



Minnesota's Educational Attainment Goal Must Be a Race Equity Goal

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A MnEEP policy brief for building a racially just pathway to postsecondary access, completion, credential value, and opportunity in Minnesota

Minnesota cannot reach a meaningful educational attainment goal unless racial equity shapes how the state defines and measures progress, interprets evidence, directs resources, and takes action.

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SIX COMMITMENTS

1. Make Racial Equity an Explicit Purpose and Condition of Success
2. Adopt a Statewide Equity Standard
3. Build Disaggregated Evidence That Guides Action
4. Create Transparency and Public Accountability for System and Institutional Equity Outcomes
5. Fund Implementation Capacity and Infrastructure
6. Ensure Attainment Expands Real Educational Opportunity

EXECUTIVE SUMMARY

In 2015, the Minnesota Legislature set a goal in statute that 70% of Minnesota residents ages 25–44 would hold a postsecondary degree or certificate by 2025.

The law acknowledged that Minnesota would be unlikely to meet and sustain the statewide goal without achieving more comparable attainment rates across racial and ethnic groups. It therefore required the Minnesota Office of Higher Education (OHE) to report each group's progress toward the 70-percent goal using attainment benchmarks of at least **30%** and at least **50%**. The statute did not establish separate deadlines for reaching them or require corrective action when disparities persisted.

Minnesota made measurable progress but did not meet the statewide goal. OHE's 2025 report estimated that attainment among Minnesotans ages 25 to 44 increased from **57.5%** in 2015 to **63.5%**—a six-percentage-point increase over the decade. The estimate is based primarily on pooled **2019–2023 American Community Survey** data and modeled certificate counts, rather than a direct count of credentials held in 2025. [1]

The disaggregated estimates reveal a more complex picture.

Attainment reached **69.7%** among White Minnesotans and **63.8%** among Asian Minnesotans, compared to **41.1%** among Black Minnesotans, **36.8%** among Hispanic or Latino Minnesotans, and **29.4%** among American Indian Minnesotans. [1]

Although attainment increased across every reported racial and ethnic group, the Minnesota P–20 Education Partnership concluded that substantial disparities remained and that the overall pattern of gaps was “largely unchanged.” Progress was not uniform, however. Hispanic or Latino Minnesotans experienced the largest increase and meaningfully narrowed their attainment gap with White Minnesotans.

Minnesota's experience demonstrates that equitable progress requires more than growth in the statewide average. It requires evidence that racial disparities are narrowing, structural barriers are being removed, and communities historically excluded from education after high school are gaining equitable access to completion, valuable credentials, and the opportunities those credentials create.

This distinction is increasingly consequential. Minnesota Compass reports [2] that people of Color represent approximately **24% of Minnesota's population** and **36%** of children ages 0–17, while the share reaches **38%** among children under age five. [2]

A New Attainment Goal Must Make Racial Equity Measurable

Minnesota has not enacted a new attainment goal. A proposal advanced by the Minnesota P-20 Education Partnership and considered during the 2026 legislative session would have established a **75%** target for 2040, expanded the covered population from ages 25–44 to ages 24–55; added early-childhood and K–12 subgoals; broadened demographic and regional reporting; and created a structure for strategic planning and cross-system coordination. The proposal did not become law, and section 135A.012 continues to contain the original 2025 target. [1] [4]

Minnesota now has an opportunity to establish a stronger, more coherent framework connecting early childhood, K–12, postsecondary education, and workforce systems while making racial equity a measurable condition of statewide success.

MnEEP proposes the following standard:

Minnesota’s educational attainment goal should be considered successful only if statewide attainment increases and racial disparities in access, persistence, completion, affordability, debt, credential value, and post-completion outcomes narrow over time.

This standard connects statewide growth with equitable outcomes. It would measure whether structural barriers are being removed, access is expanding, and students of Color and Indigenous students have the conditions necessary to persist, complete, and benefit from education after high school.

Minnesota now has an opportunity to establish a stronger, more coherent attainment framework connecting early childhood, K–12, postsecondary education, and workforce systems while making racial equity a measurable condition of statewide success.

What Minnesota Must Build

MnEEP calls on Minnesota to build its next educational attainment framework around six connected commitments:

- 1. Make racial equity an explicit purpose and condition of success.**
- 2. Adopt a statewide equity standard.**
- 3. Build disaggregated evidence that guides action.**
- 4. Create transparency and public accountability for system and institutional equity outcomes.**
- 5. Fund implementation capacity and infrastructure.**
- 6. Ensure attainment expands real educational opportunity.**

Minnesota's 2015 Attainment Goal: Its Promise and Its Limits

Education after high school supports individual aspirations, economic security, public leadership, democratic participation, and Minnesota's broader social and economic well-being. National evidence consistently associates higher educational attainment with increased earnings and lower unemployment, while research also links education with improved health across many outcomes.

These benefits are not automatic or equitably distributed; they depend on the quality, affordability, value, and accessibility of the education credentials people receive.

Minnesota law reflects these multiple purposes through higher-education objectives that include educational quality, student success, broad access, democratic values, economic competitiveness, and preparation for a skilled and adaptable workforce. [1]

In 2015, the Legislature enacted Minnesota Statutes, section **135A.012**, establishing a goal that at least 70% of Minnesota residents ages 25 to 44 would hold a postsecondary credential by 2025. The law was later amended to include industry-recognized credentials. [1]

The statute also recognized that Minnesota would be unlikely to meet and sustain the statewide goal without more comparable attainment rates across racial and ethnic groups. It directed the Office of Higher Education to report each group's progress toward the 70% goal using benchmarks of at least 30% and at least 50%.

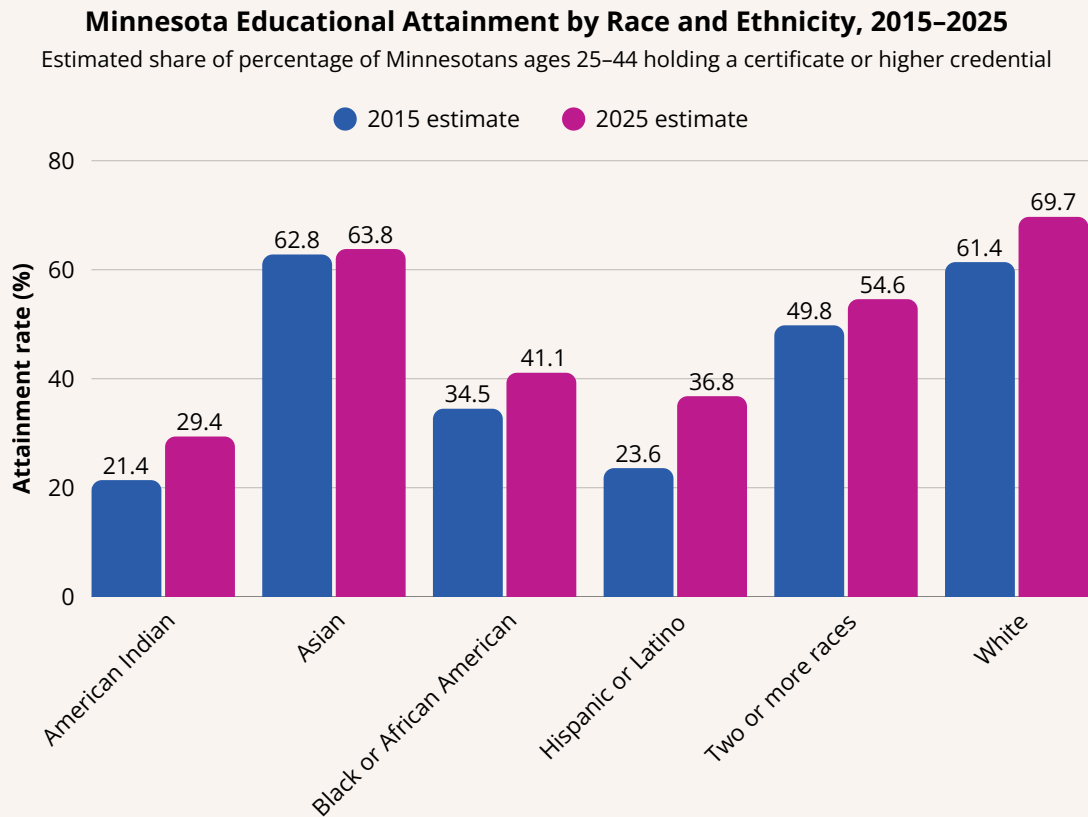
Those benchmarks showed where racial and ethnic groups stood in relation to the statewide target, but they were not separately dated interim goals. The law did not define how much racial disparities should narrow, require an implementation strategy, or establish a process for determining what action persistent disparities should prompt.

The original framework therefore acknowledged racial disparities without fully defining equitable progress or connecting its findings to implementation, investment, institutional change, and public accountability.

A stronger goal must establish how equity will be assessed and how evidence will inform action when communities continue to experience different levels of access, affordability, persistence, completion, and post-completion opportunity.

Minnesota's Attainment Record, 2015-2025

The Minnesota Office of Higher Education reported that the share of Minnesotans ages 25 to 44 holding a certificate or higher credential increased from **57.5% in 2015 to 63.5% in its 2025 estimate**.



Source: Minnesota Office of Higher Education, 2025 Educational Attainment Estimates.

Attainment increased across every reported racial and ethnic group, but the gains were uneven. Hispanic or Latino Minnesotans experienced the largest increase, with attainment rising **13.2** percentage points, from **23.6%** to **36.8%**. Their gap with White Minnesotans narrowed from **37.8** to **32.9** percentage points, while gaps for most other groups changed little or widened.

The Minnesota P-20 Education Partnership concluded that racial and ethnic disparities remained “largely unchanged.” [3] That conclusion captures the overall persistence of substantial disparities, but it should not obscure the meaningful progress made by Hispanic or Latino Minnesotans or imply that every community followed the same trajectory.

Statewide attainment and racial equity are distinct but connected measures of progress. Minnesota must track both whether attainment is increasing overall and whether racial disparities are narrowing, structural barriers are being removed, and communities are gaining more equitable access to completion and its benefits.

Uneven Progress Shows Why More Detailed Evidence Matters

The substantial increase in Hispanic or Latino attainment shows both the value and limits of Minnesota's current data. The statewide estimate documents meaningful progress, but it cannot show which Latino communities experienced the gains, which pathways contributed to them, or what policies, supports, and conditions helped produce them.

The attainment increase occurred amid substantial demographic change. Minnesota's Hispanic or Latino population grew **38.1%** from 2010 to 2020, rising from approximately 250,000 to 345,640 residents and accounting for nearly one-quarter of the state's population growth during the decade. More recent Census data estimate that Hispanic or Latino residents represented **7.2%** of Minnesota's population in 2020–2024.[6]

Minnesota's Latino population also has a younger age profile than the state overall. In 2021, nearly **30%** were under age 15. Most Latino Minnesotans were U.S.-born, however, and Minnesota's Latin America-born population grew only **8.5%** between 2010 and 2021. These demographic changes provide important context but do not explain what produced the attainment increase.[6]

OHE's more detailed estimates reveal substantial variation within broad categories. Among Minnesotans ages 25–44, estimated associate-degree-or-higher attainment ranged from **18.5%** among Salvadoran Minnesotans to **48.2%** among Puerto Rican Minnesotans, and from **21.3%** among Somali Minnesotans to **44.8%** among Liberian Minnesotans.[2]

Because these estimates exclude certificates and carry wide margins of error for smaller populations, they should be understood as evidence of meaningful variation rather than precise community rankings.

Disaggregated evidence is essential not only for measuring disparities, but also for understanding what distinct students and communities need to access, persist in, complete, and benefit from education after high school. Broad categories can obscure differences in language, migration and refugee experiences, prior schooling, family responsibilities, economic conditions, displacement, trauma, and relationships with public institutions.

Minnesota should pair quantitative data with qualitative research, student experiences, Tribal and community knowledge, and institutional analysis. Together, these forms of evidence can identify who is experiencing progress, where barriers remain, and which policies, investments, supports, and learning conditions contribute to better outcomes.

What Current Attainment Data Reveal—and Miss

Attainment measures outcomes. Equity requires measuring and shifting the barriers, supports, and institutional conditions that shape them.

The statewide attainment measure provides only a partial picture of success. It shows how many Minnesotans hold credentials, but not whether students had the resources, supports, institutional conditions, and educational opportunities needed to access, persist in, complete, and benefit from those pathways.

They do not fully show:

- Who receives sufficient financial aid and culturally responsive advising;
- Who enters credit-bearing coursework;
- Who accumulates credits and transfers successfully;
- Who stops out, returns, or leaves education permanently;
- Who completes with debt and how much debt they carry;
- Whether credentials are affordable, transferable, recognized, and aligned with students' goals;
- Whether credentials lead to further education, employment, economic security, civic participation, or other forms of opportunity; or
- Whether students experience belonging, safety, agency, and meaningful institutional support.

Answering these questions requires evidence connecting race and ethnicity with age, nativity, community of origin, credential type, enrollment history, institutional pathway, affordability, debt, and post-completion outcomes.

The **63.5%** figure is a 2025 estimate based on pooled **2019–2023 American Community** Survey data, not a direct 2025 count. Because the survey does not separately identify people whose highest credential is a certificate, OHE modeled certificate attainment using administrative records and cohort analysis.[2]

The Legislature also added industry-recognized credentials, including licenses and certifications, to the statutory goal. OHE reported that additional data collection was needed before those credentials could be incorporated into the statewide estimate, and they were not included in the 2025 update.[2]

These limitations do not diminish the value of the existing data. They identify the additional evidence Minnesota needs to understand why outcomes change, direct resources, evaluate institutional conditions, and determine which policies, investments, and supports are removing barriers, expanding access, strengthening belonging, and advancing racial equity across the state's higher education pathways and institutions.

Minnesota Can Build Equity Into Its Next Attainment Goal

In 2026, the Minnesota Legislature considered a proposal to replace the original target with a broader educational attainment framework.

The proposal would have:

- Increased the target from **70% to 75%**;
- Extended the deadline from **2025 to 2040**;
- Expanded the covered population from ages 25–44 to ages 24–55;
- Renamed the Higher Education Attainment Goal as the Educational Attainment Goal;
- Added early-childhood and K–12 subgoals;
- Added reporting by gender and economic-development region;
- Raised the reporting benchmarks from 30% and 50% to **50%** and **75%**;
- Required interim reports in 2031 and 2036; and
- Established consultation, planning, monitoring, cross-agency coordination, and public reporting.[5]

The proposal reflected the Minnesota P–20 Education Partnership’s recommendation that attainment be understood as the result of a learner’s full educational journey, supported by stronger coordination across systems.[3]

Completion after high school is shaped long before enrollment by early-learning access, K–12 opportunity, academic preparation, school climate, advising, affordability, transfer pathways, basic-needs security, and culturally sustaining and responsive supports.

The proposal did not become law, leaving Minnesota without a successor target or new statutory framework.[1][5]

It nevertheless offers a foundation for aligning early childhood, K–12, postsecondary education, and workforce policy around a shared statewide purpose Minnesota must pursue with equity at the center.

A broader framework becomes an equity framework only when racial equity shapes its purpose, measures, evidence, investments, implementation, pathways, and public accountability.

MnEEP's Proposed Statewide Equity Standard

Minnesota's next framework should make racial equity a measurable condition of statewide success. It should establish a clear standard for determining whether racial disparities in access, persistence, transfer, completion, affordability, debt, credential value, and post-completion outcomes are narrowing.

It should also strengthen disaggregated evidence so Minnesota can identify who earns different credentials, which communities benefit, where disparities emerge, and where further investigation, investment, or institutional change is needed.

Minnesota's educational attainment goal should be considered successful only if statewide attainment increases and racial disparities in access, persistence, completion, affordability, debt, credential value, and post-completion outcomes narrow over time.

A higher statewide attainment rate demonstrates overall progress.

Narrowing racial disparities demonstrates whether barriers are being removed and whether access, completion, and the benefits of education are becoming more equitable.

The **Six Commitments below—including adoption of a statewide equity standard—establish what Minnesota must build, fund, and do to achieve and assess equitable progress.**

Six Commitments for an Equity-Centered Attainment Framework

1. Make Racial Equity an Explicit Purpose and Condition of Success

Minnesota's next attainment law should explicitly recognize that increasing statewide attainment and narrowing racial disparities are interconnected public responsibilities.

Racial equity should shape:

- How the goal and the outcomes are defined
- Which data are collected, disaggregated, and publicly reported
- How progress and disparities are interpreted
- How implementation priorities, strategies, and investments are developed
- How institutions and systems examine their policies, practices, and results
- How Minnesota measures educational opportunity across communities

Making racial equity explicit establishes the framework's public purpose and the terms by which success is defined. It ensures that higher attainment is not treated as sufficient evidence of systems change without also examining whether the institutions, policies, and conditions shaping educational opportunity have become more equitable.

2. Adopt a Statewide Equity Standard

Minnesota needs a clear, public standard for defining equitable progress and holding the state and institutions accountable for achieving it.

MnEEP's proposed standard requires both statewide growth and narrowing racial disparities. It creates a consistent basis for determining whether barriers are being removed and whether access, completion, credential value, and the benefits of education are becoming more equitable.

It does not prescribe a single strategy for every institution or community. Instead, it allows Minnesota to assess whether policies, practices, investments, and institutional changes are contributing to equitable progress.

3. Build Disaggregated Evidence That Guides Action

Minnesota should strengthen its ability to identify who accesses and completes different pathways, where disparities emerge, which communities benefit, and where further investigation, investment, or institutional change is needed.

The evidence framework should examine how race and ethnicity intersect with factors including:

- Geography and region
- Income and wealth
- Gender
- Age
- Disability
- First-generation status
- Parenting and caregiving responsibilities
- Adult and returning-learner status
- Institutional and program type
- Full-time, part-time, and transfer status

Minnesota should be able to answer:

- Who can access different programs and pathways?
- Who enrolls and receives sufficient financial aid?
- Who enters credit-bearing coursework and completes gateway courses?
- Who accumulates credits, transfers, persists, stops out, returns, and completes?
- Who carries debt, and how much?
- Whose credentials support further education, economic security, civic participation, and self-determined goals?
- Where are disparities narrowing, persisting, or widening?
- Which policies, practices, supports, and investments improve outcomes?

Disaggregated statistics should be paired with qualitative research, student experiences, Tribal and community knowledge, and institutional analysis.

Together, these forms of evidence can show how policies, practices, resource decisions, and institutional conditions shape outcomes, and prevent leaders from treating a numerical disparity as proof of either its cause or its solution.

4. Create Transparency & Public Accountability for System & Institutional Equity Outcomes

Minnesota needs a public accountability framework that makes clear how institutions and systems are responding to persistent racial disparities, whether those responses are working, and where they may need to be strengthened.

Public reporting should make visible:

- Whether racial disparities are narrowing, remaining unchanged, or widening
- What agencies and institutions are doing to address inequitable outcomes, including their policies, practices, investments, and timelines
- How evidence and community knowledge inform priorities and decisions
- Which agencies and institutions hold responsibility for action
- Whether implementation is improving student access, experiences, belonging, and outcomes
- How agencies and institutions revise strategies when results and community experience show that existing approaches are insufficient

Students and communities most affected by systemic barriers—including Black, Indigenous, Latino, Asian and Pacific Islander, immigrant and refugee, and multiracial communities—should shape how disparities are understood, priorities are set, strategies are designed, and progress is evaluated.

Minnesota must also engage each Minnesota Tribal Nation through timely and meaningful government-to-government consultation, recognizing Tribal sovereignty and the unique legal relationship between Tribal governments and the state. Broader public engagement cannot substitute for this consultation.

Responsibility for attainment outcomes is shared across agencies, systems, and institutions. The framework should clarify their respective roles, support coordination, and identify where changes in law, public investment, or institutional policies and practices may be needed.

5. Fund Implementation Capacity & Infrastructure

A statewide goal requires the public capacity to carry it out.

Minnesota should invest in:

- Data development and integration
- Research and analysis
- Cross-system coordination
- Student, Tribal, and community participation
- Accessible public reporting
- Implementation planning and support
- Institutional capacity for policy and practice change
- Ongoing evaluation and learning

Goals without implementation capacity remain aspirations. A more ambitious statewide target will require sustained investment in the staffing, training, infrastructure, funding, and partnerships that agencies, institutions, and communities need to identify barriers, carry out effective strategies, and assess whether they are working.

Funding should reflect identified needs and strengthen the institutions, systems, and community partnerships needed to improve outcomes. Minnesota should examine whether existing funding structures direct sufficient resources to the students, programs, institutions, and regions facing the greatest barriers.

Implementation funding should also support learning and adaptation by allowing Minnesota to test strategies, evaluate results, share effective practices, and change course when approaches do not advance equitable outcomes.

Goals without implementation capacity remain aspirations. A more ambitious statewide target will require sustained investment in the staffing, training, infrastructure, funding, and partnerships that agencies, institutions, and communities need to identify barriers, carry out effective strategies, and assess whether they are working.

6. Ensure Attainment Expands Real Educational Opportunity

Minnesota's attainment goal should recognize the full range of educational pathways and purposes that contribute to a thriving state while ensuring that attainment expands students' choices and opportunities over time.

An equity-centered attainment framework should reflect the many ways education contributes to individual and public life. Technical programs, apprenticeships, licenses, certificates, undergraduate and graduate degrees, and advanced professional and academic study prepare Minnesotans for employment, further learning, civic participation, public leadership, research, creativity, caregiving, cultural vitality, and other forms of knowledge and service essential to the state's social and economic well-being.

Credential value should be assessed broadly, considering affordability, quality, transferability, debt burden, opportunities for further learning, employment and earnings, job quality, and whether a credential expands student agency, long-term mobility, and meaningful educational, economic, and social opportunities.

Strong educational and career pathways should:

- Reflect student and community aspirations
- Preserve college-going, transfer, and continued-learning options
- Protect students from high-cost credentials with limited value
- Connect career preparation with long-term mobility, civic purpose, identity, and student choice
- Allow students to adapt as their goals, interests, and circumstances change

Real opportunity also depends on whether students have the conditions needed to access, persist in, complete, and benefit from education after high school, including:

- Adequate financial aid
- Clear and supportive advising
- Food and housing security
- Transportation
- Childcare, mental-health, and disability services
- Culturally sustaining learning environments
- Institutional climates that foster safety, belonging, agency, and respect

These conditions are part of the public infrastructure required for students to complete valuable credentials, benefit from them, and continue building toward their educational, economic, and personal goals.

National Context: From Attainment to Credential Value

Minnesota's next goal will take shape amid a broader national shift from counting credentials alone toward examining their value, the pathways leading to them, and who benefits.

Lumina Foundation's Goal 2040 calls for 75% of adults in the U.S. labor force to hold college degrees or other credentials of value leading to economic prosperity by 2040. Lumina initially defines economic value as earnings at least 15% higher than the national average for adults whose highest credential is a high school diploma, while acknowledging that broader measures of value should be developed over time. Its framework also emphasizes access, affordability, student supports, and redesigning systems to meet the needs of today's students. [7]

The Joyce Foundation similarly connects educational attainment with racial equity and economic mobility. Its Education and Economic Mobility program seeks to close racial and income disparities in college and career success through equitable access to high-quality education. Its priorities include aligning K-12, higher education, and workforce systems; expanding access to affordable credentials with economic value; strengthening student supports; and narrowing disparities in post-completion financial outcomes. [8]

States are also reconsidering their attainment goals. In 2026, **Illinois** established a **State Attainment Working Group** to recommend a statewide 2040 goal for postsecondary degrees and credentials of value. The group must consider labor-market alignment, economic return, economic mobility, regional needs, and the feasibility of institutional and disaggregated goals. Its charge also directs the state to seek to eliminate educational and economic disparities and engage students, postsecondary institutions, labor, employers, community organizations, and other partners in developing the goal.

Together, these developments reflect growing national attention to credential value, affordability, economic mobility, equitable pathways, cross-system coordination, and public accountability.

Minnesota can build on this movement while defining a broader equity-centered purpose. Economic security and job quality are essential measures of value, but Minnesota should also examine debt, transferability, further learning, student agency, civic participation, institutional belonging, and whether educational pathways expand meaningful choices across racial and cultural communities.

Minnesota Must Act Now

Minnesota established an attainment goal because education after high school strengthens individual opportunity, economic security, workforce capacity, civic life, and the state's shared prosperity. Those goals cannot be achieved while racial barriers continue to shape who can access, complete, and benefit from education.

Minnesota now has an opportunity to replace a target whose deadline has passed with a stronger framework that makes racial equity a foundation of statewide progress. The Legislature should establish a new goal, adopt an explicit equity standard, require disaggregated and publicly accountable evidence, and fund the capacity needed to translate that evidence into action.

A statewide attainment goal cannot build shared prosperity if racial inequity continues to determine who can access, complete, and benefit from education.

Minnesota now has an opportunity to replace a target whose deadline has passed with a stronger framework that makes racial equity a foundation of statewide progress.

The Legislature should:

- Establish a new statewide attainment goal and timeline.
- Make racial equity an explicit purpose and measurable condition of success.
- Require disaggregated evidence, public accountability, and meaningful Tribal, student, and community participation.
- Fund the capacity, institutional change, and student supports needed to turn evidence into equitable outcomes.

A meaningful goal must measure not only whether more Minnesotans earn credentials, but whether racial disparities are narrowing, institutions are removing barriers, and educational pathways are expanding opportunity, economic security, civic power, and self-determined futures across communities.

Source Notes

- [1] **Minnesota Statutes, sections 135A.011 and 135A.012**, Minnesota Revisor of Statutes. Section 135A.012 contains Minnesota's Higher Education Attainment Goal, racial and ethnic reporting requirements, and the original 2025 target.
- [2] **Minnesota Office of Higher Education**, *Educating for the Future: Minnesota's 2025 Educational Attainment Estimates*, 2025. The estimates rely primarily on pooled 2019–2023 American Community Survey data and modeled administrative estimates of certificate attainment. Industry-recognized licenses and certifications were not included in the 2025 estimate.
- [3] **Minnesota P–20 Education Partnership**, 2025 Annual Report, published in 2026.
- [4] **Minnesota Compass, All Children and Young Children, Wilder Research**, accessed July 30, 2026. The pages report that people of Color constitute approximately 24% of Minnesota's population, 36% of Minnesotans ages 0–17, and 38% of children under age five. The pages do not display the year of the underlying data.
- [5] **Minnesota Legislature, S.F. 3943**, first engrossment and subsequent versions considered during the 2026 legislative session. The proposed amendments to Minnesota Statutes, section 135A.012, were not enacted.
- [6] **Minnesota Department of Employment and Economic Development**, "Hispanic and Latino Minnesotans: An Analysis of Employment, Educational and Other Economic Trends and Disparities," March 2023; U.S. Census Bureau, QuickFacts, Minnesota. Population-growth figures use the 2010 and 2020 decennial censuses; age and nativity findings rely on 2021 American Community Survey data; the more recent statewide population share uses 2020–2024 Census estimates.
- [7] **Lumina Foundation**, *Goal 2040: A Stronger Nation and a Brighter Future and A Stronger Nation: Credentials of Value*, accessed August 2026. Lumina's goal calls for 75% of adults in the U.S. labor force to hold degrees or other credentials of value by 2040. Its initial economic-value measure uses earnings at least 15% above the national average for adults whose highest credential is a high school diploma.
- [8] **The Joyce Foundation**, *Education & Economic Mobility and Education & Economic Mobility Guidelines*, accessed August 2026. Joyce's framework focuses on closing racial and income disparities through aligned educational systems, affordable credentials with economic value, student supports, and evidence-informed policy and systems change.
- [9] **State of Illinois, Executive Order 2026-03**, March 13, 2026. The order established a State Attainment Working Group to recommend a 2040 postsecondary attainment goal focused on degrees and credentials of value, economic mobility, regional workforce needs, and eliminating educational and economic disparities.