



About CaliforniaAttain!

CaliforniaAttain! is a coordinated effort among postsecondary institutions and nonprofit organizations focused on increasing educational attainment for under-credentialed adults. Through implementation of research-based reforms and evaluation, as well as collective action and advocacy, CaliforniaAttain! seeks to advance systems change that will propel adults with some college, but no credential, to completion.

This collective work is guided by [California Competes: Higher Education for a Strong Economy](#), [Sacramento State](#), [The Shasta-Tehama-Trinity Joint Community District](#), and [ProjectAttain!](#).

The Vision

We envision adults with some college improving their life outcomes through a postsecondary system that:

- Provides clear, flexible, and easily-accessible credentials
- Aligns to local, regional, and economic opportunities
- Propels generations of California's diverse communities forward

The Challenge

California needs millions more residents with college degrees or credentials by 2025 to meet workforce demands and maintain its economic competitiveness.

There are 4 million working-age adults (25–64) with some college but no credential in the state, and they are closer to college completion than incoming freshmen.

The state's higher education system is not structured to effectively meet the needs of this population, and this space is understudied, leaving limited evidence-based solutions to improve their attainment success.

The Approach

CaliforniaAttain! works to:



Illuminate re-engaging under-credentialed adults as a solution to closing California's equity gaps and meeting working workforce needs.



Convene and facilitate engagement, learning, and innovation to achieve shared goals.



Evaluate and conduct research to identify barriers and promising practices that support postsecondary completion for this student population.



Curate resources and research to serve as a clearinghouse for policymakers and practitioners interested in supporting under-credentialed adults.



Advocate for policy and practice changes to scale up evidence-based solutions that drive adult access and completion.

The Next Steps

Partner with CaliforniaAttain! by:

- Investing in our mission to help transform systems for adult learner success.
- Sharing your perspective, expertise, and initiatives for amplification.
- Raising your voice to collectively advance change.
- Serving as a co-researcher to build the evidence base.

To learn more, visit

californiacompetes.org/blog/CaliforniaAttain

Our Framework for Advancing System Change

Goal

To increase equitable college access and success for adults with some college but no credential by identifying evidence-based practices and advancing state policy changes that empowers them to finish their postsecondary programs.



Vision

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propels generations of California's diverse communities forward

IF...

Promising equity-centered practices, recruitment strategies, and re-enrollment pathways are identified

Barriers and needed systemic changes are better understood

A comprehensive statewide strategy to better address needs and inequities is established with clearly articulated definitions, approaches, outcomes, and benefits

A proactive plan that breaks down silos is created, ensuring efforts across postsecondary, economic development, and workforce development sectors coordinate and align to local, regional, and statewide priorities

THEN...

Partners can advocate for effective, equity-focused policy and practice changes at the institutional, system, state, and national level

Institutions can adopt adult-tailored programs, policies, and supports that are structured for inclusive reengagement

The fostering and growth of partnerships made up of committed and diverse cross-sector stakeholders can occur

Sustainable funding to support capacity building for systems change can be obtained

SO THAT...

An increased proportion of adults have equitable access, reengage, and complete their postsecondary programs, reducing racial and socioeconomic achievement gaps

There is awareness, understanding, and inclusion of adult learners in policy and practice decisions at the institutional, system, state, and national level

More institutions evolve to be inclusive of adult learner needs and priorities

Disparities between adult and traditional-age learners are addressed, with a focus on students from underserved backgrounds

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