

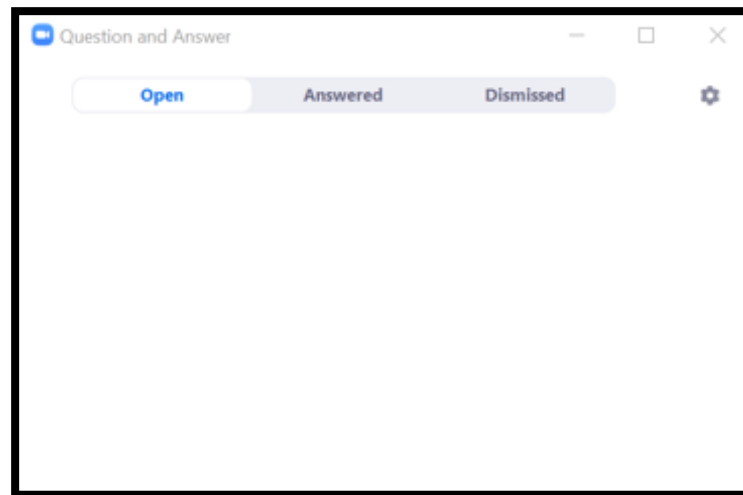
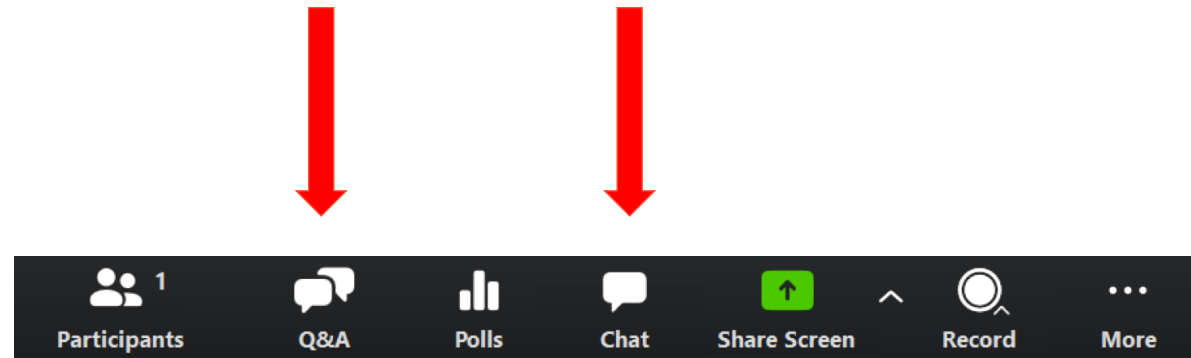


Educate **4**
Opportunity

Building an Adult-Friendly Postsecondary Policy Framework

6/17/2020

Webinar Logistics



Agenda

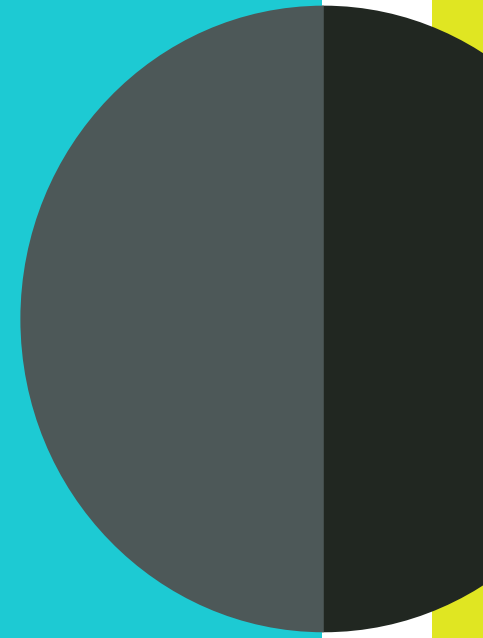
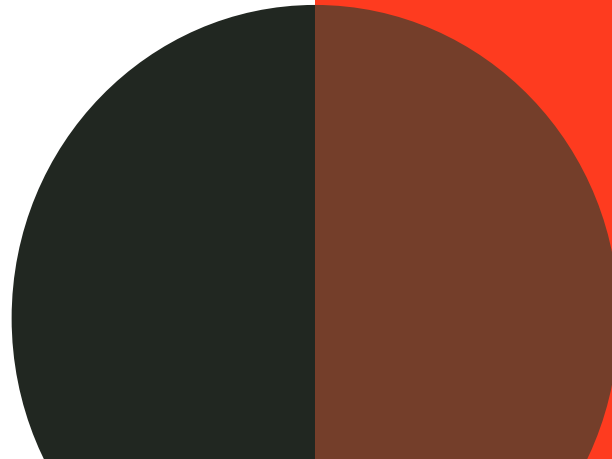
- **Introductions**
- **Adult Education Context Setting**
- **Exploring and Discussing JFF's Four Focus Areas**
- **Additional Discussion**



ABOUT **JFF**

Our rapidly changing economy demands skilled and adaptable workers. But too many people lack the education and training employers require.

JFF is transforming our nation's workforce and education systems to accelerate economic advancement for all.



OUR TEAM



DAVID ALTSTADT

Associate Director



SAM FINN

Senior Program Manager



ASHLEY BLISS LIMA

Senior Program Manager



JENNIFER FREEMAN

Director



SETTING THE CONTEXT

SETTING THE CONTEXT

URGENCY FOR ACTION: COVID-19

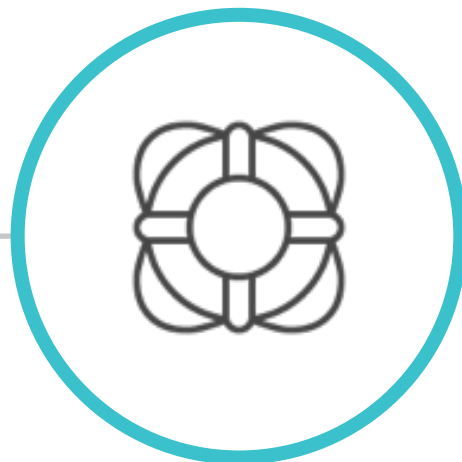
HISTORIC JOB LOSS

43M filed for UI
13.3% jobless rate
42% jobs could be
destroyed



NEED TO RETRAIN

1 in 3 expect to
switch careers
need more ed/training



VALUE FOR NONDEGREE

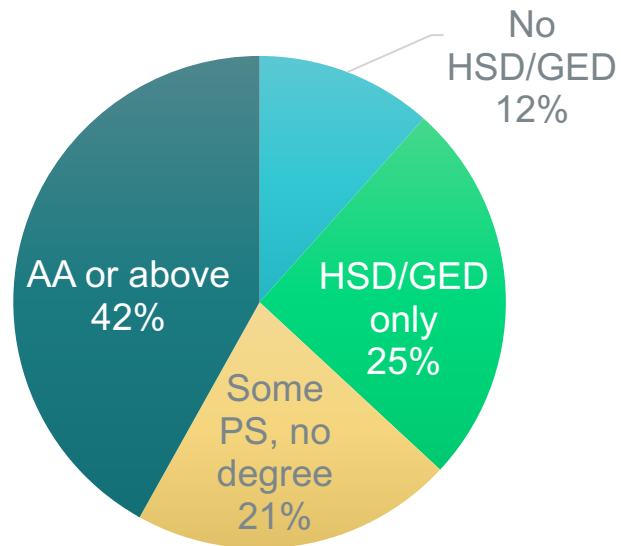
3 in 5 adults expect to
pursue nondegree
Half of workers with HSD &
industry cert in "good" job



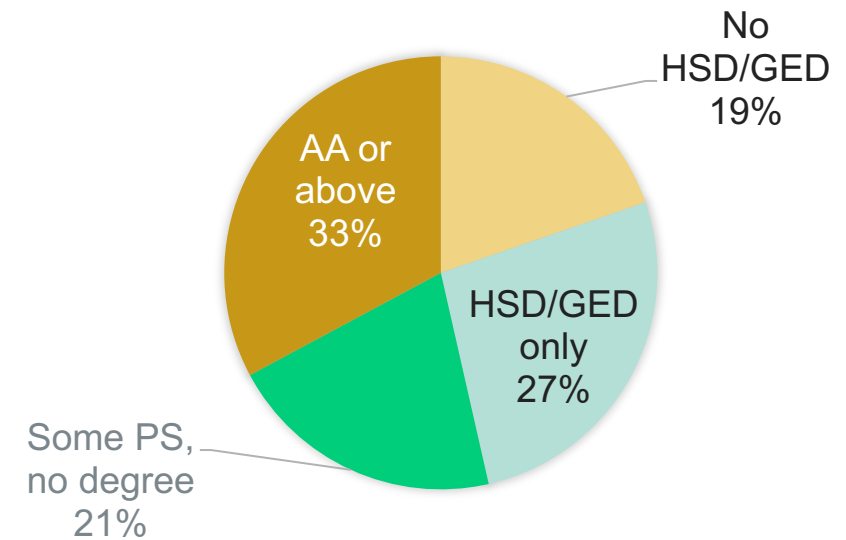
SETTING THE CONTEXT

ADULTS ARE NOT A MONOLITHIC GROUP

Education attainment, adults, 25-54



Education attainment minoritized adults, 25-54



SETTING THE CONTEXT

SERVING ADULTS ISN'T EASY

“One critical observation is to not think of adult learners as **low hanging fruit**”

ROB ANDERSON, SHEEO





SETTING THE CONTEXT

DISCUSSION QUESTION

As you are planning for fall, what do you see as biggest challenge in engaging adults?



SETTING THE CONTEXT

UNDERSTANDING ADULT LEARNERS

National research suggests that **adult learners** are:

- More likely than younger students to have industry credentials, military training, or other prior work experience for which they might seek credit
- Seeking practical implications of subject matter rather than theoretical underpinnings
- Hungry for visible signs that people like them are accepted and included in campus life
- Less likely to attend college full time than younger students

SETTING THE CONTEXT

PRIMARY MOTIVATIONS TO GO TO COLLEGE

- Initiate a career change
- Get ahead in a current job or career
- Learn and feel accomplished



SETTING THE CONTEXT

BARRIERS TO ACCESS AND SUCCESS

Time

- Working 1+ jobs
- Childcare and family responsibilities

Money

- Debt
- Concerns about ROI
- Childcare coverage and affordability

Self-Efficacy and Confidence

- Overwhelmed & uncertain about how to get started
- Worried about feeling out of place
- Concerned about academic stress based on past educational frustrations

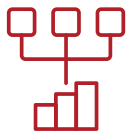
SETTING THE CONTEXT

EVIDENCE-BASED STRATEGIES THAT HELP ADULT LEARNERS





ROLE OF STATE POLICY



Smart Postsecondary Policies That Work

for Students and the Economy



Smart Postsecondary Policies That Work

for Students and the Economy

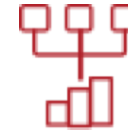
**Set a Goal to Serve Adults
Track & Reward Progress**



Smart Postsecondary Policies That Work

for Students and the Economy

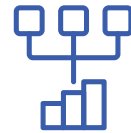
**Focus on Regional
Talent Development Needs**



Smart Postsecondary Policies That Work

for Students and the Economy

**Scale Adult-Friendly
Programs and Pathways**



Smart Postsecondary Policies That Work

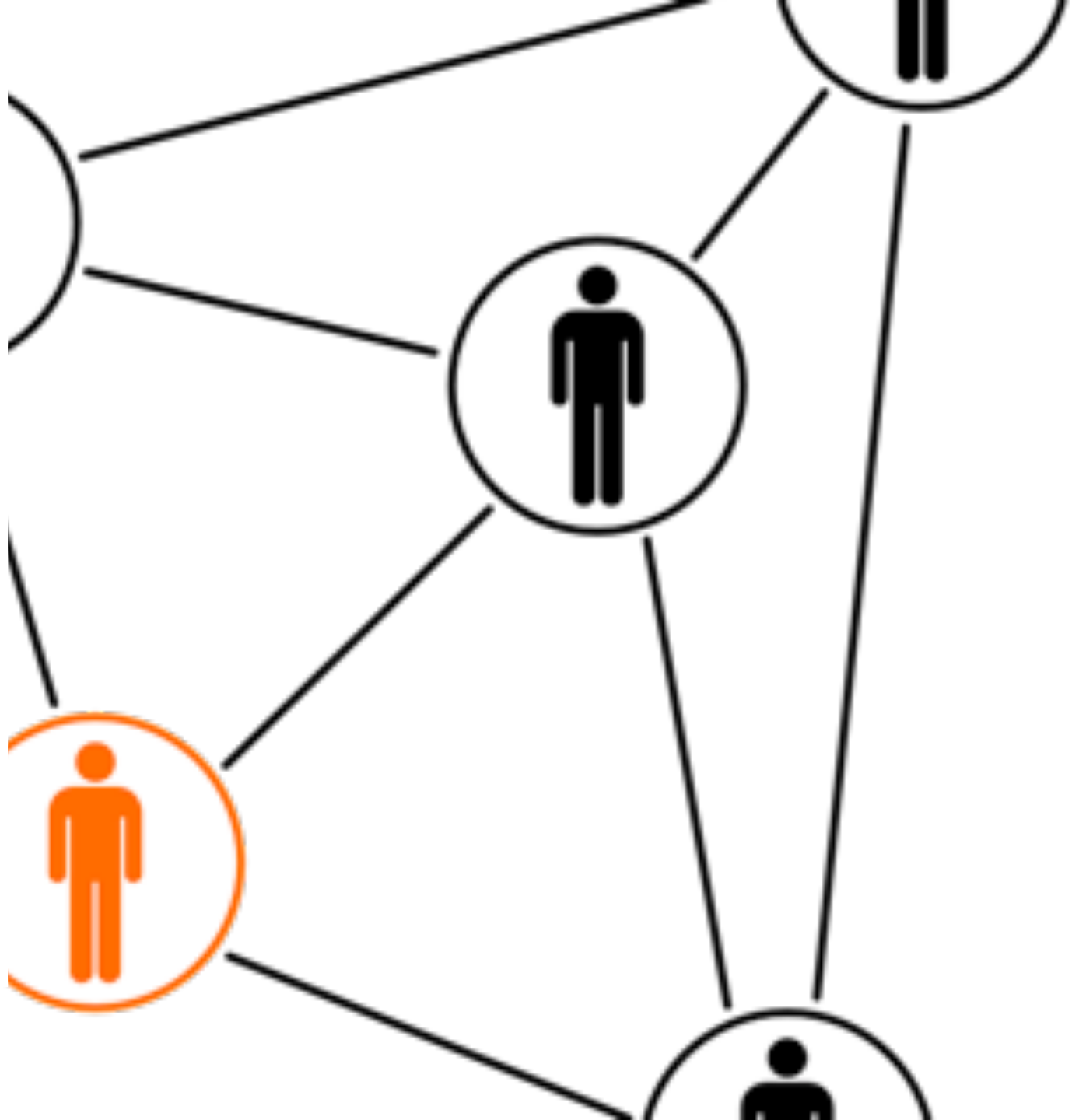
for Students and the Economy

**Commit resources
and align systems to
support adult learners**



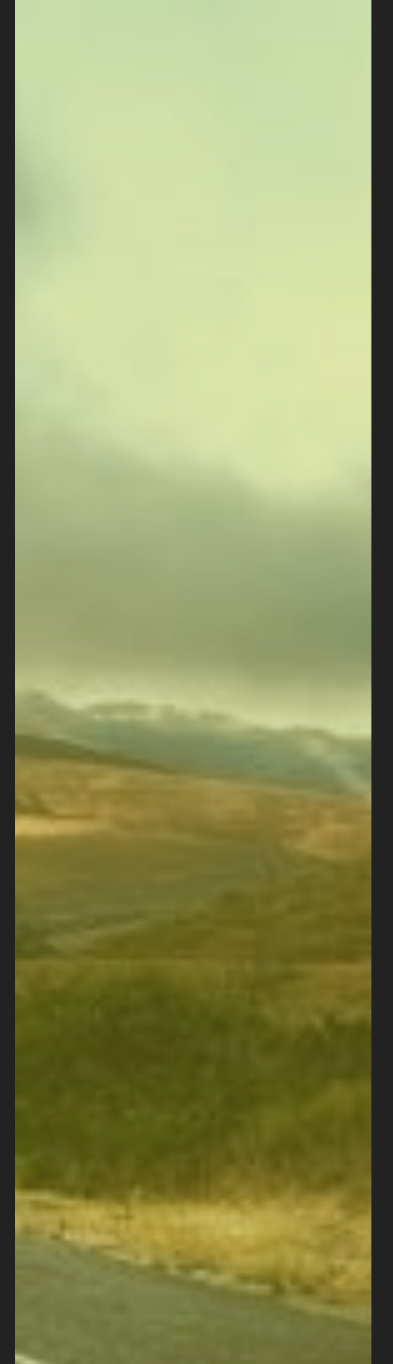
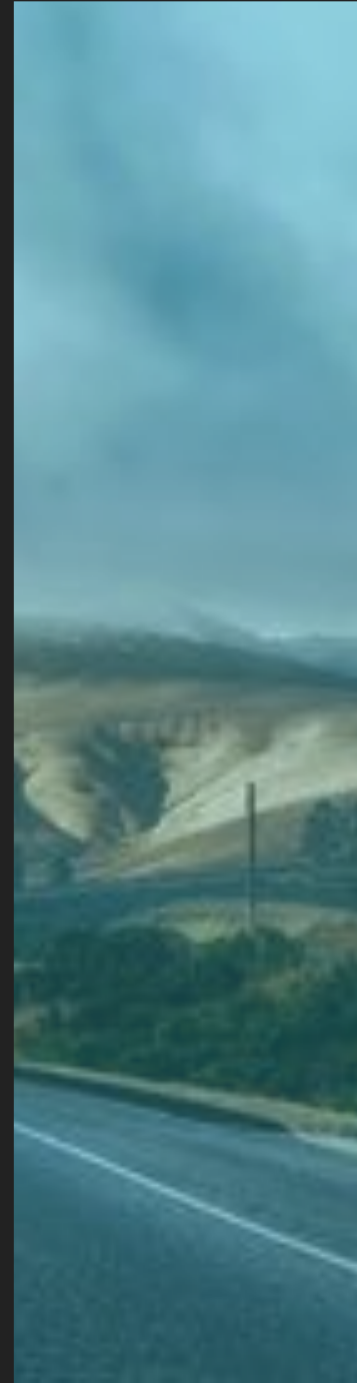
POLICY DESIGN PRINCIPLES

- Drive upward mobility
- Close equity gaps
- Build on what works, while catalyzing innovation.
- Integrate and coordinate systems.



ROAD AHEAD

- State Policy Recommendations
- Adoption Trends
- Exemplary Approaches
- Discussion



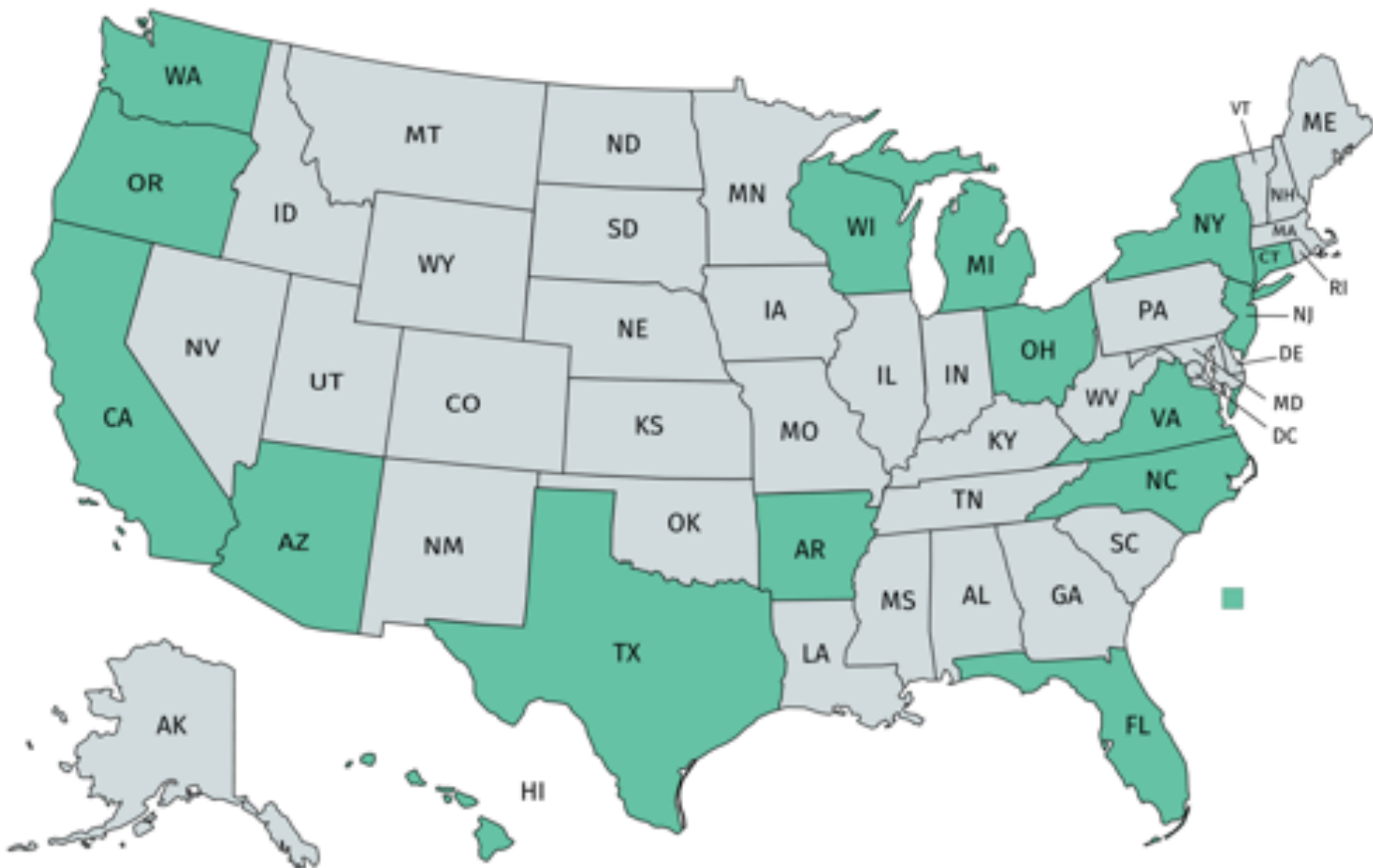


FIGURE 3
**Political Leadership of State
 Legislative and Executive
 Branches**

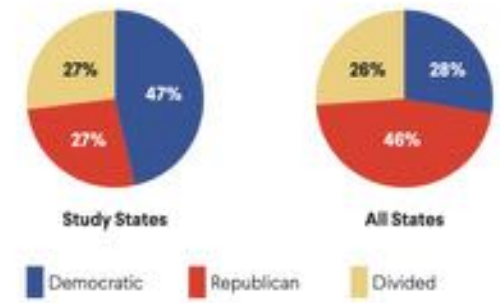


FIGURE 4
Size of States, by Population



	STUDY STATES WITH ADOPTED POLICY	
	>75% of study states	12 or more states
	35–75% of study states	6-11 states
	<35% of study states	5 or fewer states



PILLAR 1

SET A GOAL TO SERVE ADULTS TRACK & REWARD PROGRESS

Recommended Policies

Adoption trends

Exemplary state policy approaches

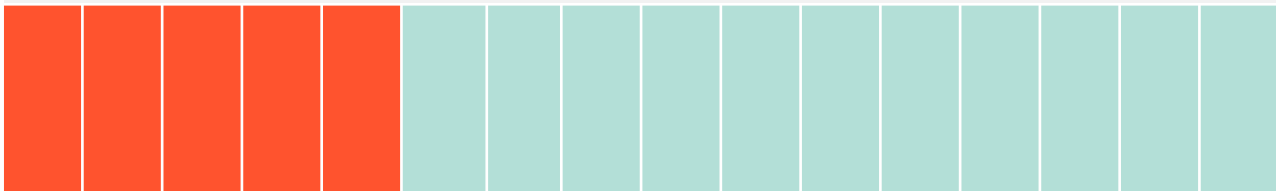
Programmatic Models

Set a Goal to Serve Adults

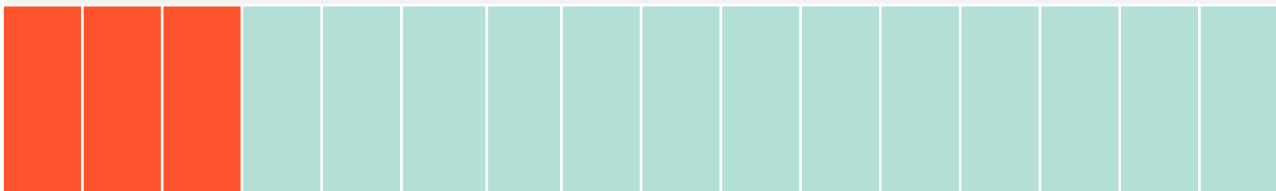
Track & Reward Progress



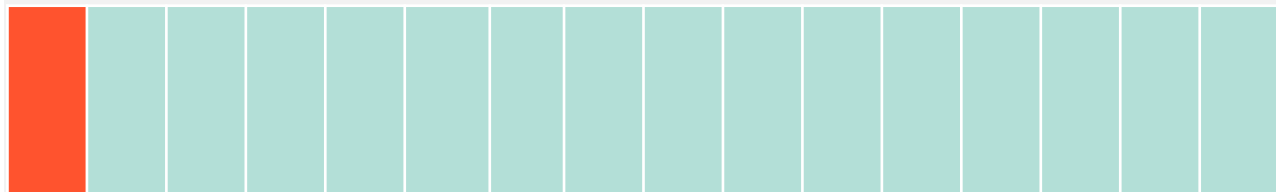
Set and track attainment targets for adults



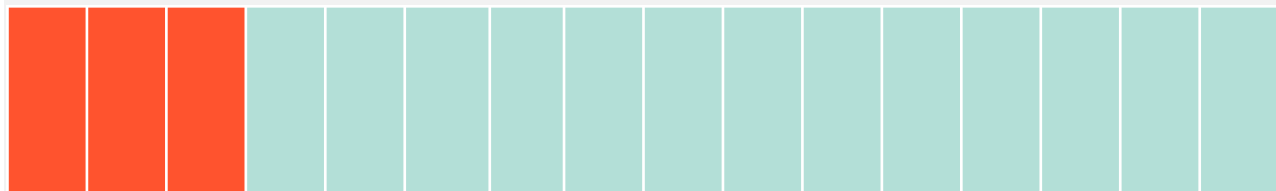
Include breakouts for racial and minority groups



Track labor market outcomes specifically for adult learners



Incentivize institutions to expand access and success of adults





EXEMPLARY STATE POLICY APPROACHES

GOAL-SETTING AND REWARDING PROGRESS

Adult Attainment Targets: Arkansas, Oregon, and Washington

Breakouts by race and ethnicity: Arkansas, Connecticut, Washington

Annually reporting outcomes of adults: Wisconsin

Outcomes-Based funding incentivizes serving adults: Ohio, Arkansas

GOAL-SETTING – PROGRAM MODEL

WTCS OUTCOME REPORTS

Students Outcomes:

- 6 months upon graduation
- 5 years

Employer Satisfaction

- Every four years



Element 1 Discussion – Guiding Questions

- Where is your state right now related to this element?
- Do you have any additional examples you could share on this element for the benefit of the group?
- What follow-up questions do you have for the JFF team?





PILLAR 2

FOCUS ON REGIONAL TALENT DEVELOPMENT NEEDS

Recommended Policies

Adoption trends

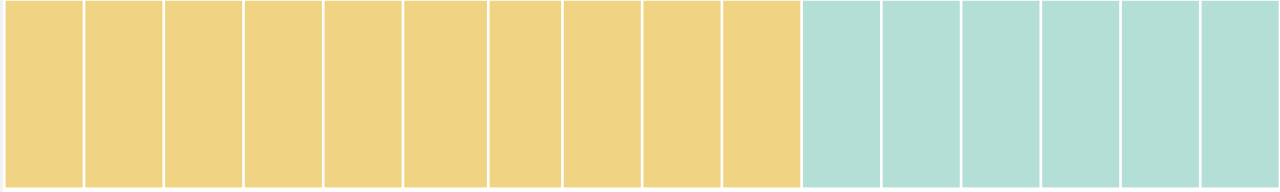
Exemplary state policy approaches

Programmatic Models

Focus on Regional Talent Development Needs



Foster regional collaboration among education & workforce to align programs and services to in-demand careers



Expand the use of industry sector strategies to address regional talent development needs



Incentivize development of demand-driven programs, including short-term certs



Expand apprenticeship and paid, high-quality work-based learning exp for PS students (adults qualify)





EXEMPLARY STATE POLICY APPROACHES

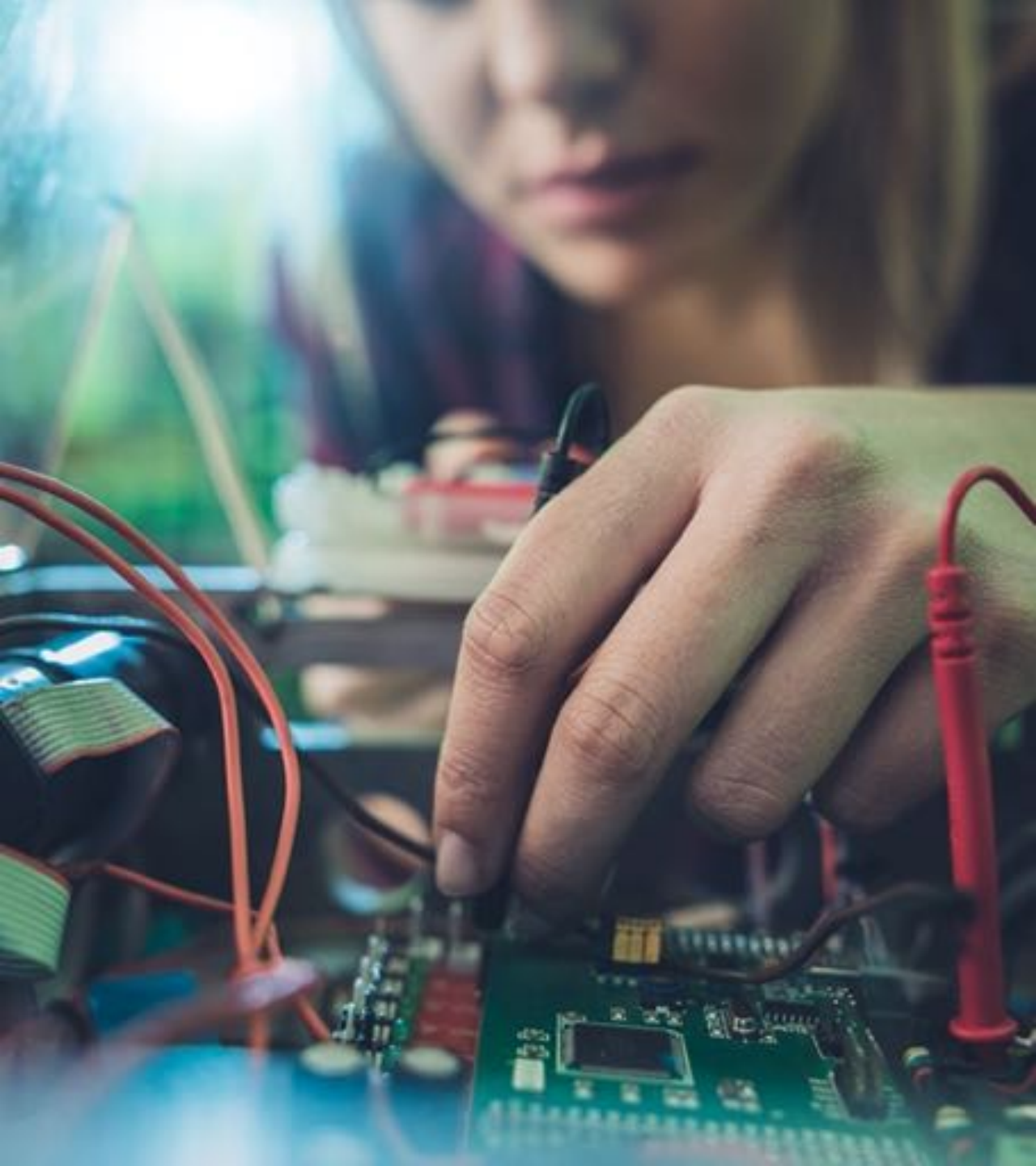
TALENT DEVELOPMENT

Regional Collaboration: Wisconsin Pathways Committee

Sector Strategies: New Jersey Targeted Industry Partnerships

Demand-Driven Programs: Virginia FastForward, Wisconsin OBF;
Washington SBCTC allocation formula

State/System Initiatives for Apprenticeship and WBL: CCCCCO
Apprenticeship, NJ Internship, Washington Work-Study



TALENT DEVELOPMENT – PROGRAM MODEL

SOUTH CENTRAL COLLEGE

Multiple Strategies

Industry Recognized Credentials

Apprenticeships

Career Pathways

Standardized Core Curriculum

Credit for Prior Learning

+Connect

LEARN WORK EARN

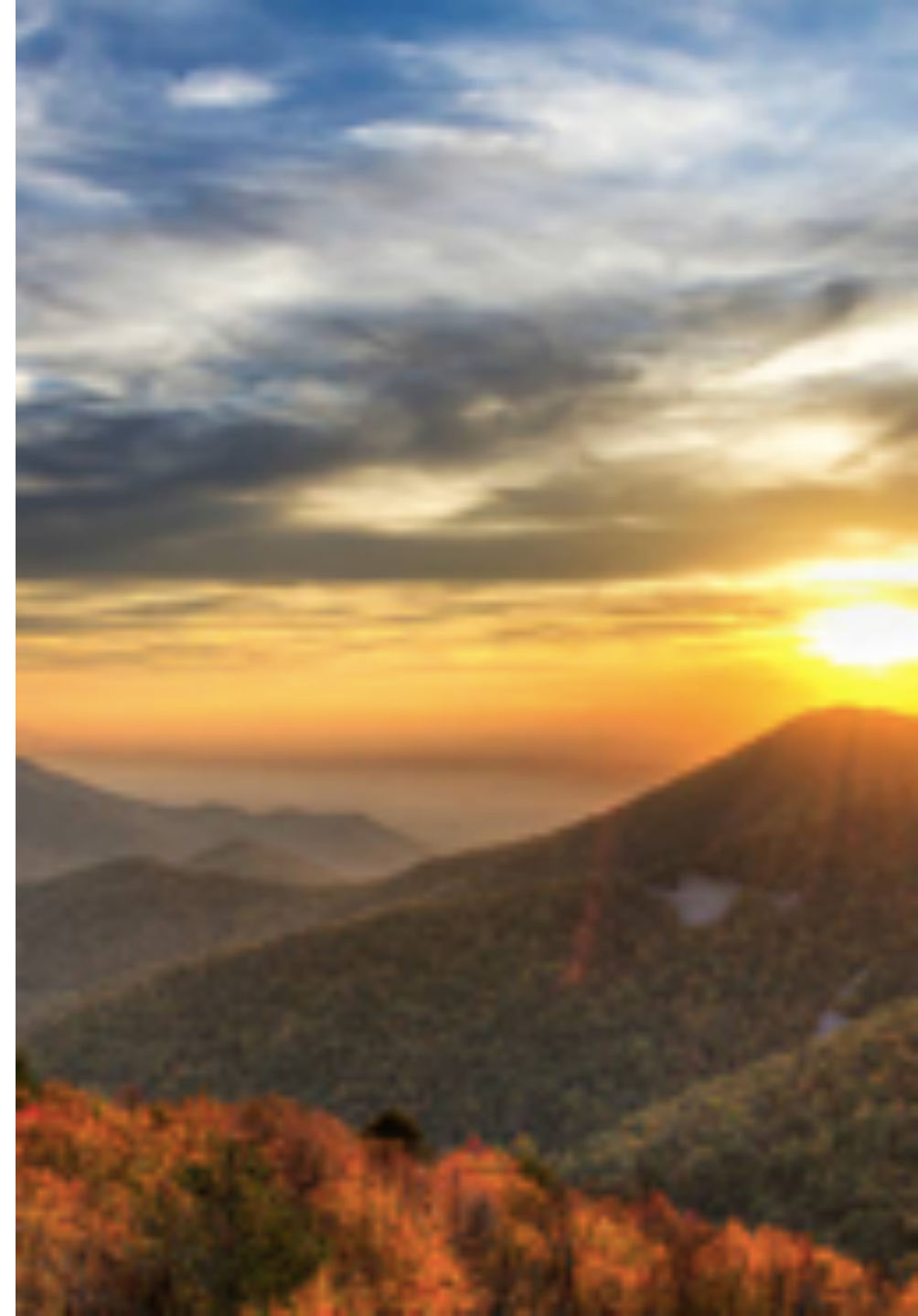
A Minnesota Advanced Manufacturing Partnership Project



TALENT DEVELOPMENT – PROGRAM MODEL

VA FASTFORWARD

- Comprehensive industry engagement
- Short-term, workforce programs
- Pay for Success Model
- Outcomes in first 3 years
 - 19,000+ credential earned.
 - Avg wage increase 25%-50%
 - 95% completion
 - 65% credential attainment
- Population served
 - Avg age 35
 - 2/3 new to college
 - 70% have dependents
 - 2X more likely to qualify for public benefits



TALENT DEVELOPMENT – PROGRAM MODEL

NEXUS DEGREE – UNIV OF GA SYSTEM

Program structure

- Employer co-design, co-delivery
- CTE / Industry-recognized cert (18 credit)
- Work-based learning (6 credit)
- 42 GenEd credits

Target sector

- FinTech (*financial technology*)
- Cybersecurity
- Aerospace
- Health Informatics
- Logistics or Supply Chain Management
- Mechatronics
- Blockchain
- Information Technology

Element 2 Discussion – Guiding Questions

- Where is your state right now related to this element?
- Do you have any additional examples you could share on this element for the benefit of the group?
- What follow-up questions do you have for the JFF team?





PILLAR 3

SCALE ADULT-FRIENDLY PROGRAMS AND PATHWAYS

Recommended Policies

Adoption trends

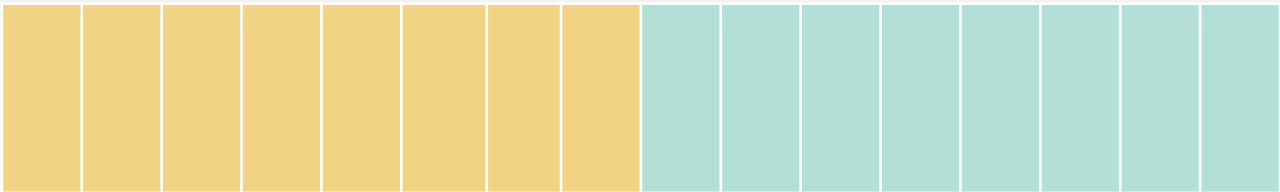
Exemplary state policy approaches

Programmatic Models

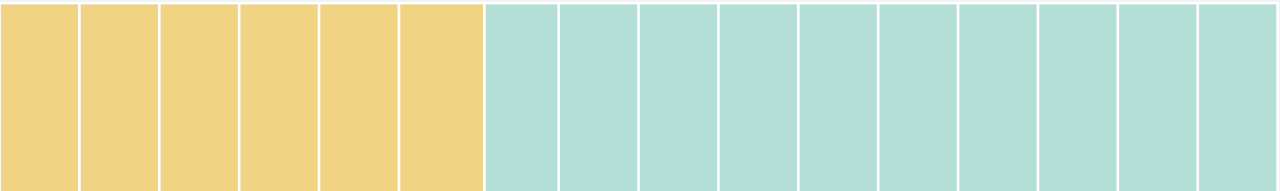
Scale Adult-Friendly Programs and Pathways



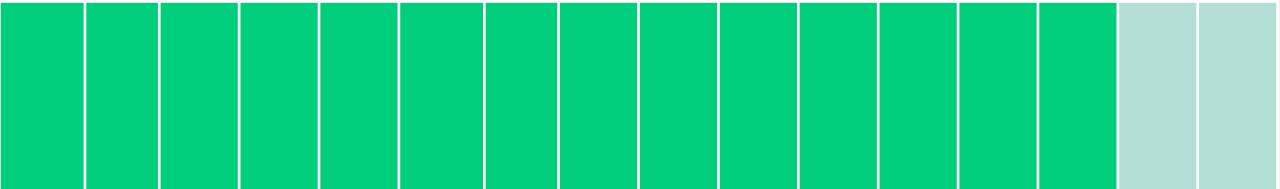
Ensure short-term certificates stack to degree programs



Award credit for prior learning



Alleviate academic barriers to program entry for adults



Incentivize accessible approaches to course structures and delivery



EXEMPLARY STATE POLICY APPROACHES

ADULT-FRIENDLY PATHWAYS

Stackable Certificates: Florida articulation agreement; Wisconsin WTCS guidelines

Credit for Prior Learning: California policy; Virginia Credits to Careers

Academic barrier alleviation: North Carolina multiple measures, basic skills plus, and co-req; Texas and California co-req mandates; Washington I-BEST

ADULT-FRIENDLY – PROGRAM MODEL

NORTHEAST WISCONSIN STACKABLE PATHWAYS

- When a student applies for the highest credentials on an appropriate path, they are automatically enrolled into all lower credentials
- 72 Programs
- Email Communication to students
- Earn credentials as they go
- Employability as they go
- Marketability – resume builder
- Credit for Prior Learning



ADULT FRIENDLY -- PROGRAM MODEL

KENTUCKY: LEARN ON DEMAND

Flexible

- Online and asynchronous
- Multiple start dates each term

Options for Acceleration

- Students go at own pace
- Courses can be completed in anywhere between 6 and 15 weeks
- High scorers on pre-test may take final assessment for CPL

Supportive

- Success coaches and online tutors

ADULT FRIENDLY – PROGRAM MODEL

INTEGRATED CAREER PATHWAYS IN LOUISIANA



WorkReady U

Dual Enrollment in Adult Basic Education and Occupational Training

Hands-on Training in Credit-bearing Occupational Area

Credentials Nationally Approved and Locally Recognized by Business and Industry Partners

Employability Skills Embedded into Clear Paths Leading to High-Demand Louisiana Careers

Element 3 Discussion – Guiding Questions

- Where is your state right now related to this element?
- Do you have any additional examples you could share on this element for the benefit of the group?
- What follow-up questions do you have for the JFF team?





PILLAR 4

COMMIT RESOURCES AND ALIGN SYSTEMS TO SUPPORT ADULT LEARNERS

Recommended Policies

Adoption trends

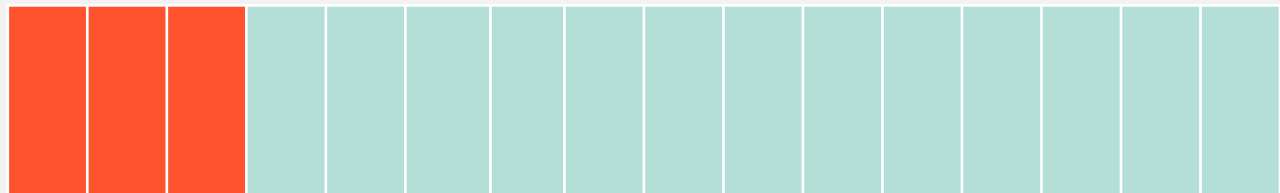
Exemplary state policy approaches

Programmatic Models

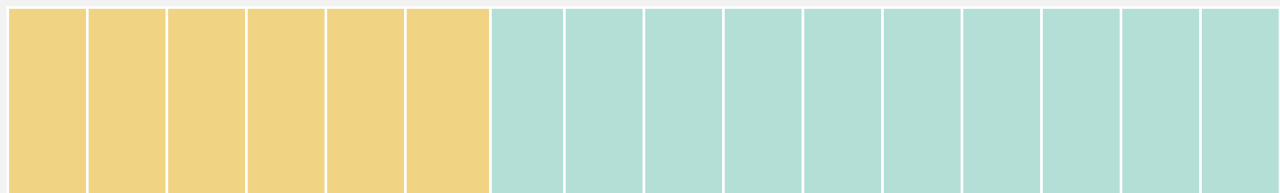
Commit resources and align systems to support adult learners



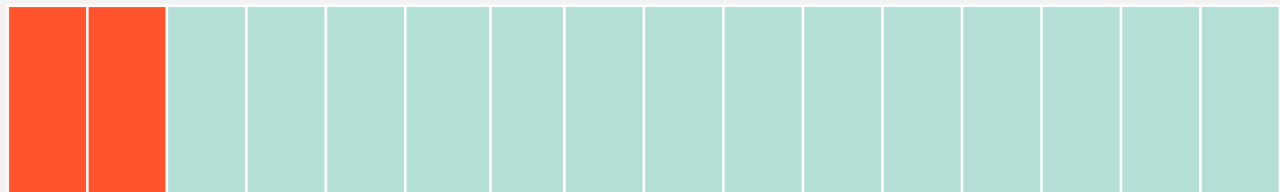
Provide targeted outreach and support for returning adults



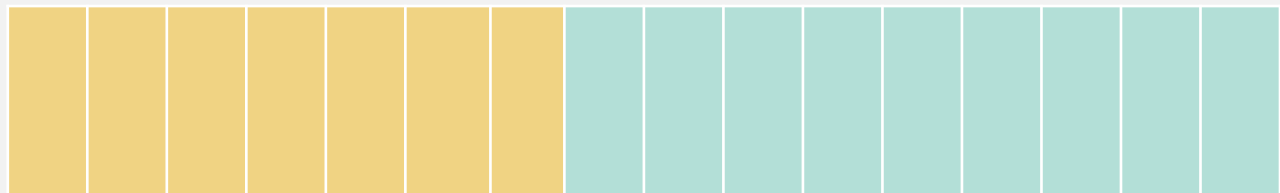
Target financial aid to short-term programs (adults qualify)



Target financial aid to adults w/o Diploma or GED



Expand eligibility & access to public benefits and wraparound supports





EXEMPLARY STATE POLICY APPROACHES

HOLISTIC SUPPORTS FOR ADULTS

Targeted Outreach and Advising: North Carolina Adult Promise and navigator program, Florida, Washington

Financial Aid for Short-term: Arkansas, California, Florida
Proposed: Virginia EEE; Michigan Reconnect

Financial Aid for Adults w/o Diploma/GED: Washington Opportunity Grants, North Carolina Tuition Waivers

Public Benefits: SNAP eligibility for CTE students in Michigan, Hawaii, and New Jersey

Other Wraparounds: CUNY ASAP; NY Loan Default Avoidance; North Carolina Finish Line; Wisconsin Emergency Aid

HOLISTIC SUPPORTS – PROGRAM MODEL

TENNESSEE RECONNECT

Grant

- Last-dollar grant after other state and federal financial aid have been applied
- Open to adults without degrees who want to pursue a degree or technical diploma

Navigators

- Single point of contact to select college and major
- Personalized guidance throughout time in college

TimewiseTN

- CPL by exam, past trainings, or portfolio
- Fraction of tuition cost

HOLISTIC SUPPORTS – PROGRAM MODEL

ARKANSAS CAREER PATHWAYS

Model

- Launched in 2005 with federal TANF funds
- 22 colleges and 3 technical centers
- 30,000 served (through 2016)
- For care-taking adults – current or former recipients of TEA
- Pays for ed and training with case management support
- Geared toward degrees and/or certificates leading to high-demand and higher wage industries

Outcomes

- 52% completed at least one cert or degree, compared to 24% ARK completion rate
- CPI participants earned \$3,100 more per year than a matched pool of TANF participants from their same locality

Element 4 Discussion – Guiding Questions

- Where is your state right now related to this element?
- Do you have any additional examples you could share on this element for the benefit of the group?
- What follow-up questions do you have for the JFF team?



RECAP

ADULT FRIENDLY POLICIES & PROGRAMS

**SET A GOAL TO
SERVE ADULTS &
TRACK
PROGRESS**

Adult attainment targets

Breakout by race/ ethnicity

Annually reporting
outcomes

Outcomes-based funding
incentives

WTCS Outcome Reports

**FOCUS ON
REGIONAL
TALENT
DEVELOPMENT
NEEDS**

Regional collaboration

Sector Strategies

Demand-driven programs

Apprenticeship/WBL State/
System initiatives

**MN South Central College
VA FastForward
GA Nexus Degree**

**SCALE ADULT-
FRIENDLY
PROGRAMS AND
PATHWAYS**

Stackable certificates

Credit for prior learning

Academic barrier alleviation

Accessible course structure
and delivery

**WI Stackable Pathways
KY Learn on Demand
LA Train to Attain**

**COMMIT
RESOURCES AND
ALIGN SYSTEMS
TO SUPPORT
ADULT LEARNERS**

Targeted outreach and
advising

Fin aid for short-term

Fin aid for adults w/o
diploma/ GED

Public benefits

**TN Reconnect
AR Career Pathways**



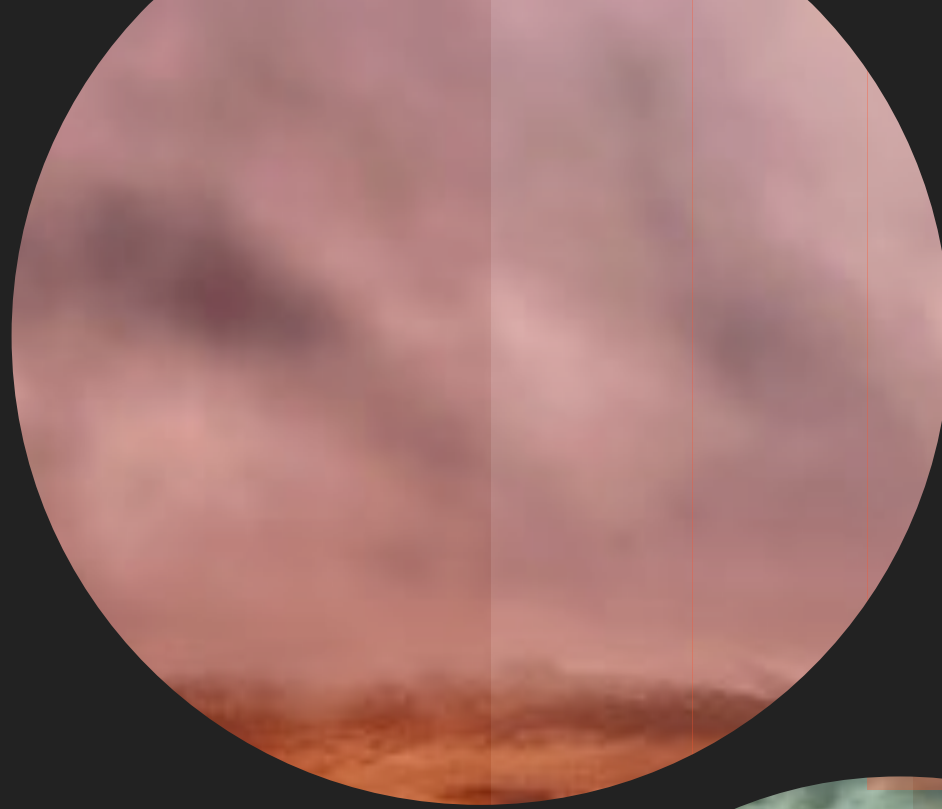
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JFF RESOURCES





JFF RESOURCES

POLICY ROADMAP FOR ECONOMIC RECOVERY

1. Helping People Rebound and Advance
2. Revitalizing Inclusive Regional Economies
3. Redesigning Education and Workforce Development



JFF RESOURCES

15-STATE POLICY SCAN

Findings,
Recommendations
Analysis @

www.JFF.org/PoliciesThatWork





Accelerating Pathways to Careers

FOR ADULT LEARNERS

JFF RESOURCES

ADULT LEARNER SUCCESS

www.JFF.org/what-we-do/impact-stories/services-for-community-colleges/



JFF RESOURCES

ADULT LEARNER SUCCESS

www.JFF.org/what-we-do/impact-stories/services-for-community-colleges/



Better Connecting Postsecondary Education to Work

Practitioner-Informed Policy Design Commitments and Principles

Policy Leadership Trust—October 2019

JFF RESOURCES

POLICY LEADERSHIP TRUST

Practitioner-informed policy insights:

- Future Ready Workforce
- Student Centered Pathways
- Structural Change
- An Ecosystem of Success

www.JFF.org/Trust