



Educate **4**
Opportunity

Educate for Opportunity Cross-State Meeting
September 18-20, 2019
St. Louis, MO

[#Educate4Opportunity](https://twitter.com/Educate4Opportunity)

Welcome from NGA and Strada

Martin Simon

Division Director, Economic Opportunity

National Governors Association

Carol D'Amico

Exec. VP, National Engagement & Philanthropy

Strada Education Network





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Framing the Project

Translating the data into policy
change

Translating Data to Policy Change

Dave Clayton

Senior Vice President, Consumer Insights

Strada Education Network





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State Team Time: Data Download

Translating the data into policy
change



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The Equity Framework

Identifying, engaging, and supporting
historically underserved populations to
ensure student success

Panel Discussion

(Moderator) Claudia Bonilla, *Program Assistant, Economic Opportunity*
National Governors Association

India Heckstall, *Program Associate, Policy & Communications*
Higher Learning Advocates

Todd Estes, *Director, Career Education Programs & Workforce Partnerships*
American Council on Education

Meredith Fergus, *Manager, Research & SLEDS*
Minnesota Office of Higher Education

Mary Rothchild, *Senior System Director, Workforce Development*
Minnesota State Colleges & Universities





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State Team Time: Action Planning

Mapping out existing state assets that
connect to your project plan



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Reception

**Join us for a reception at the
Anheuser-Busch Biergarten!**

Meet in the lobby by **5:30pm** for transportation



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Non-Degree Credentials for Adults

Engaging employers during program design and meeting workforce needs

Panel Discussion

(Moderator) Rachel Hirsch, *Senior Policy Analyst*, *Economic Opportunity*
National Governors Association

Waymond Jackson, *Senior VP of Public Policy*
Birmingham Business Alliance

Hart Nelson, *Associate Vice Chancellor*, *Workforce Solutions Group*
St. Louis Community College





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Connecting Industry Certifications and Degrees

How institutions and credentialing
bodies can collaborate

Panel Discussion

(Moderator) Mike Bartlett, *Senior Policy Analyst*
National Governors Association

Karen Elzey, *Associate Executive Director*
Workcred

Andréa Rodriguez, *Assistant Director, Office of Urban Initiatives*
Association of Public & Land-Grant Universities

Julie Uranis, *Vice President, Online & Strategic Initiatives*
Association for Professional, Continuing, and Online Education





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State Team Time: Employer Partnerships

Collaborating with employers to
meet workforce needs



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Human Services as a Postsecondary Partnership

Designing programs that meet
educational and basic human needs

Panel Discussion

(Moderator) Michael Bonino-Britsch, *Policy Analyst, Economic Opportunity*
National Governors Association

Dr. Maria Markham, *Director*
Arkansas Department of Higher Education

Dr. Kim Hunter-Reed, *Commissioner of Higher Education*
Louisiana Board of Regents





A Temporary Assistance for Needy Families Grant Program





- Funded by TANF, the Department of Workforce Services (ADWS) entrusts the Department of Higher Education (ADHE) to administer CPI.
- Twenty-two community colleges and three technical centers provide case management, training, and education to over 3,000 students annually; over 30,000 low-income participants since inception in 2005.
- Focused on job readiness, basic academic skills preparation, remediation, and post-secondary credentials leading to high-demand and higher-wage jobs.



project designed to improve the earnings and post-secondary education attainment of Arkansas's low-income (TANF-eligible) adults with a focus on *Transitional Employment Assistance* (TEA) recipients, who are viewed at the "hardest to serve."

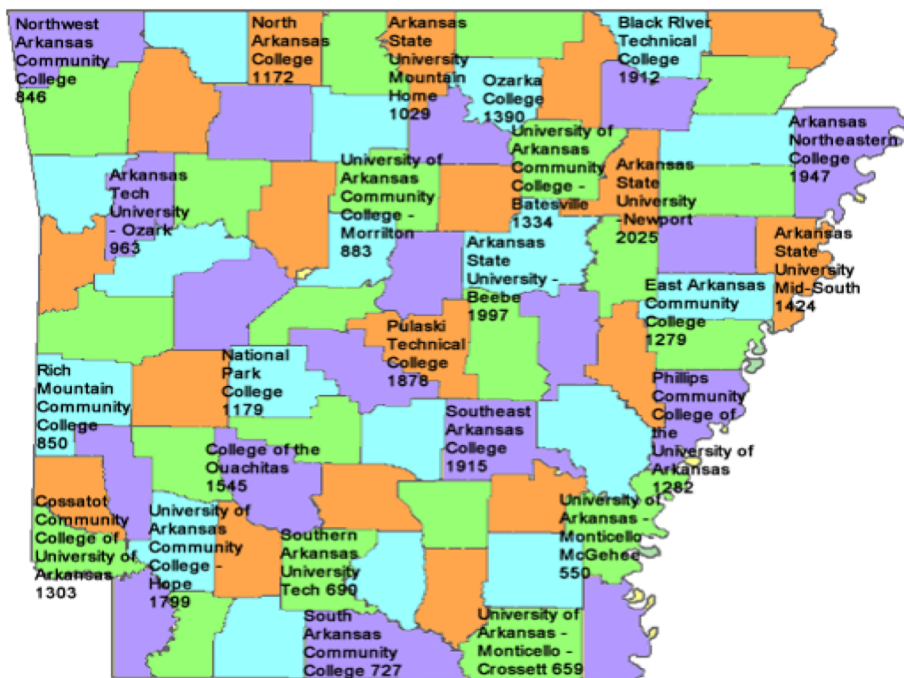
- Two-year colleges provide intensive services for TANF-eligible adults in pathway programs; tuition and training cost, childcare, and transportation assistance.
- Develops viable connections among two-year colleges, students, community-based organizations, faith-based organizations, state agencies, and business and industry.
- Address the "education gap" in order to close the "economic gap."



Participants

- Average age of 31; predominantly female; single; all parents; 65% White, 30% African-American, and 5% Hispanic, Asian, or Native American.
- Eligibility: receiving TANF public assistance or be at least 250% or below the federal poverty level.
- Most participants face significant barriers such as transportation, childcare, lack of basic skills requiring remediation, and the vast majority are *first-generation students* who lack adequate role models to guide them in how to be successful in higher education.

Program Map





study, supported by the William and Jeanette Foundation, Ford and Annie Casey Foundations, evaluated how CPI impacts the cycle of poverty and provides return on investment to taxpayers, low-income participants, and their families.

Findings:

The secret to CPI's success has been in high satisfaction of CPI participants because of critical financial aid needs being met, holistic case management approach, support and ongoing advisement, and CPI staff competence.



The study compared, income, education, and employment outcomes of CPI participants to their non-participating peers.

Some consistent findings:

- Critical financial aid was important in overcoming obstacles for low-income and at-risk students; assistance for tuition and fees, books and supplies, childcare, and transportation.
- The holistic approach to case management encouraged CPI participant persistence regardless of the challenges they faced.
- Over 90% of CPI participants were very likely to recommend the program to friends and families because of the supports, both economically, and non-economically that encourages students to persist regardless of the challenges.



..... Individual low-income students, it provided a significant (ROI).

“Over a five year period...returned a 179% increase in tax revenues from employment outcomes and decreased state spending on public assistance to CPI participants.”

Additionally, over a five-year period (2005-2009), the estimated public assistance savings was \$4,110, 472. The study also reflected that, since the inception of the CPI program (2005-2016), there was a net savings to tax payer of approximately \$90,079,300.



Lessons Learned

- CPI increases participant completion significantly more than their nonparticipating peers. The research indicates that this is due to the supportive services received; specifically case management.
- Financial incentives/supports motivate TANF recipients, specifically those who are TEA, are hardest to serve.
- The model works so well for TANF recipients, many colleges seek to expand some aspects of the program (case management) to non-eligible students.



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LOUISIANA PROSPERS

Driving Our Talent Imperative

MISSION

The Louisiana Board of Regents serves as the state's leading force for talent development through quality, affordable postsecondary education for all.



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GAP

45,000

40,000 Annual
Credentials
Produced in
2018

Double the Numbers

GOAL:
85,000
Annual Credentials
Produced in 2030



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Today's Student

Traditional to Post-Secondary



First in Family



Working Parent in Need of Training



Incarcerated/
Formerly
Incarcerated



Foster Youth



Adults in
Rural Areas



Veterans

Talent Commitment

Double the number of college completions by 2030.



Educate

Dual Enrollment

Improved
Outcomes

Affordable Access



Innovate

New Systems of Learning -
Worked-Based Learning

Clear Pathways to Success

Research and Development



Collaborate

Integrated Relationships &
Alignment: PK-12, Higher Ed
and Workforce

Public - Private Partnerships

Louisiana Prospers

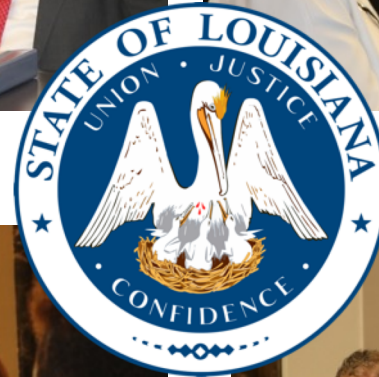


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Workforce and Education Sub-Cabinet



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OFFICE of the GOVERNOR

Workforce and Education Sub-Cabinet Charge

The Implementation Team Responsibilities:

- Executing recommendations from the sub-cabinet
- CLASP recommendations

Guiding Principles:

- Work in an open and transparent manner across departments/agencies ensuring that we include policy, legal, program, and frontline staff
- Eliminate duplication of effort as it relates to implementation
- Create frameworks to allow documentation of all successes and challenges
- Evaluate short-term and long-term impacts

Workforce and Education Sub-Cabinet Team



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LOUISIANA PROSPERS:

Driving Our Talent Imperative

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Networking Opportunity

- Institutional Innovation
- Financing
- Data and Equity
- Consumer Insights Data
- Industry Engagement
- Coalition Building





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Reception

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Missouri History Museum!**

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Adult Basic Education

How providers are aligning ABE
programs with workforce pathways

Armchair Chat

(Moderator) Dana Westgren, *Senior Policy Analyst, Economic Opportunity*
National Governors Association

Leicester Johnson, *CEO*
Academy of Hope Public Charter School





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Planning for Student Success

A human-centered design activity to
identify the problem at hand

Planning for Student Success

Jon Alfuth

Policy Analyst, Education

National Governors Association

Please go to your assigned tables





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Institutional Innovation

Practices undertaken by colleges and universities in their efforts to serve adult students

Panel Discussion

(Moderator) Jack Porter, *Policy Analyst, Economic Opportunity*
National Governors Association

Wilson Finch, *Senior Director, Higher Education Consulting*
Council for Adult and Experiential Learning

Dr. Richard Irwin, *Executive Dean of UofM Global, Academic Innovation, and the College of Professional & Liberal Studies*
University of Memphis

Dr. Anne Kamps, *Dean, Learning Solutions*
Northeast Wisconsin Technical College



Ten Principles for Effectively Serving Adults



Recent Trends for Adult Learners

Established HE Trends

Online Education and Accelerated Options

Performance Funding

Transfer guarantees and common course numbering

State attainment goals

Alternative Credentialing and Assessment

Prior Learning Assessment (PLA)

Industry-Credit Crosswalks

Competency-Based Education (CBE)

Badging and short-term credentials

Statewide Adult Completion Initiatives

Career guidance and education-workforce alignment platforms

Adult-specific financial aid

Institutional and Statewide Adult-Specific Diagnostics

Strategic Partnerships

Employers

Workforce Development Organizations

Community Organizations

Other Education Providers

Adaptivity

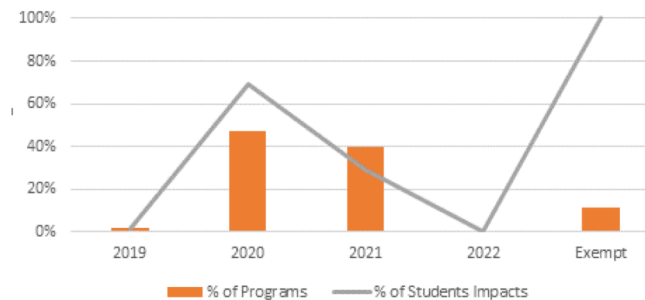
- Agility in the face of change
- Three case studies of institutional adaptivity
- <https://tinyurl.com/adeptcael>



8-Week Advantage

Designed with student success in mind


- Transition all NWTC programs to eight-week courses creating 5 access points to start a program





- Entire institutional change including instructional design, delivery, and support services


Pathways & Partnerships

Create Flexible Adult Learning Options

 Associates Degree

 Technical Diploma

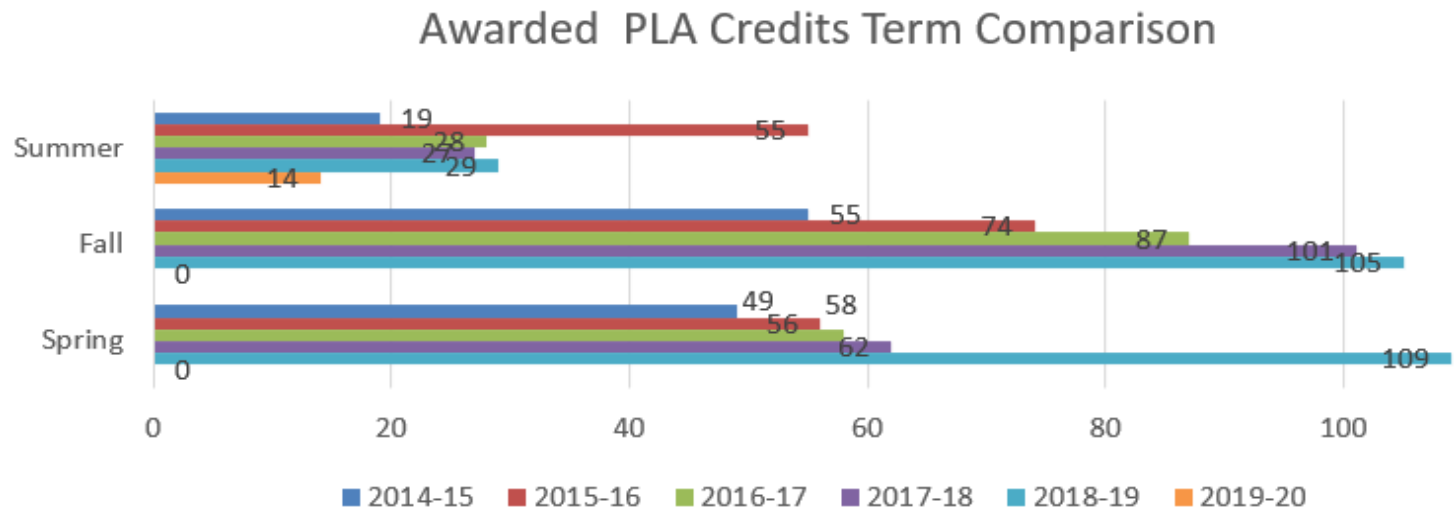
 Certificate

 Apprenticeship

- Design connected academic pathways
- Create part-time program completion schedules
- Leverage blended & online technology
- Build regional academic and workforce partnerships

Credit for Prior Learning

Advance Impact & Access



- Increase student awareness & support
- Align non-credit training and workforce licenses
- Incentivize faculty training & assessment

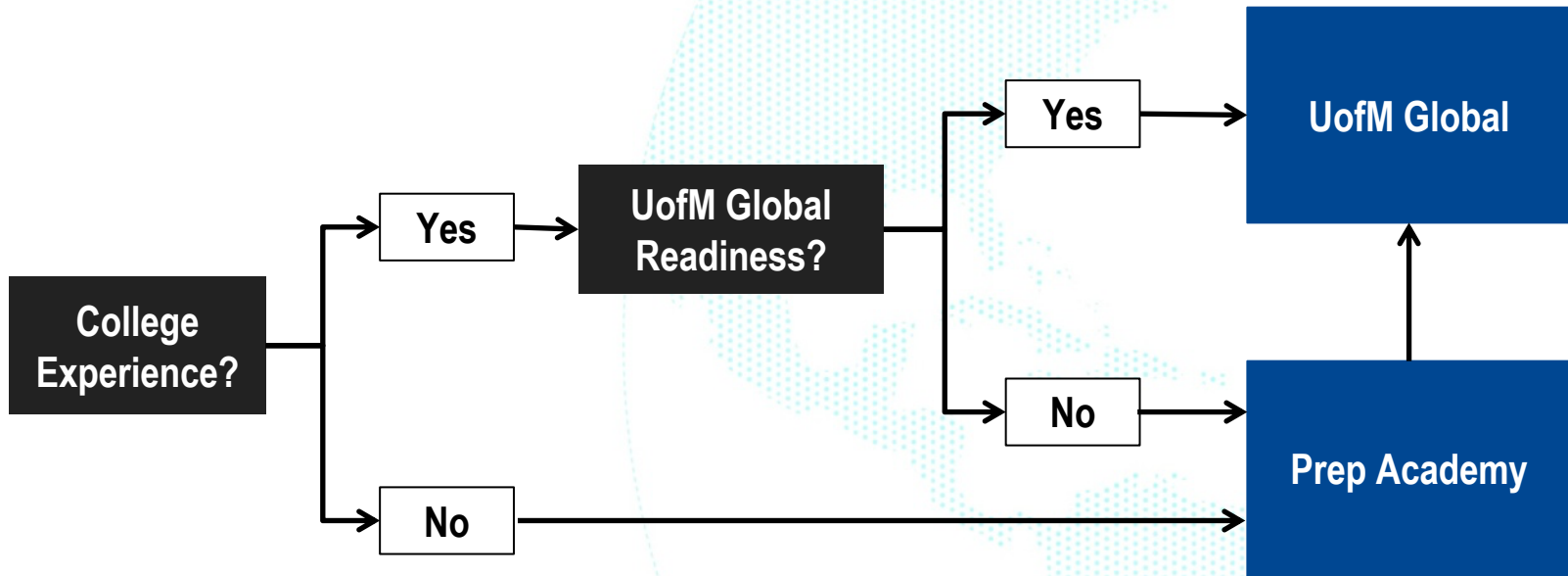
Reducing Barriers to Advancement

UofM Global makes it easier for corporate partners to develop talent development pathways:

- ✓ Personalized admission
 - Accommodating all educational histories
- ✓ Flexible and affordable education
 - Asynchronous accessibility
 - Varied formats, incl. competency-based
 - Low tuition, cost-reduction strategies
- ✓ Potentially no out-of-pocket tuition costs
- ✓ Recognizing existing college-level knowledge (e.g. internal training)
- ✓ Transfer credit accommodations
- ✓ 24/7 online tutoring
- ✓ Academic coaching and advising
- ✓ Exceptional student experience
- ✓ Memphis Tiger pride

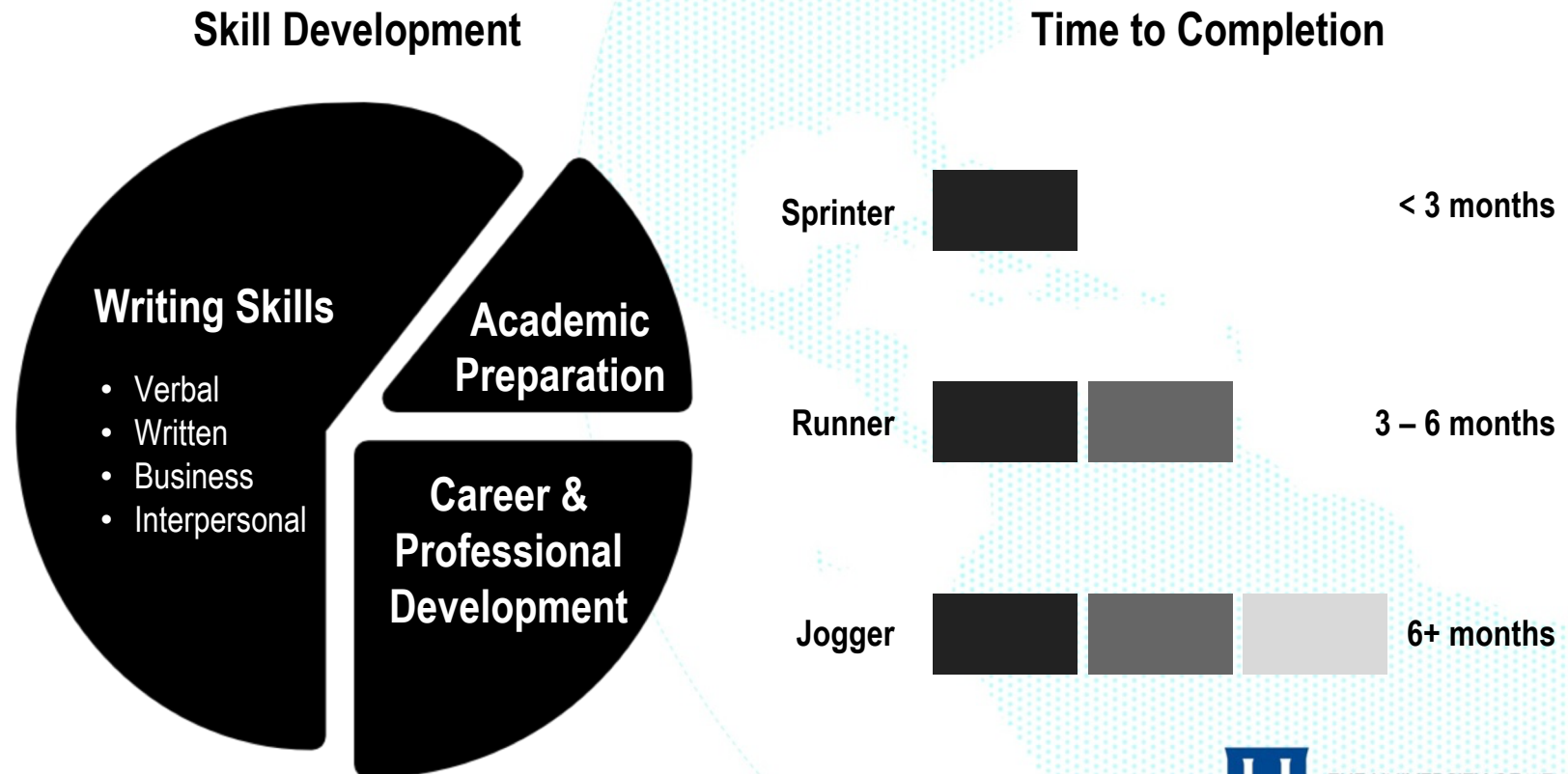


Personalized Degree Pathways



Prep Academy

12-credit no-risk, high-reward bridge program allows learners to progress at their own pace with robust advising and support



Finish Line



Finish Line Graduate, Chris with his daughter at graduation

615 graduates since Fall 2013 launch

Funding formula equivalent: 1,100

Student profile

- Age 36
- GPA 2.6
- Only 11 hours needed for graduation
- Cost of \$1,800

325 students in progress

- 75 graduating in 2019

State Team Time:





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