



**From Start to Finish:  
An Analysis of State Speeches, Education Priorities,  
and Key Adoptions in 2013**

Prepared by Research for Action  
November 2013

# About Research for Action

Research for Action (RFA) is a Philadelphia-based nonprofit organization. We seek to use research as the basis for the improvement of educational opportunities and outcomes for traditionally underserved students. Our work is designed to: strengthen public schools and postsecondary institutions; provide research-based recommendations to policymakers, practitioners, and the public at the local, state, and national levels; and enrich the civic and community dialogue about public education. For more information, please visit our website at [www.researchforaction.org](http://www.researchforaction.org).

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## From Start to Finish: An Analysis of State Speeches, Education Priorities, and Key Adoptions in 2013

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### I. Introduction

With Washington gridlocked over a wide range of K-16 education policies from reauthorization of the *Elementary and Secondary Education Act* to the President's proposed higher education reforms, the role of the states has never been more central in setting K-16 policy. Governors, in particular, are taking the lead in setting aggressive accountability goals, calling for high quality pre-K education, rigorous high school graduation requirements, and greater efficiency in delivering public postsecondary education to name a few.

Philadelphia-based Research for Action (RFA) has developed and employed a variety of concrete, quantifiable measures to chart state progress—and potential for progress—towards significant education policy goals. The bases for these measures include legislative, regulatory, and administrative policies; objective indicators of state agency capacity; media coverage; and public remarks and testimony by policymakers.

Annual State of the State and budget addresses delivered by governors hold particular promise for such analysis. While state policy is, by its very nature, idiosyncratic (*e.g.*, variable legislative sessions, differences in the make-up of legislative bodies, and unique regulatory and other administrative agencies), State of the State speeches are remarkably consistent features, representing one of the few formats utilized by high-ranking state officials regularly to identify priorities in a common format at a single point in time. For example, in 2013, every governor made an address, and nearly three-quarters of speeches were delivered in January; all but two speeches<sup>1</sup> occurred by mid-February.

This analysis builds and expands on existing, narrative summaries of State of the State speeches, such as those reported by Education Week or developed by policy organizations and national membership groups, to test the applicability of straightforward quantitative measures of the content and influence of these speeches.

More specifically, RFA's goal was to:

- **Determine the level of prominence** of education generally, and K-12 and postsecondary issues more specifically, in governors' addresses;
- **Identify key patterns** in focus across specific subjects and political parties; and
- **Highlight priority areas of focus**—both in terms of policy goals and intensity of focus (*i.e.*, setting out one key education-related goal or advancing a comprehensive package of reforms).

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<sup>1</sup> Florida (March 5), Louisiana (April 8); source: *Governing Magazine*.

To meet these goals, this report presents a two-phase analysis of annual State of the State speeches. The first analysis was conducted in the spring of 2013, with a 50-state analysis of State of the State speeches shortly after delivery. Then, to examine the degree to which speech content is associated with concrete policy movement, we assessed policy progress against mentions of policy reform in one educational sector—postsecondary—six months later by examining activity in the 2013 legislative sessions.

Key findings from both phases include:

*Phase I: State of the State Education Content*

Our analysis of State of the State speeches revealed important commonalities in governors' attention to education issues, priority areas of focus, and the manner in which educational challenges—both K-12 and postsecondary—are framed. More specifically, our study showed the following:

- Education was a dominant theme across states, parties, and regions of the country in 2013 policy goals.
- In contrast to the partisan divides on education policy in Washington, D.C., Democratic and Republican governors were largely in accord in identifying challenges and priorities; they apportioned roughly the same amount of attention to K-12 and higher education. Democrats were more focused on early childhood, however.
- Funding issues and pressures are the most common lens for discussing education policy challenges—both K-12 and postsecondary.
- School choice is the only education policy issue that sharply differentiated Republican and Democratic governors. Republicans were markedly more likely to endorse such policies in State of the State speeches than were Democrats.

*Phase II: The Relationship Between Speech Content and Policy Movement*

- Across the 12 states whose governors delivered State of the State speeches with a particularly high concentration of postsecondary education-focused rhetoric, progress was reported on all 19 policy proposals mentioned in the speeches. While one proposal has stalled, and others have not yet been fully realized, no proposal was rejected outright. This rate of adoption far outstrips the typical rate of policy movement in states.
- Of the 10 states with just a single postsecondary policy proposal, nine policies were enacted based in large measure on the governor's prescription, and one awaits further consideration as of October.
- All three of the discrete proposals in Tennessee were adopted (in one case exceeding the governor's initial request), and Montana Governor Steve Bullock went five-for-six based on his State of the State goals.
- Beyond the immediate goal of passing policies, reforms outlined in the speeches were also on-track for rapid implementation.

Our analysis of the educational content of the 2013 State of the State speeches suggests that they may be a particularly fruitful source of information regarding patterns of policy emphasis across states, and differentiation in state priorities in education. Moreover, there is some evidence that the content of these speeches may be related to concrete policy movement within a year of delivery.

## II. Methodology

### A. Phase I: Analyzing the Amount, Prominence, and Specificity of Education Content

Analysis began with a subset of states. Staff analyzed speeches to identify sections or passages related to education—early childhood through postsecondary. Sections were then coded based on the following:

- **All education issues**, generally, from early childhood through postsecondary/workforce;
- **Sectors of education**—*i.e.*, **early childhood education, K-12, and postsecondary**; and
- **Specific subject mentions** within K-12 and postsecondary (*e.g.*, school choice and academic standards, curriculum, and assessment for K-12; access and affordability and STEM and workforce development in postsecondary).<sup>2</sup> A list of subjects tracked can be found in Appendix B.

Once coding categories were finalized, the remaining state speeches were similarly coded, recording the following for each speech:

- Total word count;
- Proportion of total education-related word count to total speech word count;
- Total number of words addressing each sector of education (*i.e.*, early childhood, postsecondary); and
- Sub-topics mentioned within K-12 and postsecondary categories.

The specificity of the education content was also assessed to distinguish between advocating for particular reforms and more general rhetoric.

We also sorted speech content by political party and region to determine whether patterns regarding content or specificity emerged.

### B. Phase II: Assessing the Relationship Between Education Speech Content and Policy Movement

To examine the relationship between State of the State speech content and specific policy movement, we identified those 2013 State of the State speeches in which 40 percent or more of the education-portion addressed postsecondary issues. This analysis resulted in a sample of 12 states. The research team further identified specific policy proposals in these speeches that could be actionable over the course of a year, and then tracked the status of these proposals to provide an analysis of movement over the six months following the State of the State speeches.

## III. Results

### A. Phase I: Amount, Prominence, and Specificity of Education Content in 2013 State of the State Speeches

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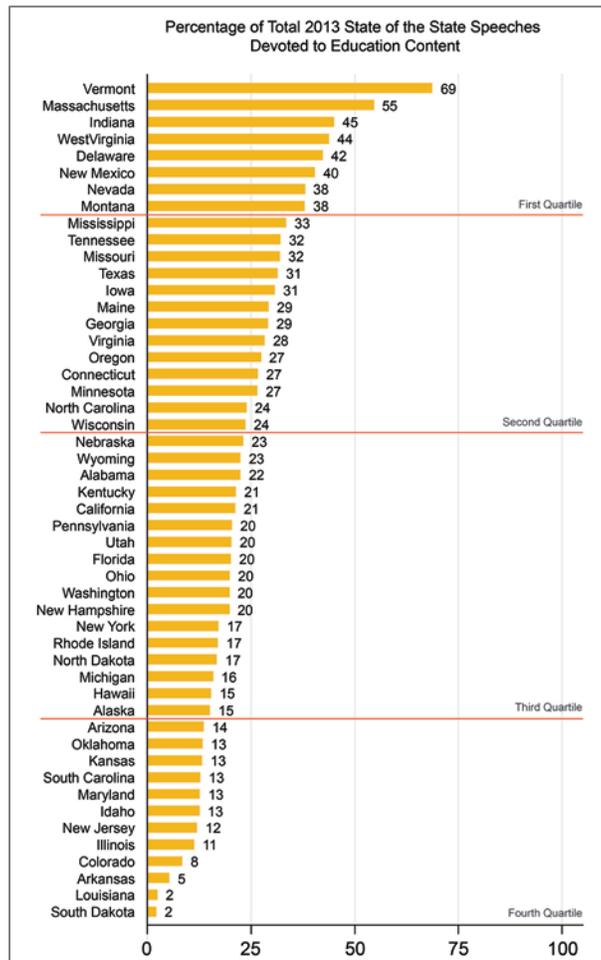
<sup>2</sup> RFA did not perform a similar subject-level analysis for early childhood education, given the more general nature.

According to the National Governor’s Association, in 2013, job creation, economic development, and education were priorities for the majority of governors.<sup>3</sup>Below, we provide a detailed analysis of the education content of State of the State speeches.

I. Amount and Prominence of General Education Content

Figure 1 details the percentage of each governor’s speech devoted to all education themes, from early childhood through postsecondary education. We hypothesize that this basic allocation of time and attention is a rough measure of how central education topics will be in subsequent executive and legislative agendas.

Figure I. How prominent are education issues, generally, in governors’ speeches?<sup>4</sup>



Much like the speeches themselves—which ranged in length from over 9,300 words (New York) to only 1,900 (Louisiana), there was wide variation in the amount of speech time devoted to education issues. For instance, education accounted for a majority of content in Vermont (69 percent) and Massachusetts (55), and a third or more of speech content in seven more states. In four states, education topics were less than 10 percent of the focus.

<sup>3</sup> Source: National Governors Association; <http://www.nga.org/cms/home/news-room/news-releases/2013-news-releases/col2-content/education-job-creation-and-econo.html>

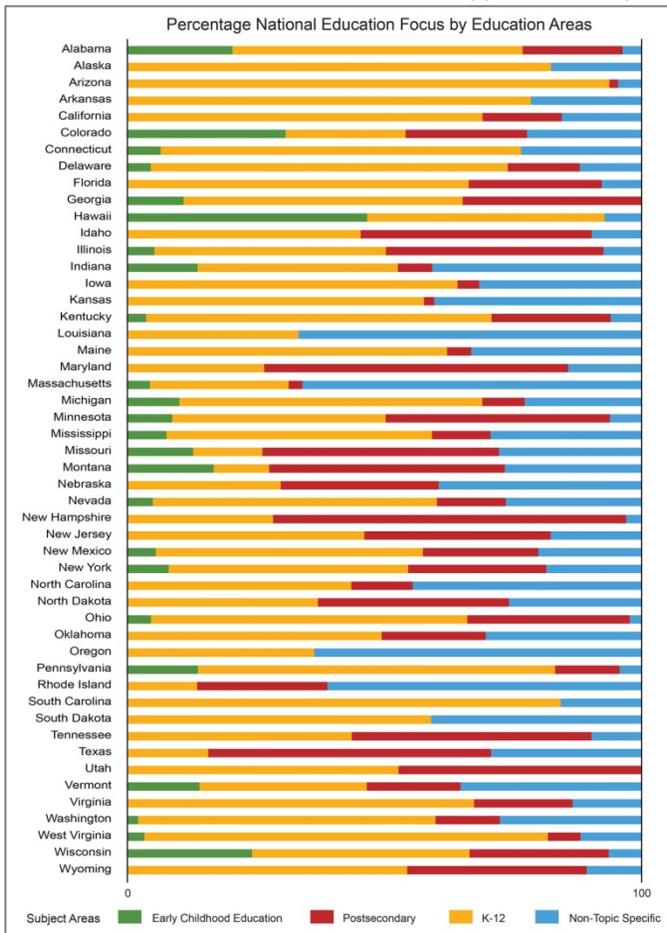
<sup>4</sup> Quartiles are based on 28 unique values across 50 states.

An interesting pattern emerged among larger states—including California, Florida, Illinois, Michigan, New York, Ohio, and Pennsylvania—where attention to education issues was less prominent. Texas was a notable exception, with more than 30 percent of speech content devoted to education.

## 2. Analysis of Sector-Specific Content

This analysis examines the relative prominence of speech content specific to each of the three education sectors—early childhood, K-12, and postsecondary. Figure 2 details the proportion of education speech content for each, by state. Elements of speeches that were too general to categorize are coded as “Non-Topic Specific,” in blue.<sup>5</sup>

Figure 2. For each state, how is attention apportioned by education sector?



**Postsecondary issues were a notable theme across the Midwest and in the South.**

Across states, regions, and political parties, K-12 education was the dominant educational theme—a topic in every speech, and the leading area of focus in 35 states.

Roughly half of speech content devoted to education (50.2 percent) was focused on K-12 issues such as teacher quality, academic standards and assessment, and funding for elementary and secondary education.

<sup>5</sup> Examples of non-topic specific passages include transitional remarks, introduction of education stakeholders, or passages that address multiple areas (e.g., “We must redouble efforts in support of early childhood, K-12, and postsecondary education...”).

Postsecondary issues accounted for about 25 percent of education content. It was a notable theme across the Midwest (Illinois, Minnesota, Missouri, and Ohio) and in the South (Florida, Maryland, North Carolina, Tennessee, Texas). The states with the greatest emphasis on postsecondary education sector were, in order of focus, New Hampshire, Maryland, Texas, Missouri, and Montana.

Early childhood education, at 5.7 percent of education speech content, was the least-mentioned sector. It placed third among the three sectors in 16 states, and behind non-specific education themes (e.g., transitional sentences, introducing education stakeholders) in another 30 states.

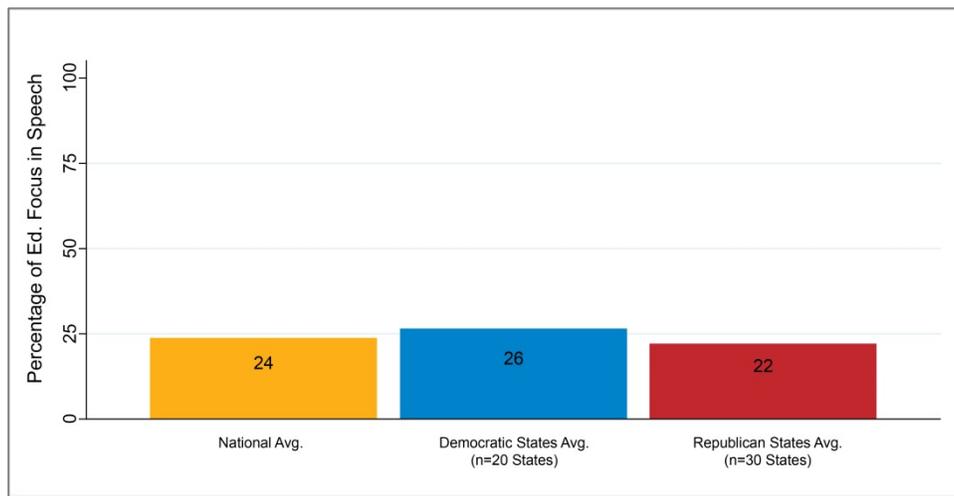
### 3. Party Affiliation Sort

In this analysis, we examined speech content by governors' party affiliation to determine whether patterns emerged in terms of policy priorities, or the manner in which policies were framed.

#### All Education

Figure 3 details the total education focus for governors of both parties and the then-independent governor of Rhode Island.<sup>6</sup>

Figure 3. What is the education focus, by party?



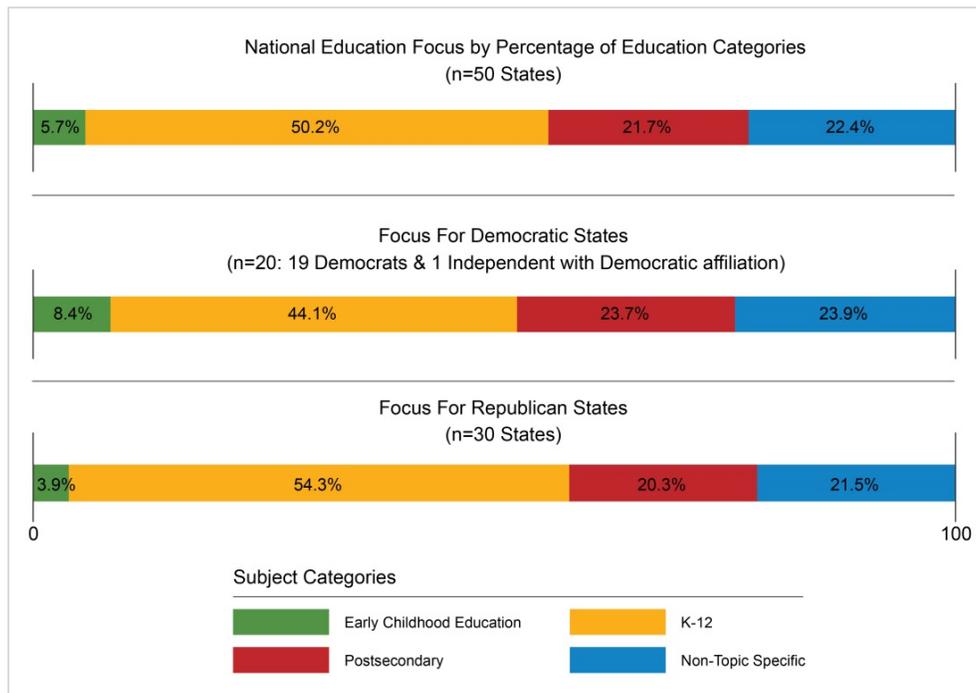
Generally speaking, education was a major theme in state of the state speeches, irrespective of party. On average, Democratic governors devoted slightly more attention to education (26 percent vs. national average of 24 percent), while education content accounted for roughly 22 percent of Republican speeches.

#### Political Party and Education Sector

Next, we analyzed speeches for content within each education sector by political party to determine if patterns emerged in relative emphasis. Figure 4 summarizes this party breakdown analysis

<sup>6</sup> Governor Lincoln Chaffee changed his registration to Democratic in May 2013.

Figure 4. What is the breakdown of education focus, by party?



Among both Democrats and Republicans, K-12 was the most prominent sector of education, followed by postsecondary education; early childhood content accounted for less than 10 percent of focus in both political parties.

Republican governors placed significantly more emphasis on K-12 education issues, which comprised more than 54 percent of the education content of their speeches, compared to 44 percent of the education content of Democrats’ speeches. Democratic governors apportioned focus more evenly—especially in terms of early childhood, with double the emphasis of their Republican counterparts.

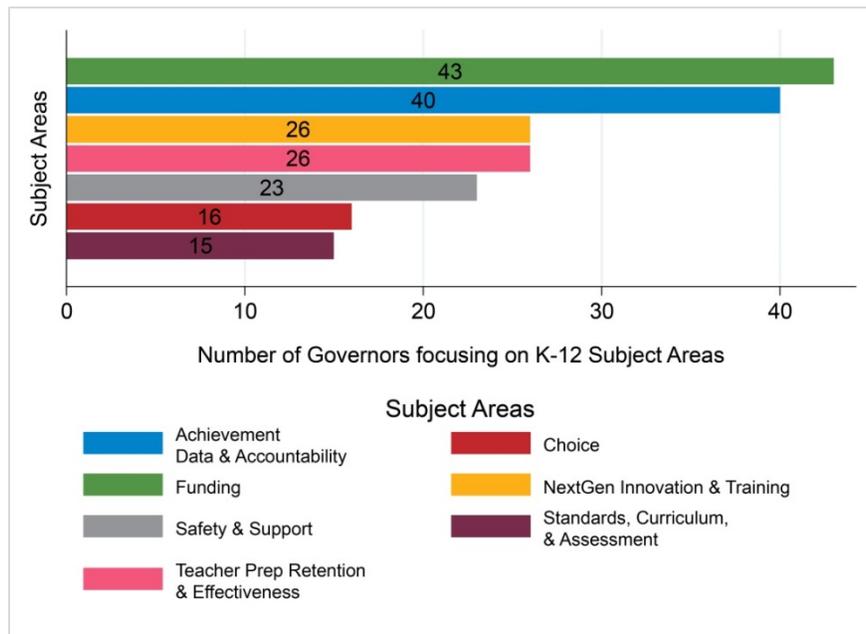
#### 4. Analysis of Specific Topics within Education Sectors

As noted above, State of the State speeches were examined for reference to specific K-12 and postsecondary subjects to reveal priorities for the 2013 legislative sessions. The analyses that follow detail specific subject mentions in two ways: first by providing a summary for all governors; and then by breaking down the content by the K-12 and postsecondary sectors. We then provide a party affiliation-level analysis for each.

#### K-12 Breakout

Figure 5 summarizes the number of governors mentioning seven specific K-12 subjects in 2013 State of the State speeches.

Figure 5. Within K-12 education, which specific subjects received attention?



In recognition of the persistently challenging economy at the state level, funding issues were the leading area of K-12 focus, with all but seven of the 50 governors referencing elementary and secondary education budget concerns. Eighty percent of governors focused attention on achievement, data, and accountability—tackling issues such as transparency for performance (*e.g.*, school report cards) and drop-out or graduation rates.

**Funding issues were the leading area of K-12 focus. All but seven of the 50 governors referenced elementary and secondary education budget concerns.**

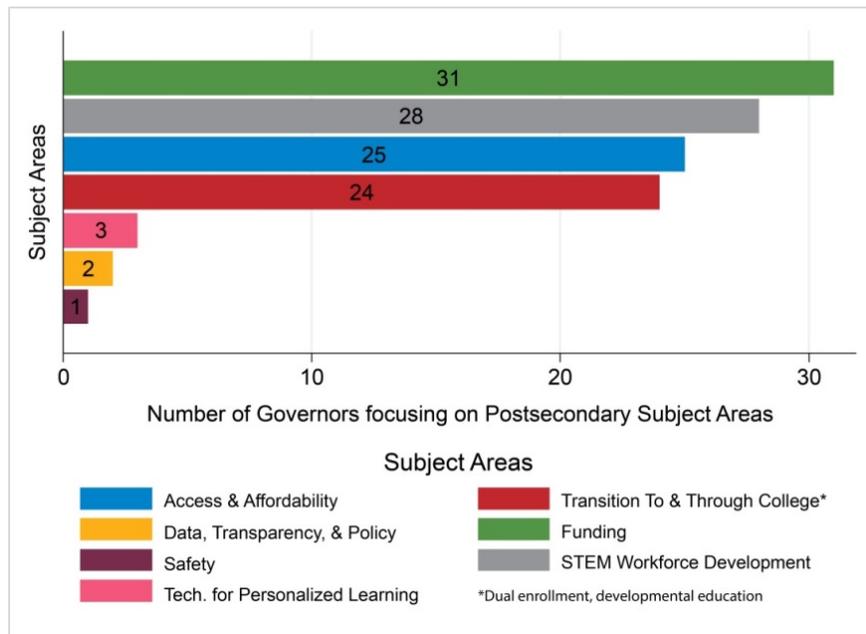
Over half of all governors referenced issues related to teacher preparation, retention and effectiveness; the same was true with regard to “NextGen” innovation and training. Surprisingly given the national rhetoric regarding the Common Core, only 15 governors referenced issues related to that topic.

As noted earlier, safety was a significant point of discussion in the wake of Sandy Hook and other shooting tragedies nationwide.

Postsecondary Breakout

Figure 6 provides a parallel analysis for seven postsecondary education topics.

Figure 6. Within postsecondary education, which specific subjects received attention?



In contrast to rhetoric on K-12 issues, governors exhibited greater variation in attention to postsecondary content. As was the case with K-12 content, funding was the most frequently-cited topic in postsecondary (60 percent), though mentions were not as universal as in the case of K-12 funding (86 percent).

In addition, half of governors discussed access and affordability of postsecondary education, with references to issues such as state loan and grant programs. Other postsecondary topics included initiatives designed to help students stay in the education pipeline including developmental or remedial education; roughly half of all governors mentioned this priority.

**Roughly half of governors tackled postsecondary access, affordability, and developmental education.**

While STEM and workforce development was the second-most common area of postsecondary focus—with 28 governors citing efforts to increase training for specialized skills, incentivize jobs, and attract new employers—only three governors (Maryland’s Martin O’Malley, Missouri’s Jay Nixon, and Tennessee’s Bill Haslam) addressed the more narrow topic of technology for personalized learning (including new delivery models and MOOCs). Data and accountability efforts and safety were relative outliers in focus.

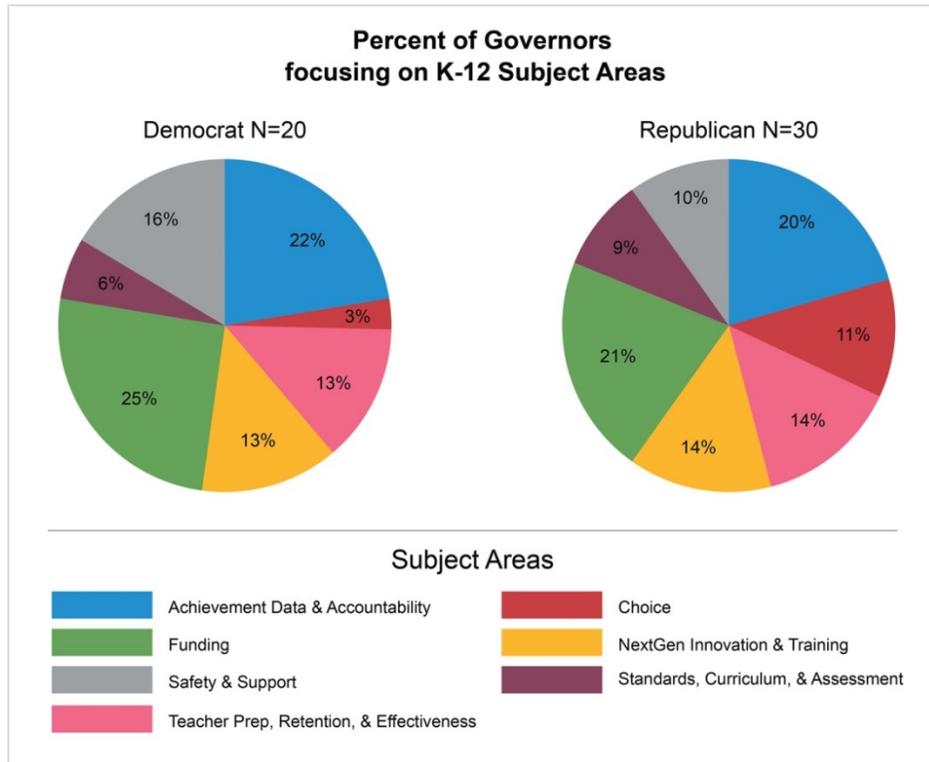
### 5. Party Affiliation Sort

We again filtered specific subject mentions according to party affiliation, beginning with K-12.

#### K-12 Breakout by Party Affiliation

Breakouts for each specific subject, by party, are displayed in Figure 7.

Figure 7. Looking within K-12, were there patterns in subject focus according to political affiliation?



Reflecting the national trend, the leading area of K-12 focus for governors of both parties was funding; achievement, data, and accountability followed close behind for both Democrats and Republicans.

Among Democrats, the third area of K-12 focus was school safety—a key theme given that the Newtown school shooting occurred just weeks before many of these speeches. The fact that Connecticut, and every state neighboring it, are led by Democratic governors likely pushed safety past the subjects of technology and innovation and teacher quality—topics that tied for fourth place among Democrats, and tied for third among GOP governors.

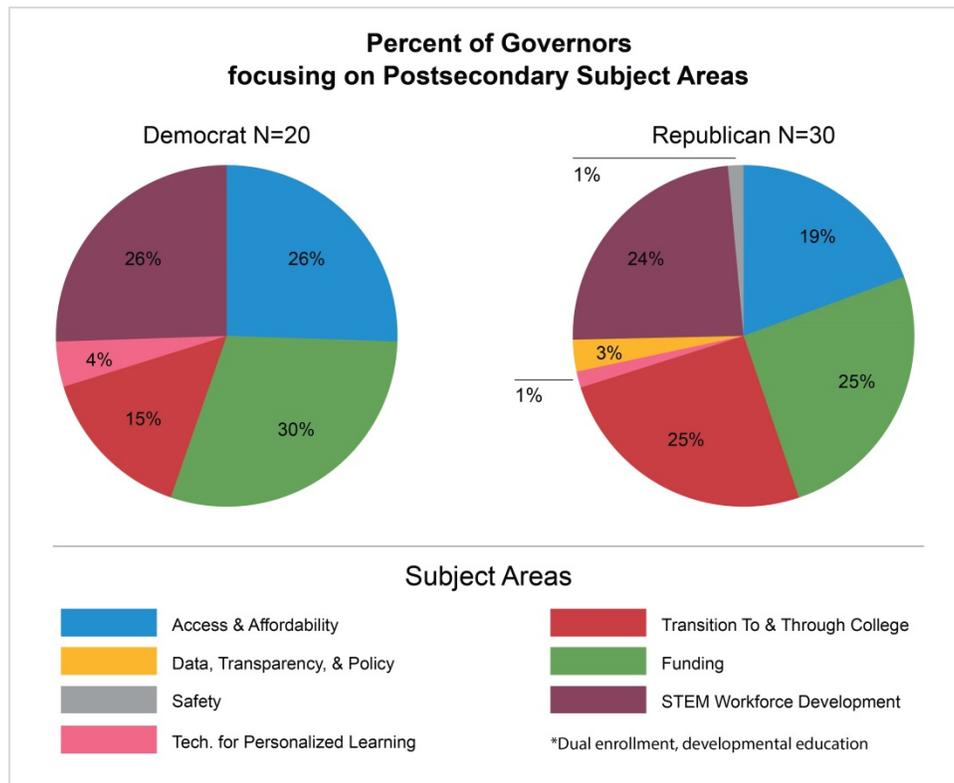
The greatest discrepancy between the two parties was in the area of school choice, where the share of focus for Republicans was more than triple that of Democrats.

**Republican mentions of school choice—  
charters and vouchers—were triple  
that of Democrats.**

Postsecondary Breakout by Party Affiliation

This analysis breaks out the postsecondary content of speeches by party affiliation. Results are summarized in Figure 8.

Figure 8. Looking within postsecondary, were there patterns in subject focus according to political affiliation?



Mirroring the emphasis on K-12 funding, postsecondary state-level funding was a leading area of focus for governors, irrespective of party—first for Democrats and tied for first among Republicans. Likewise, STEM/workforce development and access and affordability were key themes for governors of both parties.

Greater party differentiation was observed in the area of “Transition To and Through College,” a category that includes dual enrollment and developmental education. While the subject tied for first in focus among Republican governors, it ranked fourth among Democrats.

Finally, postsecondary data initiatives were infrequently mentioned by both Democratic and Republican governors.

## B. Phase II: Determining Progress on Policies Noted in State of the State Speeches: Postsecondary Education Focus

While comparable, 50-state data are not available, fewer than five percent of bills introduced in Congress become law.<sup>7</sup> State-level figures are similar: in Minnesota, for example, the 2013 legislative session featured introduction of 3,544 bills; of these, just 144, or four percent, became law. Over the past 10 years in that state, the rate of enactment to total introductions has been remarkably constant, ranging from 2.8 to 7.4 percent.

<sup>7</sup> Federal rate of bills introduced to enacted law ranges from about two to five percent, according to <https://www.govtrack.us/congress/bills/statistics>.

In this phase of our analysis, we attempted to address the question of how salient State of the State speeches are in laying the groundwork for concrete policy actions. Specifically, we sought to determine the degree to which policy movement correlated with the content of education rhetoric in the 2013 speeches.

As a test case, RFA identified a subset of 12 speeches that had a particularly pronounced emphasis on postsecondary education. These determinations were based on the amount of postsecondary content relative to the entire speech, and relative to a national average of 40 percent. State of the State speeches from the following states met these criteria: **Florida, Illinois, Maryland, Minnesota, Missouri, Montana, New Hampshire, North Carolina, Ohio, Tennessee, Texas, and Utah.**

These speeches were analyzed to identify specific postsecondary policy objectives—for example, expanding access for returning veterans, performance funding for public institutions, or a key governance change. Policies fell into two categories:

- Concrete goals that could be acted on within a year; and
- Long-term targets (*e.g.*, raising statewide completion rates to 55 percent) against which progress would be possible during 2013.

Within these two categories, nineteen postsecondary objectives were identified across the 12 state speeches. We then conducted policy scans approximately six months after the speeches were delivered to assess progress against these proposed objectives. Table 1 provides a summary of proposed policies by state and their status as of October 2013. A more detailed accounting can be found in Appendix B.

Table I. Summary of proposed priority policies by state, November 2013

Key for Findings

- Goal met | 
 ● In progress | 
 ● Stalled | 
 ● Multi-year goal established;efforts underway

		Number of proposed Postsecondary priority policies	Area(s) of focus	Progress (e.g., goal met, partially met, stalled, rejected)
	FLORIDA	1	<ul style="list-style-type: none"> <li>Increased funding for public institutions, with a portion focused on performance measures</li> </ul>	<span style="color: green;">●</span>
	ILLINOIS	1	<ul style="list-style-type: none"> <li>Workforce initiative for veterans</li> </ul>	<span style="color: green;">●</span>
	MARYLAND	1	<ul style="list-style-type: none"> <li>Completion program, including curriculum redesign, competency-based credit awards, and financial aid changes</li> </ul>	<span style="color: green;">●</span>
	MINNESOTA	1	<ul style="list-style-type: none"> <li>College affordability through increased public investments</li> </ul>	<span style="color: green;">●</span>
	MISSOURI	1	<ul style="list-style-type: none"> <li>Performance funding for higher education</li> </ul>	<span style="color: orange;">●</span>
	MONTANA	6	<ul style="list-style-type: none"> <li>State investment in education facilities</li> </ul>	<span style="color: red;">●</span>
			<ul style="list-style-type: none"> <li>Completion target: 60% in 10 years</li> </ul>	<span style="color: gray;">●</span>
			<ul style="list-style-type: none"> <li>Expanding and enhancing dual enrollment</li> </ul>	<span style="color: green;">●</span>
			<ul style="list-style-type: none"> <li>Articulation agreements between two- and four-year institutions</li> </ul>	<span style="color: green;">●</span>
			<ul style="list-style-type: none"> <li>Tuition freeze for the university system</li> </ul>	<span style="color: green;">●</span>
			<ul style="list-style-type: none"> <li>Wrap-around services for veterans at higher education institutions</li> </ul>	<span style="color: green;">●</span>
	NORTH CAROLINA	1	<ul style="list-style-type: none"> <li>College and career readiness initiative focused on differentiating high school diploma, and coordination between high schools and community colleges</li> </ul>	<span style="color: orange;">●</span>
	NEW HAMPSHIRE	1	<ul style="list-style-type: none"> <li>State support for need-based scholarships</li> </ul>	<span style="color: green;">●</span>
	OHIO	1	<ul style="list-style-type: none"> <li>Performance funding for public higher education institutions</li> </ul>	<span style="color: green;">●</span>
	TENNESSEE	3	<ul style="list-style-type: none"> <li>"Drive to 55" completion campaign</li> </ul>	<span style="color: gray;">●</span>
			<ul style="list-style-type: none"> <li>TN Western Governors University</li> </ul>	<span style="color: green;">●</span>
			<ul style="list-style-type: none"> <li>Increase support for the Tennessee Student Assistance Corporation, a "last dollar" student aid program to help with books, supplies, room and board</li> </ul>	<span style="color: green;">●</span>
	TEXAS	1	<ul style="list-style-type: none"> <li>Fast-track technical certification degree programs</li> </ul>	<span style="color: green;">●</span>
	UTAH	1	<ul style="list-style-type: none"> <li>Completion target: "66% by 2020"</li> </ul>	<span style="color: gray;">●</span>

Key findings from this phase of our analysis include:

- More than 80 percent of the 19 concrete postsecondary policy goals were met within six months of mention in the 2013 State of the State speeches; three were in progress.
- A large number of policy goals explicitly involved fiscal resources—*e.g.*, performance funding, tuition assistance, and college affordability. Of these goals, the vast majority were met, or are in progress. However, the only stalled policy—Montana’s attempt to invest in education facilities—was also a fiscal goal.

Three speeches referenced the importance of establishing target performance goals for college completion. In all three instances, the goals were adopted by October 2013.

#### IV. Implications for Tracking State Policy

Our analysis of 2013 State of the State speeches suggests that they may be an especially salient tool for policymakers, policy analysts, and other key stakeholders to examine, track, and gauge the likelihood of passage of specific state initiatives and proposals. From a national perspective, a comparison across states, and within states over time, reveals patterns that are instructive.

As noted above, the vast majority of policies introduced in a legislative body are never enacted. Yet our analyses reveal that, at least when examined within the realm of postsecondary education, mention of a specific policy in a 2013 State of the State address is highly correlated with policy movement. While the sample of speeches is admittedly small, and governors can be expected to exert significant pressure to see any high-profile goal enacted, this high rate of adoption—and fast progress in implementation—is notable.

Our analysis of the correlation between specific policy mentions and policy movement focused only on those 2013 speeches that included concrete postsecondary policy goals. Yet this report provides some evidence that State of the State speeches are a valuable avenue for starting-point assessments of governors’ goals for a given year, and to assess progress against them when legislative sessions and other contextual factors are sufficiently comparable to inform such an evaluation.

In the future, analysis of State of the State speeches can be expanded to address the following kinds of questions:

- How do the amount, prominence and specificity of education content in State of the State speeches change over time within individual states? What changes are evident when new governors take office?
- What patterns of speech content emerge over time when comparing speeches across states? Do patterns emerge regarding geographical region, political party, population demographics, or state size?
- To what degree do factors external to state government—national rhetoric, federal policy, international events, foundation investments—correlate with the content of State of the State speeches? Is there a “lag time” and if so how long is it?
- To what degree, and under what circumstances, do mentions of specific policy—education or other topics—correlate to policy movement and adoption in specific state? Across states?
- Is the correlation between State of the State content and policy movement stronger under certain circumstances? And if so what are those circumstances?

## Appendix A. 2013 Priority Policy Scan



### State of the State Project: Status Update on Postsecondary Lead and Focus States

**FLORIDA**

State of the State Speech Proposal	Policy Movement
Performance Funding	Policy being implemented
<p><i>Our budget increases operating funds for Florida state colleges by more than \$70 million; and increases funding for Florida universities by more than \$390 million. Much of this increase will be tied to performance measures to ensure schools are preparing students to get a job.</i></p>	<p>The Florida Legislature earmarked \$20 million total for performance funding for state universities to be handed out by the end of the year.</p>

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## State of the State Project: Status Update on Postsecondary Lead and Focus States

**ILLINOIS**

State of the State Speech Proposal

Policy Movement

Veteran Support

Executive order implemented and additional legislation signed

*I signed an Executive Order that directs our licensing agencies to assess military training for state license requirements. Just last month, we completed a great first step, with the Board of Nursing approving a suggested "bridge" curriculum for military medics to obtain LPN licenses. We owe it to our veterans - and to our companies - to keep this process moving.*

Executive order issued in February, 2013, and subsequently signed two pieces of related legislation into law: House Bill 2563 and House Bill 3186 to lessen restrictions for experienced service members to apply for licenses in the commercial driving and Emergency Medical Technician fields.

### Sources

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<http://www2.illinois.gov/veterans/programs/Pages/StateLicensesMilitaryTraining.aspx>

<http://www3.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=2&RecNum=11635>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

**MARYLAND**

State of the State Speech Proposal

Policy Movement

College Completion

Legislation signed by Governor

*Which now brings me to the ongoing challenge of college completion...here are some things we can do, together with our university system, that actually work: we can redesign college curricula and more courses to better promote completion. We can move our system toward rewarding a student's competency, and not merely the number of years he or she spends sitting in a lecture hall. We can rework financial aid so that more students can afford to carry full course loads to complete their degrees on or ahead of time. And we can give students more online options for earning college credit.*

Gov. Martin O'Malley signed into law the College Readiness and Completion Act of 2013 in May 2013. The act requires Maryland's college and universities to provide pathways to completion of a degree once students has enrolled in a community college or obtained a certain number of credits, more dual enrollment opportunities, and sets a target for increasing degree completion for adults from 45.4 percent to 55 percent.

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## State of the State Project: Status Update on Postsecondary Lead and Focus States

### MINNESOTA

State of the State Speech Proposal

Policy Movement

Postsecondary Funding

Policy being implemented

*Experts everywhere say that the quality and affordability of higher education is key to our future economic success...I have talked with MnSCU Chancellor Rosenstone about the critical importance of his campuses retooling their programs to prepare their students for the jobs of the future. I know that the Chancellor is addressing this imperative. However, revising curricula, modernizing equipment, and upgrading technology all will require public investments.*

State targeted funding increases in its FY 2014-15 budget. The higher education budget increased 10 percent, with additional funding provided for financial aid to low and middle-income students.

#### Sources

<http://www.mnbudgetproject.org/research-analysis/minnesota-budget/proposals-budget-outcomes/budget-choices-in-2013-legislative-session>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

### MISSOURI

State of the State Speech Proposal

Policy Movement

Performance Funding

Bill debated in General Assembly

*My budget includes an increase of \$34 million for higher education. But instead of funding schools based merely on what they've received in the past, we'll tie new funding to specific performance goals - like increased student retention, higher graduation rates and improved learning.*

Senate Higher Education Chair sponsors the performance funding legislation, which was voted out the senate Education Committee in April. The legislation is currently under discussion.

#### Sources

<http://stlouis.cbslocal.com/2013/04/10/higher-education-funding-bill-to-see-senate-floor-debate/>

<http://www.educationnews.org/higher-education/performance-based-higher-education-funding-debated-in-missouri/>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

### MONTANA

State of the State Speech Proposal

Policy Movement

Postsecondary Funding

JOBS Bill stalled in the Legislature

*I propose record investments in our educational facilities...called the J.O.B.S. Bill, which stands for Jobs and Opportunity by Building Schools. We can take advantage of historically low interest rates and immediately create thousands of jobs across the state – and do it without raising taxes.*

House Bill 14, known as the Jobs and Opportunities by Building Schools bill, passed the House Appropriations Committee but stalled in the legislature in April 2013.

Sources

[http://www.montanakaimin.com/news/article\\_2b6b3f1c-9355-11e2-8586-0019bb30f31a.html](http://www.montanakaimin.com/news/article_2b6b3f1c-9355-11e2-8586-0019bb30f31a.html)

<http://legiscan.com/MT/bill/HB14/2013>

College Completion

College Completion included in the enacted budget bill

*So let's commit to increasing the number of Montana adults with a post-secondary degree or professional certificate to at least 60 percent over the next decade.*

Proposals included in the governor's budget address the 60 percent goal.

Sources

[http://www.ontheissues.org/Archive/Archive\\_MT\\_Steve\\_Bullock.htm](http://www.ontheissues.org/Archive/Archive_MT_Steve_Bullock.htm)

[http://missoulian.com/news/state-and-regional/montana-legislature/bullock-signs-main-montana-budget-bill-after-line-item-veto/article\\_51fef470-b466-11e2-b2f8-0019bb2963f4.html](http://missoulian.com/news/state-and-regional/montana-legislature/bullock-signs-main-montana-budget-bill-after-line-item-veto/article_51fef470-b466-11e2-b2f8-0019bb2963f4.html)

Dual Enrollment

RFP issued for Expansion of Dual Enrollment

*Offering college classes to more high school students will help them recognize that higher education is within their reach and will give them a jump start on earning college credits. That's why I am asking that you help our two-year colleges expand and enhance dual credit programs.*

The Office of the Commissioner of Higher Education (OCHE) issued a Request for Proposals (RFP) in July 2013 to two-year colleges in Montana to expand dual enrollment opportunities in the state.

Sources

<http://mus.edu/2yr/RFP-NPO-OTO-DualEnrollmentLegislativeFunds-July17-FINAL.pdf>

Articulation Agreements	Universal Enrollment System included in Governor's Budget which passed.
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*We can make it easier for students by creating a universal enrollment system, so students at Miles Community College have access to courses at Montana State University, and so we can also bridge the hundreds of miles between rural Montana and our universities.*

Proposals in the governor's enacted budget addressed the goal of universal enrollment.

Sources

[http://www.ontheissues.org/Archive/Archive\\_MT\\_Steve\\_Bullock.htm](http://www.ontheissues.org/Archive/Archive_MT_Steve_Bullock.htm)  
[http://missoulian.com/news/state-and-regional/montana-legislature/bullock-signs-main-montana-budget-bill-after-line-item-vetoes/article\\_51fef470-b466-11e2-b2f8-0019bb2963f4.html](http://missoulian.com/news/state-and-regional/montana-legislature/bullock-signs-main-montana-budget-bill-after-line-item-vetoes/article_51fef470-b466-11e2-b2f8-0019bb2963f4.html)

Affordability	Tuition Freeze approved by Regents
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*My budget includes an agreement to freeze tuition across the university system. I urge you to honor it.*

Montana Board of Regents unanimously voted in July to freeze college tuition for state residents.

Sources

<http://www.montanapublicmedia.org/2013/03/appropriations-committee-taking-up-university-system-budget/>  
[http://billingsgazette.com/news/state-and-regional/montana/montana-governor-lauds-regents-for-tuition-freeze/article\\_259955aa-d648-5d39-b4cc-f85e7bd45bcd.html](http://billingsgazette.com/news/state-and-regional/montana/montana-governor-lauds-regents-for-tuition-freeze/article_259955aa-d648-5d39-b4cc-f85e7bd45bcd.html)  
<http://mus.edu/board/meetings/2013/July2013/MINUTESBOR%205-23-24-2013FINAL.pdf>

Veteran Support	RFP issued for Veteran Support services
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*I asked this legislature to invest in our university system and make certain that we are providing the services and the space to meet veterans' needs — the wrap-around services that will reintegrate these heroes back into civilian life and on our college campuses.*

RFP issued in June 2013 for the Veterans Student Success - Space and Services Program - funded through the state general fund to be used only to provide space and services to meet veterans' needs for access to and completion of postsecondary education.

Sources

[http://mus.edu/sfs/VeteransStudentSuccess\\_SpaceServices\\_RFP.pdf](http://mus.edu/sfs/VeteransStudentSuccess_SpaceServices_RFP.pdf)



## State of the State Project: Status Update on Postsecondary Lead and Focus States

### NORTH CAROLINA

State of the State Speech Proposal

Policy Movement

S.B. 14: High School Diploma Endorsements

Requirements enacted into law.

*And I was proud to sign into law my first bill as governor, your first bill in this legislature, Senate Bill 14. This major bipartisan bill will help our employers find qualified candidates for jobs; it directs high schools and community colleges to share resources. It also makes it easier for experts in a private sector to get certified for teaching.*

The legislation requires the State Board of Education and State Board of Community Colleges to report on access to career and technical education by Oct. 1, 2014, but the reports were not posted as of this writing. Further, the State Board of Education must revise postsecondary education and evaluation requirements for teacher licensure of career and technical education by January, 2014, and establish specific career and college endorsements for high school diplomas by February, 2014.

Sources

[NC S.B. 14, Ratified Bill., No updates to Joint Legislative Oversight Committee website as of Oct. 22, 2013](#)



## State of the State Project: Status Update on Postsecondary Lead and Focus States

### NEW HAMPSHIRE

State of the State Speech Proposal

Policy Movement

Financial Aid

Funded in the budget.

*We also recognize the important role our private colleges play in attracting and keeping new workers. This budget includes \$4 million in UNIQUE funds to support need-based scholarships that can be used at both public and private colleges.*

Enacted budget provides \$4 million in "UNIQUE" funds, described as need-based scholarships, but information about the program is limited. The state did not provide need-based awards in 2012.

Sources

<http://admin.state.nh.us/budget/>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

OHIO

State of the State Speech Proposal

Policy Movement

### Performance Funding

*These community college president s and four-year presidents, they're heroes. You know, what they decided for the four-year schools that only 50 percent of the money they get from the state to run their operations will go to them upon a student's graduation, not on enrollment, on graduation, because we want kids to graduate...And the same is true for our community colleges. When they go there, you get reimbursed on, on completion of courses, not just walking in the door.*

Performance funding policy enacted into law, and funding is being driven out according to the prescriptions outlined.

### Sources

<https://www.ohiohighered.org/press/new-performance-based-model-higher-education-ohio/>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

### TENNESSEE

State of the State Speech Proposal

Policy Movement

Complete College Model: Performance Funding and completion campaign

“Drive to 55” campaign underway

*Last fall, Time Magazine highlighted our Complete College program as a model for other states....because we're seeing results, this year's budget fully funds, for the first time, the Complete College Act outcomes formula. The leaders of the Tennessee Board of Regents and UT system have pledged that because of this funding, they will limit tuition increases to no more than 6 percent at four-year schools and no more than 3 percent at two-year schools...Only 32 percent of Tennesseans have earned an associates' degree or higher. That's not good enough. Our goal is to move the needle so that Tennessee is on track to raise that number to 55 percent by 2025. Tonight we begin our "drive to 55" – a strategic initiative to have the best trained workforce in America.*

Performance funding has been established in TN, but the focus on completion has been a focus in 2013. Gov. Haslam held a meeting on the "Drive to 55" campaign in September, 2013. According to a state news release, "The governor will be traveling the state in the coming weeks making the case for a stronger emphasis on workforce readiness in Tennessee – equipping more Tennesseans with the skills and training they need beyond high school for the jobs of today and tomorrow." During the inaugural Drive to 55 event, the governor also promoted legislation on "labor education alignment program," new endowment programs, and the launch of WGU.

#### Sources

<http://news.tn.gov/node/11295>  
[www.driveto55.org](http://www.driveto55.org)

WGU/Online	Virtual doors open
<p><i>We must improve affordability and access in higher education. To help us achieve this goal, we're partnering with Western Governors University to establish "WGU Tennessee." It is an online, competency-based university that is geared to the 800,000 adult Tennesseans that have some college credit but didn't graduate with an associate or four-year degree. The program is unique because of its competency-based curriculum but also because of an emphasis on mentors who guide those adults through the academic process.</i></p>	<p>The state opened WGU TN in July, 2013.</p>

Sources

[http://tennessee.wgu.edu/about\\_wgu\\_tennessee/overview](http://tennessee.wgu.edu/about_wgu_tennessee/overview)

TN Student Assistance Corporation	Enacted
<p><i>On the affordability front, we are proposing to establish an endowment of \$35 million using operational reserve funds from the Tennessee Student Assistance Corporation (TSAC). It is designed to provide nearly \$2 million each year to support scholarships for "last dollar" scholarship programs such as tnAchieves. These scholarships fill the gaps between students' financial aid and the real costs of college including books, supplies, room and board.</i></p>	<p>The current endowment for this program totals \$47 million, \$12 million above the estimate in the State of the State speech.</p>

Sources

<http://news.tn.gov/node/11295>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

**TEXAS**

State of the State Speech Proposal

Policy Movement

Fast-track Community College Programs

Enacted into law

*Last fall, I announced an initiative that will bring industries and our technical and community colleges together to create a statewide model that will enable students to swiftly earn their technical certifications at an affordable cost. Chairman Davis and Sen. Birdwell will help lead the charge with legislation that will encourage and incentivize more fast track programs*

SB 441 was enacted into law in June, 2013, relating to the establishment of the Texas Fast Start Program

Sources

<http://www.legis.state.tx.us/BillLookup/Companions.aspx?LegSess=83R&Bill=HB834>



## State of the State Project: Status Update on Postsecondary Lead and Focus States

UTAH

State of the State Speech Proposal

Policy Movement

Completion

Goal in place

*Our goal is that 66% of our adult population will have a college degree or post-secondary certificate by the year 2020. Right now, just 42.6% of our workforce meets that standard. In the next eight years we must improve that outcome by more than 50 %, and ensure that we are on pace to 66% by 2020. Tonight, I call upon you, the members of this State Legislature, to unite behind the resolution supporting our 66% by 2020 goal, so we can declare with one voice, with singular focus, Utah WILL achieve education excellence.*

The “66 by 2020” goal was adopted by Utah’s state legislature in March, 2013

Sources

<http://www.deseretnews.com/article/865575540/House-endorses-governors-66-by-2020-education-resolution.html>

# Appendix B. State Coding

See attached spreadsheet.

