focused on the Pipeline

# Cohort or “flow” target?

- Puts emphasis on performance of educational system for Oregonians
- Example:
  - Annually, approximately 50,000 9th-graders, so need 20,000 4-year and 20,000 2-year degrees annually
- But, hard and slow to track individual achievement, so settle for overall numbers of degrees granted?

**Where does Oregon stand?**

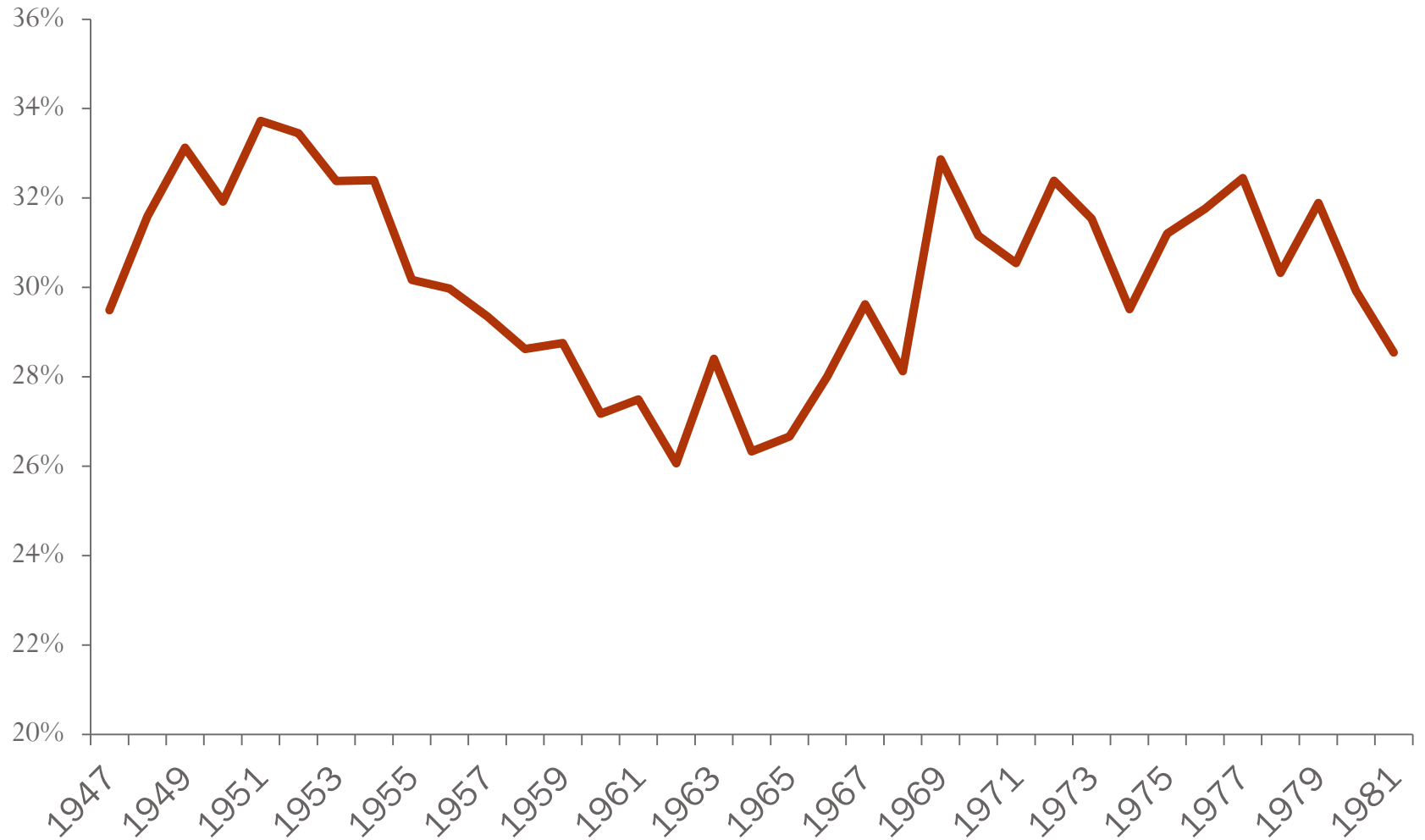
# Educational attainment of Oregonians 25 and older



Source: ECO analysis of US Census ACS 2009-11 file



# 4-Year Degree Attainment of Oregon Residents, By Year of Birth



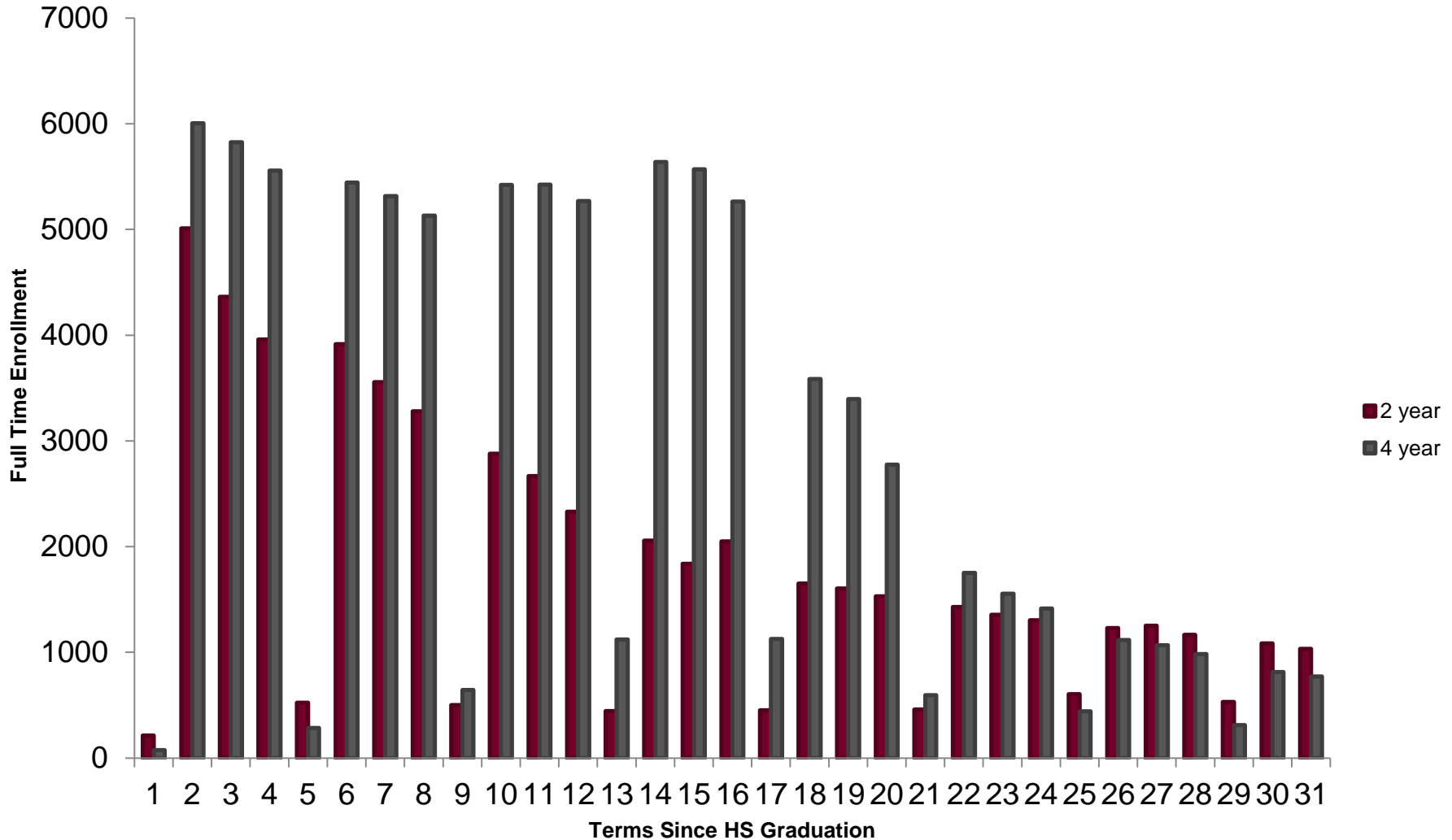
Source: US Census, ACS, 2005-2009 PUMS

# What we'd like to know

For the High School Class of 2005

- How many students enrolled in private institutions or left the state to pursue postsecondary education?
- How many ever enrolled in Oregon public institutions? And how many terms have they used?
- How many earned degrees or credentials?

# Class of 2005: Post-Secondary Enrollment Since HS Graduation



# Parting Thoughts

# Other Considerations

- Distribution of degrees across subpopulations
- Distribution of degrees across geography
- Types of degrees
- Link between degree targets and financing