

Adult Reengagement Pilot Program – Washington Site Visit

Participating States: Maine, Minnesota, Oklahoma, Virginia, Washington

Agenda	
8:30 am	Overview (Andy Carlson, SHEEO) Introductions Goals of meeting Discussion of key issues for adult students
9:15 am	The State Landscape (Sophia Laderman, SHEEO) – Part I <ul style="list-style-type: none"> • Attainment goals • Data supports need for adult re-engagement • Characteristics of adult students
9:45 am	The State Landscape (COP, SBCTC, ICW, WGU) – Part II <ul style="list-style-type: none"> • Policies that support adult students • Institutional initiatives to retain and recruit adult students
10:30 am	Break
10:45 am	Scan of Other States’ Policy Approaches (SHEEO) <ul style="list-style-type: none"> • Review of state-level and/or coordinated partnerships to serve adults
11:15 am	Understanding Framework Components - Discussion (WSAC) <i>What is the current state?</i> <i>What are the optimal features?</i> <i>What are the challenges?</i> <i>What is a state role versus institutional role?</i> <ol style="list-style-type: none"> 1. Information Clearinghouse (expanding and connecting online resources) 2. Student Identification/Outreach (identification of students near completion)
12:15 pm	Lunch
12:45 pm	<ol style="list-style-type: none"> 3. Affordability (availability of aid, previous debt, child care costs)
1:30 pm	<ol style="list-style-type: none"> 4. Student Support (enrollment support, availability of child care slots) 5. Delivery Models (flexibility, efficient pathways)
2:00	Break

2:15 pm	<p>Framework Development Approach (WSAC)</p> <ul style="list-style-type: none">• Create teams to develop strategies for components to<ul style="list-style-type: none">○ Inventory current efforts○ Recommend short and long-term solutions○ Estimate costs for proposals where appropriate○ Key participants (business, ESD, DSHS, institutions)• Sketch a timeline for the first two components
3:00 pm	<p>Discussion</p> <ul style="list-style-type: none">• What are other suggestions for a successful adult reengagement framework?
3:15 pm	Wrap-up and summarize next steps (SHEEO)
3:30 pm	Adjourn



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Adult Reengagement Pilot Program Washington Site Visit

September 14, 2016
Olympia, Washington

With generous support from Lumina Foundation

Original concept of Adult Promise Pilot Program

The purpose of this project is to develop a proof of concept and design documents for a “promise” type financial aid program geared towards adult students

- *Generally, “promise” type means promising free tuition and fees for eligible students (see TN program)*
- *Is the “promise” free tuition for adult students? Supports and services? All of the above?*

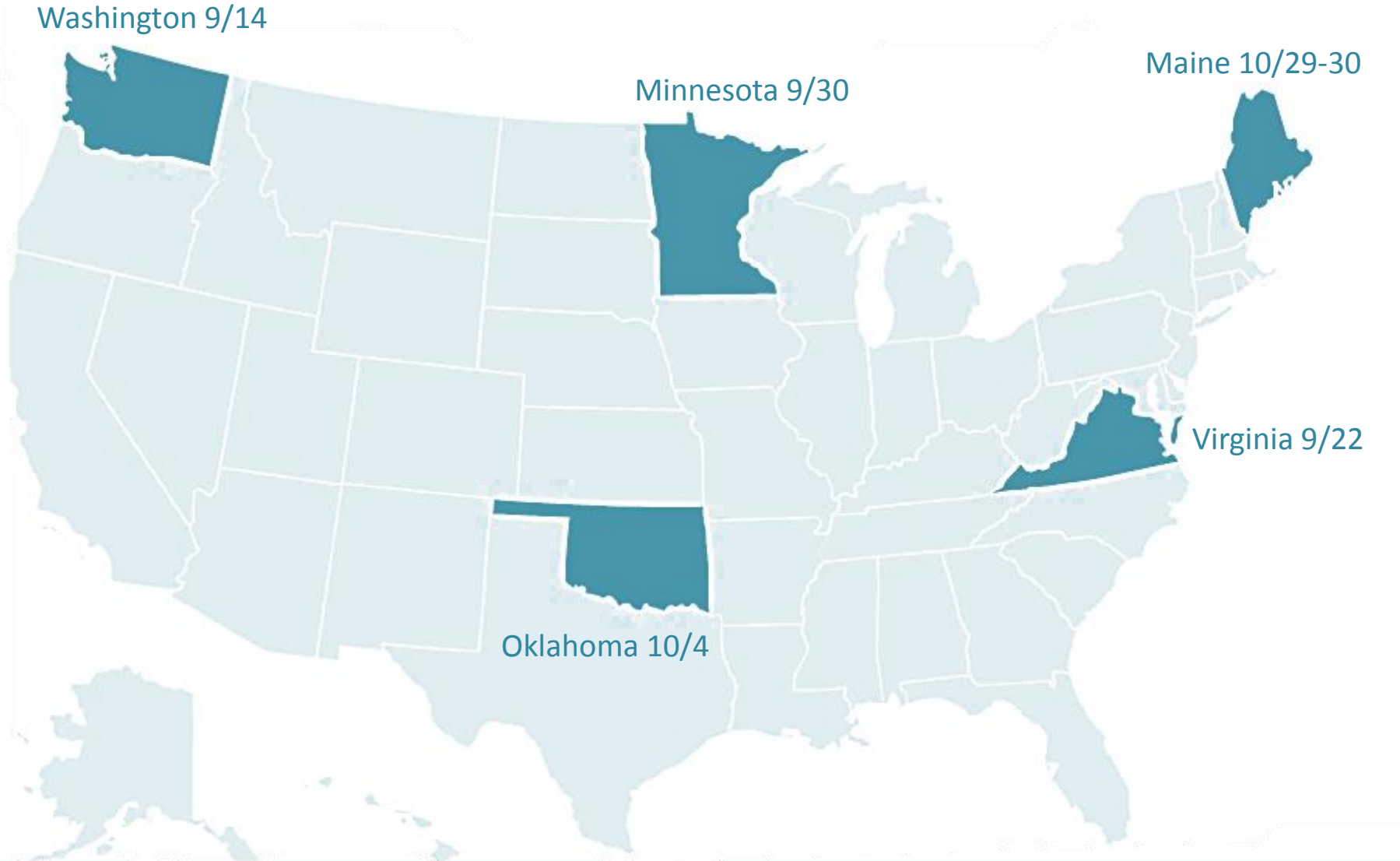
Disconnect between promise programs and state attainment goals

- Traditional Promise programs in Tennessee, Massachusetts, Minnesota, Rhode Island, and Oregon
- 2016 legislation in many states to emulate these programs. Most limited to traditional students straight out of high school
- College Promise Campaign pushing the concept
- States will not meet attainment goals necessary for a strong economy without better serving adult students
- Is a “Promise” type aid program a means to help adult students succeed in postsecondary education? Can such a program address this disconnect between legislative interest in the promise concept with state attainment needs?

Timeline

- Grant period – January through October 2016
- May 2016
 - Design Convening
 - Produced *design template* document for states looking to implement Adult Promise programs
- September and October 2016
 - Site visits to five selected states
 - Washington
 - Virginia
 - Minnesota
 - Oklahoma
 - Maine
 - Produce a customized *program implementation plan* for each state

Participating States



Possible Phase Two

- Possible second phase in CY 2017 and 2018. Proposal will be submitted in November
- Current idea
 - Two year grant with most of the funding going to pilot states for technical assistance and support.
 - Lumina funds cannot support direct student financial awards
 - Can support other program components, e.g., website development, outreach, student services support

Main takeaways from May convening

- The “promise” of free tuition and fees became an afterthought. Convening discussion focused on the challenges adult students face and the necessary supports to improve their ultimate success to completion
- Pilot states are focused on this key demographic
- ***Hence, Adult Promise Pilot Program is now Adult Reengagement Pilot Program in Washington***

Help us make this project a success

- This is the first site visit
- Engage and participate
- Make this day successful and increase the likelihood of a Phase Two!

- ***Thank you Lumina Foundation***

Outlining the challenges to an adult reengagement program

- Schedule conflicts
- Work obligations
- Family obligations
- Outstanding debt
- Frustration from prior attempt
- Outreach challenges
- Remediation
- Unsure how to navigate traditional postsecondary environment
- No acknowledgement of or credit for learning outside of classroom
- No acknowledgement of or credit for learning outside of classroom
- Exhausted aid eligibility may drive up costs to provide financial aid for students otherwise eligible
- Institutional buy-in
- Cost to tailor services to adult students or expand hours to meet adult student schedules
- Other?

Critical Components: What additional services and supports will help adult students succeed?

- MDRC program evaluation of CUNY Accelerated Study in Associate Programs (ASAP)
- Metro card was key
- This program was/is geared towards traditional students

What's the Metro Card(s) for adult students?

- Mentoring
- Prior learning assessment and awarding of credit
- Degree maps
- Structured schedules
- Year round enrollment
- Alternative instructional delivery
- Emergency aid fund
- On-campus child care
- Expanded hours of service

The path to adult student success



OUTREACH, MARKETING, AND ENROLLMENT

- Data challenges
- Targeting messaging
- Focus groups
- Debt forgiveness



SUPPORTS FOR ADULT STUDENT SUCCESS

- Mentoring
- Credit for prior learning
- Degree maps
- Structured scheduling
- Alternative instructional delivery



RETENTION AND COMPLETION

- Emergency aid funding
- On-campus child care or child care vouchers
- Extended hours for support services



**What will the program in
Washington look like?**



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Surveying the Landscape: Higher Education in Washington State

Sophia Laderman

September 14, 2016
Olympia, Washington

With generous support from Lumina Foundation

Overview

1. Attainment in Washington State
 - By County
 - By Race/Ethnicity
2. Current Adult Students
3. Defining the Program Parameters
 - Workforce Needs
 - The Stop-Out Population
4. The Role of Institutions



ATTAINMENT GOAL

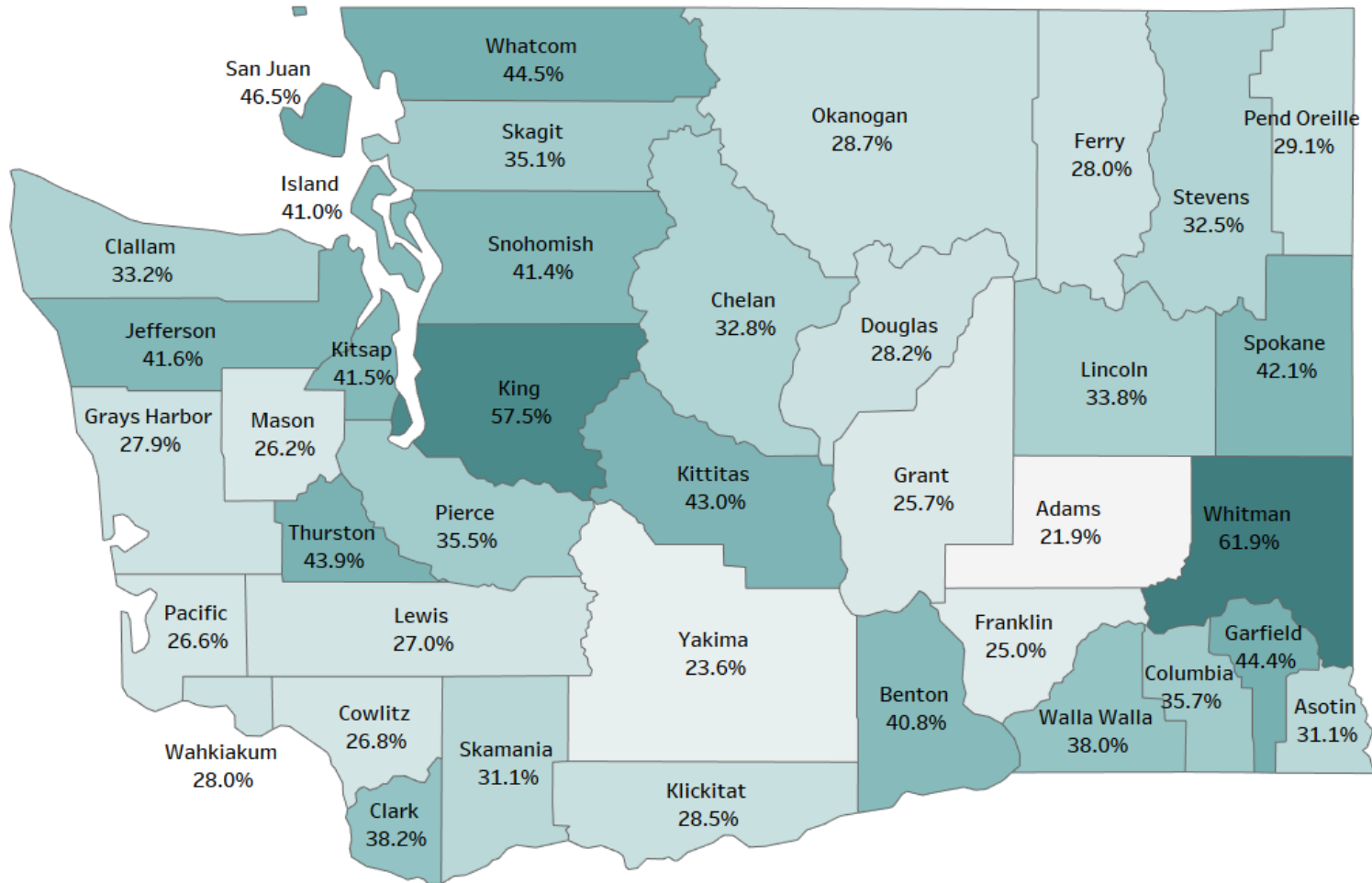
At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential





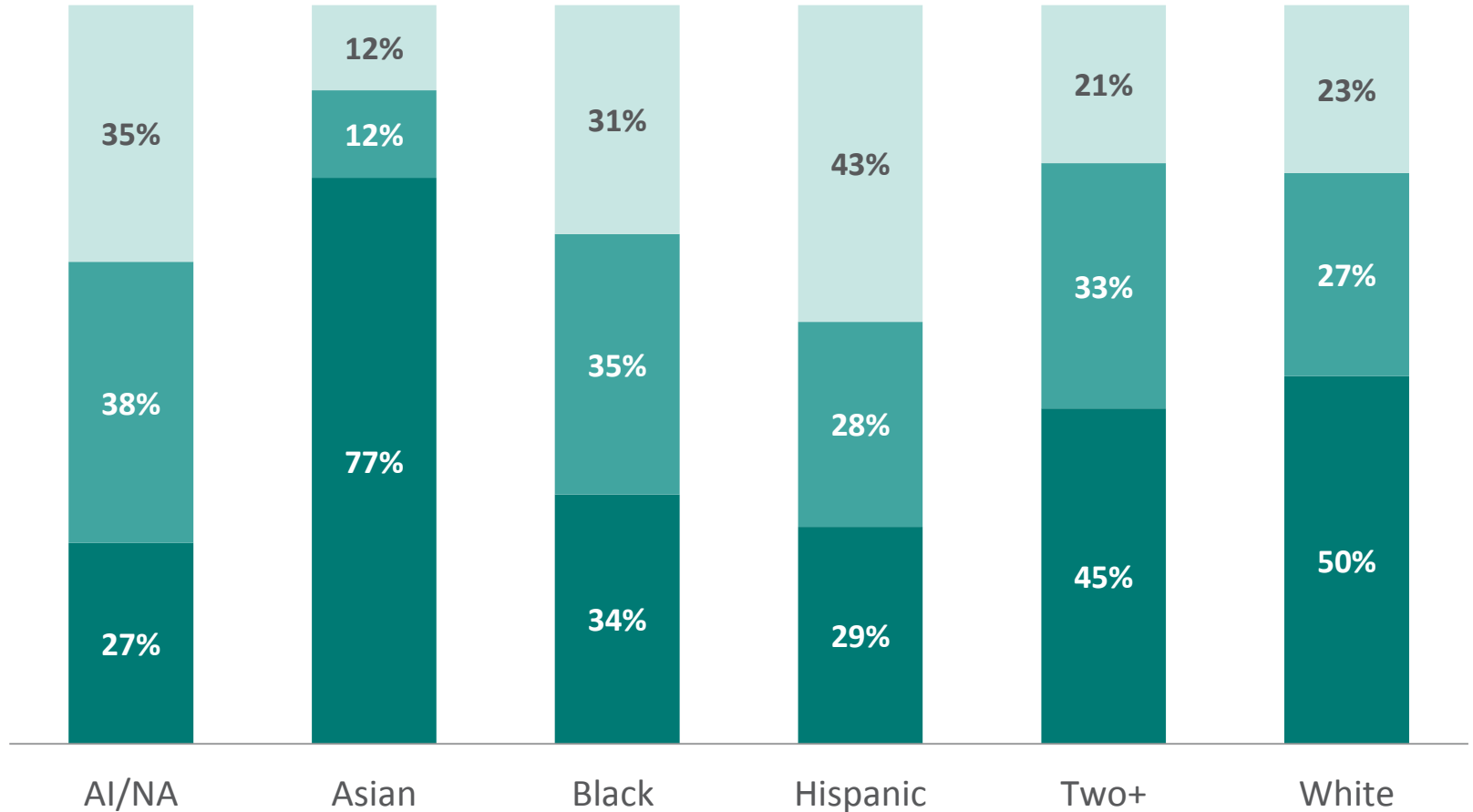
By 2018, **67% of jobs will require a postsecondary degree**, yet only 43% of the workforce currently has a postsecondary degree.

In nine counties, fewer than 30% of adults have at least an associate's degree



Educational Attainment by Race

■ College Degree ■ Some College ■ HS Diploma



Currently Enrolled Students



16% of current students are 25 and above
36% of all students are transfers

32% of students receive a Pell Grant
19% of students receive a State Need Grant

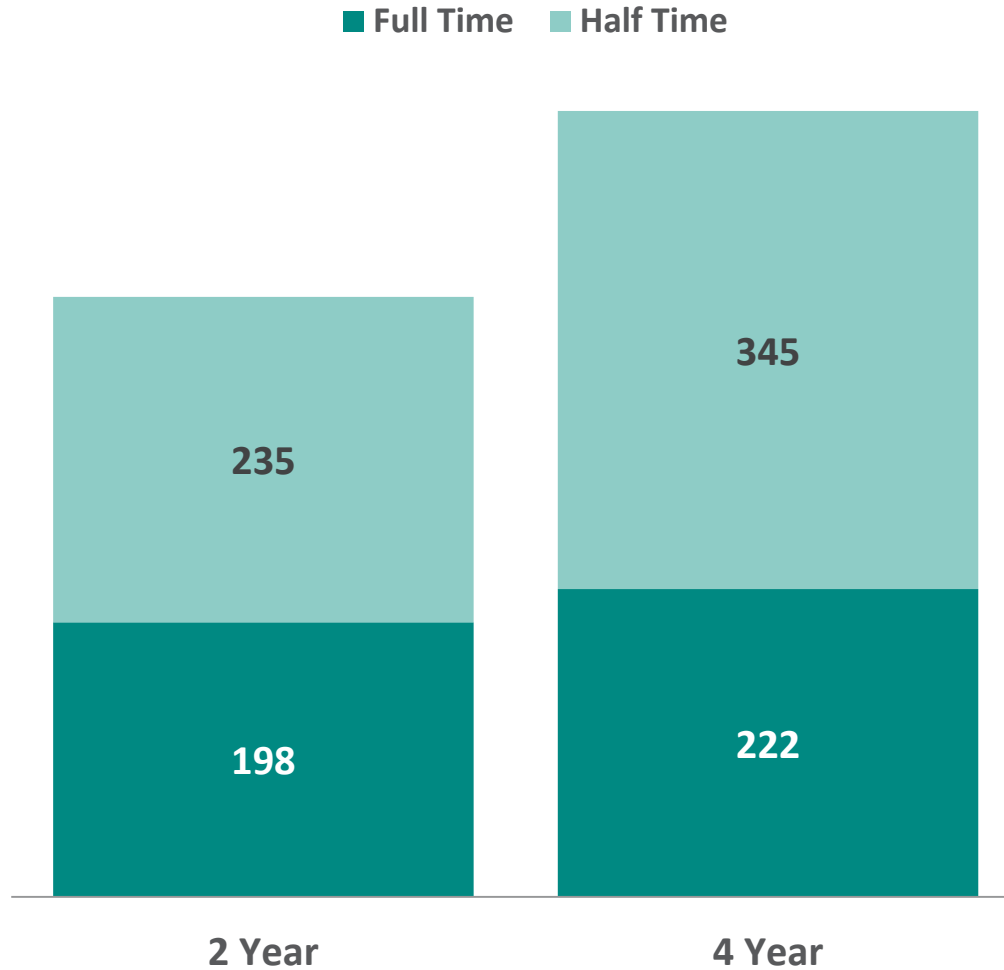


Students ages 25-29 with no prior credit take **7.16 years** to complete a 4-year degree

Students aged 30 and above with no prior credit take **10 years** to complete a degree

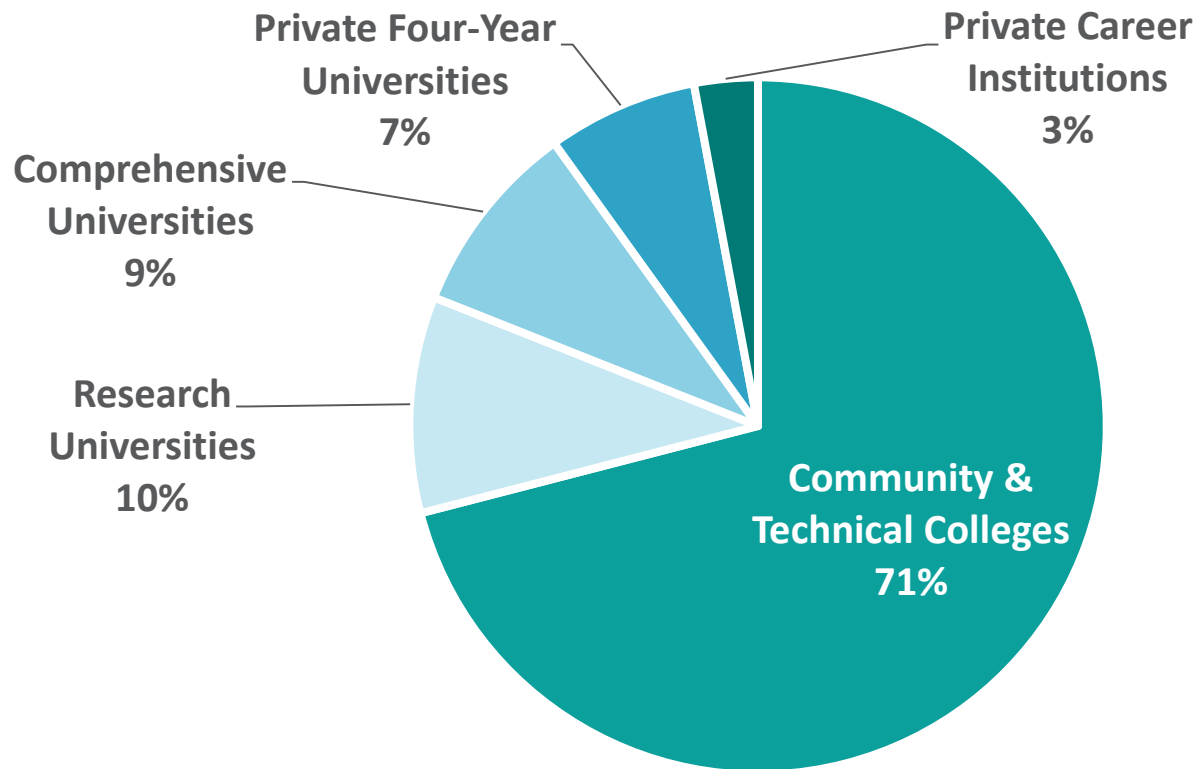
Students aged 25 and above *with* prior credit take **2.8 years** to complete a 4-year degree.

Enrollment Distribution per 1000 Adult Students



The Washington State Need Grant

- 26,578 adults currently receive the SNG
- 43% are full time, 57% are part-time
- 52% have dependents





PROGRAM PARAMETERS

Reaching the Attainment Goal through Tailored Program Delivery



Creating Intentional Program Limits

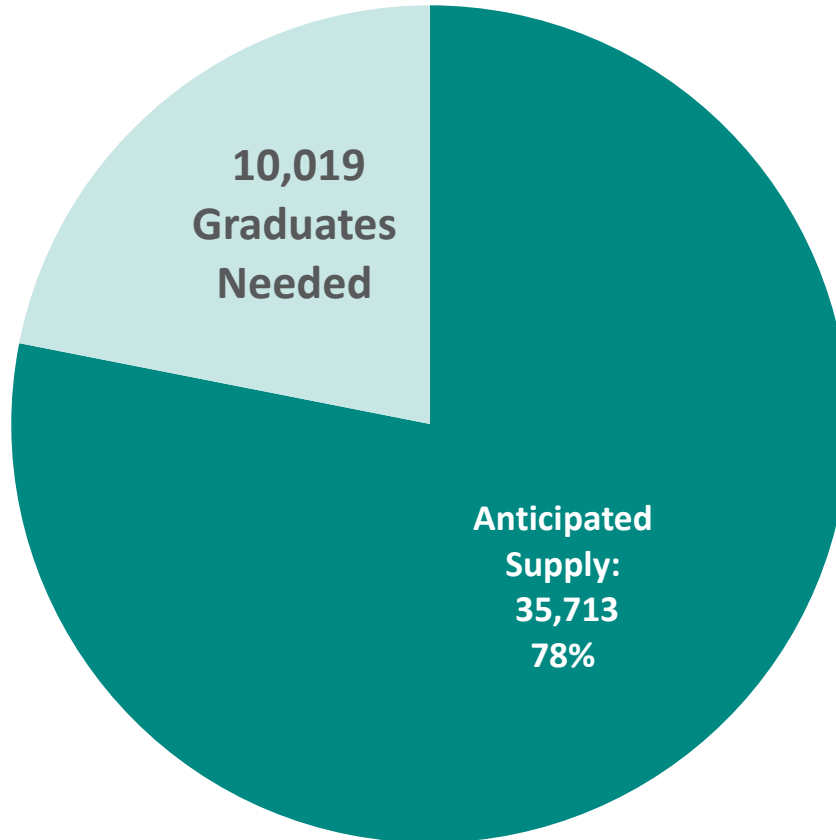
Student Population

- Age: Independents 25-44 25+
- Income: No limits Pell eligible 150% Pell 200% Pell
- Groups: No limits Receiving gov. benefits Unemployed Military
- Academics: No limits Pass placement test College GPA 2.5/3.0
- Prior credit: No limits 1 semester 1 year 75% complete
- Time off: No limits 1 year 2 years 5 years
- Other: _____

Institution/Degree Type

- Sector: No limits Two year only Four year only
- Courses: No limits Certificates Remediation Non-degree
- Intensity: No limits 6 credits/semester 9 credits/semester 24 credits/year
- 12 credits/semester Year-round (summer)
- Area of focus: No limits Workforce demand Limit to stem
- Other: _____

Projected Workforce Demand, 2018-2023 2-Year Sector



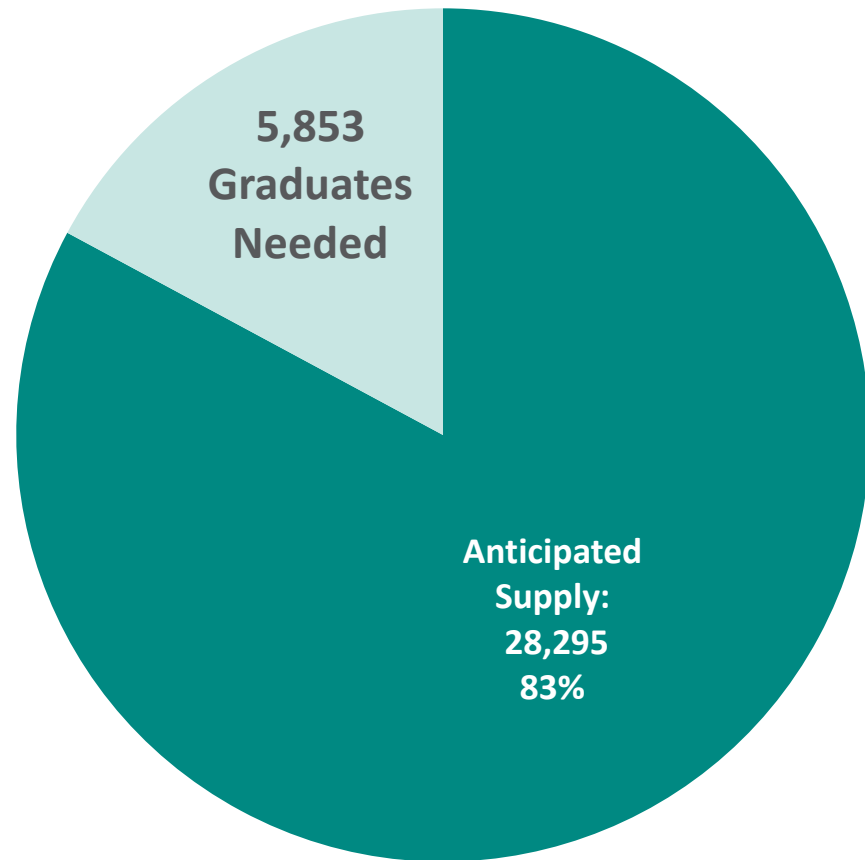
- Database Administrators
- Information Technologists
- Laboratory Technologists
- EMTS
- Paramedics
- Healthcare Technologists
- Teaching Assistants
- Early Childhood Educators
- Culinary Managers
- Hospitality Managers
- Criminal Justice
- Law Enforcement

Source: WSAC, WTECB, SBCTC joint analysis of 2015 Washington ESD long-term employment forecast; Bureau of Labor Statistics Training levels; IPEDS; 2014 Census PUMS data.

Projected Workforce Demand, 2018-2023

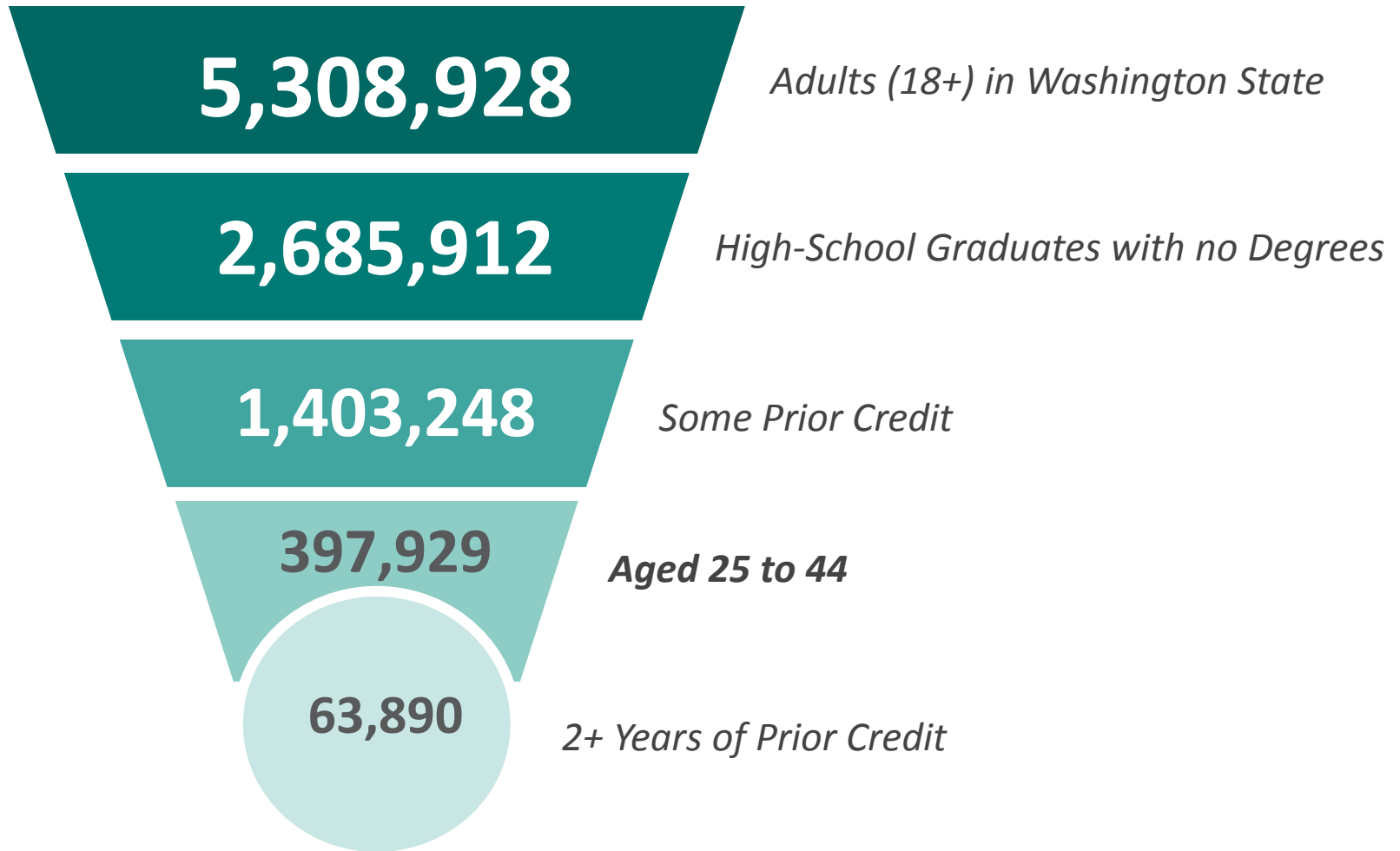
4-Year Sector

- Software developers
- Programmers
- Software Analysts
- Engineers
- Human Services
- Social Workers
- Counselors
- Communications
- Technical Writers
- Designers
- Media



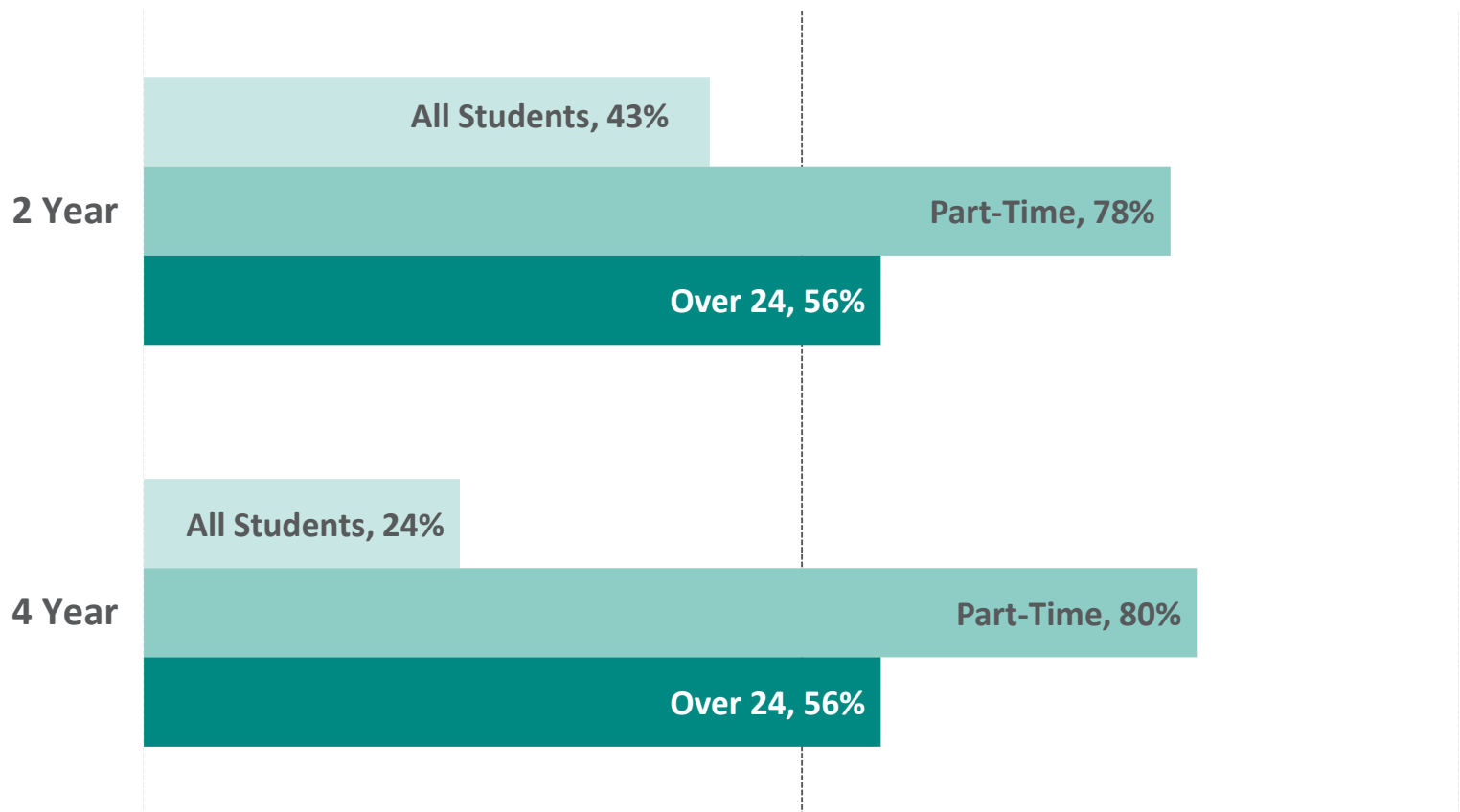
Source: WSAC, WTECB, SBCTC joint analysis of 2015 Washington ESD long-term employment forecast; Bureau of Labor Statistics Training levels; IPEDS; 2014 Census PUMS data.

Narrowing the Program Population



“Some College but No Degree”

Percent of students in Washington who have not earned a degree after 6 years and are no longer enrolled



The Role of Institutions

- ✓ Open or flexible admission policy
- ✓ Credit for prior learning/life experiences
- ✓ Weekend and/or evening courses
- ✓ Online courses and/or degrees
- ✓ Remedial courses
- ✓ Academic and career counseling
- ✓ On-campus daycare



Adult reengagement and support network

Outreach: Information & Identification

Inventory programs and practices

Expand and connect online resources

Include tailored information and other features

Broad public outreach

Identification of students near completion

Resources to evaluate student progress

Affordability

Availability of aid

Previous fees

Student debt

Student support

Enrollment support

Child care infrastructure

Flexible delivery models



Outreach: Information & Identification

- Paradigm shift from focus on traditional students
- Articulate cost/benefit analysis
- Robust information and clear terminology
 - Information about flexible options and programs close to home
 - Military training, support for veterans
 - Credit recognition and “residency” requirements
- Coordinate with Career Bridge & other resources
 - Match interests to careers with robust pathways
 - Yet focus on the whole student in addition to job outlooks
- An interactive tool to inform students of progress
- Partner with ERDC, WDCs and ESD



Outreach: Information & Identification

- Personalized and customized information
- Communicate directly with students
- Flood the market and make returning to college tagline as common as College Bound is for K12
- Pique interest with bus, TV ads and follow-up with personalized
- Employer engagement in outreach efforts
 - Engage from each region of state
- Cross-sector and business buy-in for statewide commitment



Affordability

- Fully fund SNG
- Expand income scale
- Summer term funding
- Provide incentives – i.e. \$500 tuition credit upon enrollment
- Emergency loans
- Students who have exhausted financial aid funding



Student Support

- Need for predictable scheduling beyond one quarter
- Advisors focused on adult reengagement with alert systems
 - Ensure they have “big picture” as well as options with workforce data
 - Unbiased, responsive and supportive Engagement officer on each campus
 - Focused support during enrollment process
 - Leverage guided pathway initiatives with solid advising
- Model WWU and other recruitment efforts
- Address barriers such as previous fees, poor grades and stale credits
- Cohort approach to permit peer mentoring
- Child Care
 - Full access to child care (when needed) vs. determining the right level of assistance
 - Coordinate with child development initiatives