LEARN Community of Practice
Local Education Adult Resource Network

May 13, 2025
12:00 – 1:30 PM

Agenda

1. Welcome
2. Learning: Working and Adult Learner Framework
3. Discussion & Networking
4. Wrap Up

Meeting Schedule
June 26, 2025: save the date in-person!

Information: https://wsac.wa.gov/LEARN
Contact: AdultPathways@wsac.wa.gov

LEARN Session #10 - May 13 Themes

Postsecondary Systems Change

- **Widespread Impact:** Systems change affects community college students across the entire spectrum.
- **Funding and Sustainability:** There's growing concern about the sustainability of student support services amid funding cuts to key programs like GEAR UP and TRiO. Participants are eager to discuss alternative funding strategies and share ideas.
- **Community Involvement:** As traditional resources shrink, there's a need to explore how communities can step into roles they haven't historically filled, and how to recognize and uplift community-based expertise.
- **Strengthening Partnerships:** Many institutions lack strong connections with both neighboring colleges and community-based organizations. There is a desire to build true pathways through deeper collaboration—with state/government support—to reach underserved populations and secure resources like scholarships and fundraising.

Exploring Learner Needs and Opportunities

- **Adult Learner Identity:** Many adults do not self-identify as "learners" due to previous negative experiences or life responsibilities like parenting and financial stress.
- **Meeting Adults Where They Are:** Outreach must happen in places adults already frequent— layoff response sites, community centers, food banks, correctional facilities—rather than expecting them to seek help.
- **Building Trust Through Presence:** Relationship-building takes time. Being present in communities through consistent outreach and direct engagement fosters trust and long-term impact.
- **Cross-Sector Partnerships:** Access can be expanded by partnering beyond traditional education and workforce systems—engaging healthcare, manufacturing, corrections, and social services to reach adult learners.
- **Inclusive Family Engagement:** Designing programs and events that support whole families (e.g., multigenerational FAFSA sessions) helps foster a stronger sense of belonging and participation.

Institutional Practice Change

- **Human-Centered Support:** Students benefit from personal connections and individualized understanding. Financial aid is important, but belonging and access to campus resources also matter deeply.
- **Re-engaging Learners:** There's an interest in better understanding and supporting those with some college credit but no degree.
- **Expanding Recognition of Learning:** Institutions are asking how to better support and recognize learning via apprenticeships and RSI (Related Supplemental Instruction).
- **Strengthening Alumni and Regional Connections:** Institutions want to build stronger ties to alumni and to rural communities, using regional strategies for deeper impact.

Public Policy Change

- **Policy Landscape:** Reflection on the recent legislative session and considering the current federal administration's impact on adult learner initiatives.
- **Mobilizing for Change:** Given both federal and state budget constraints, how do we build capacity to organize, advocate, and advance equitable policy changes that support adult learners?

Local Education Adult Resource Network (LEARN)
Community of Practice

May 13, 2025

Agenda

- Guest Facilitator: Louis Soares

- Wrap Up

  - LEARN Convening

Facilitator: Louis Soares

Louis Soares
Working and Adult Learner
Consultant

Small Group Networking, 10 minutes

- You will select the breakout room you want to attend.
- This is *networking*. You can move to different rooms at any time, as many times as you want.
- Use the first few minutes for introductions, or be sure to introduce yourself as you participate.
  - Who are you? What type of work do you do?

Breakout Room Topics

- Explore Learner Needs and Opportunities
- Institutional Practice Change
- Postsecondary Systems Change
- Public Policy Change

Wrap Up

- In Person Convening – June 26th

    Contact email: adultpathways@wsac.wa.gov
    Website: www.wsac.wa.gov/LEARN

Washington State Student Achievement Council LEARN NETWORK Virtual Convening May 14, 2025

Louis Soares

Independent Consultant

Overview

- Welcome/Announcements   Inez   12:00 - 12:10

- Facilitator Introduction   Louis   12:10 – 12:20

- A Look Back   12:20 – 12:40

- Navigation Tools for Moving Forward   12:40 – 1:05

- Looking Ahead to June 26th   Small Group   1:05 – 1:30

- Adjourn   Inez   1:30

Louis Soares, Independent Consultant

Evolving Higher Education Business Models

Leading with Data to Deliver Results

Louis Soares, Patricia Steele, and Lindsay Wayt

AGE American Council on Education
CPRS Center for Policy Research and Strategy
TIAA INSTITUTE
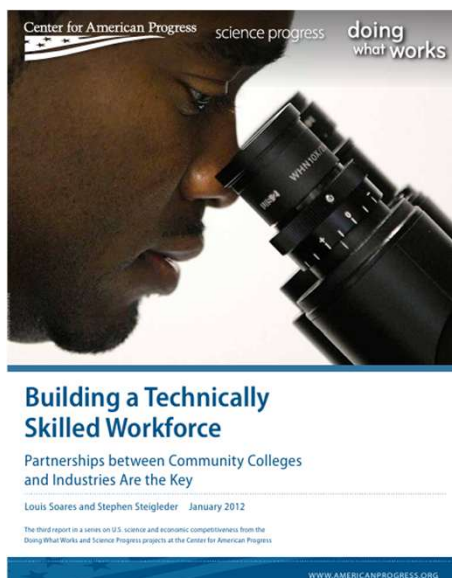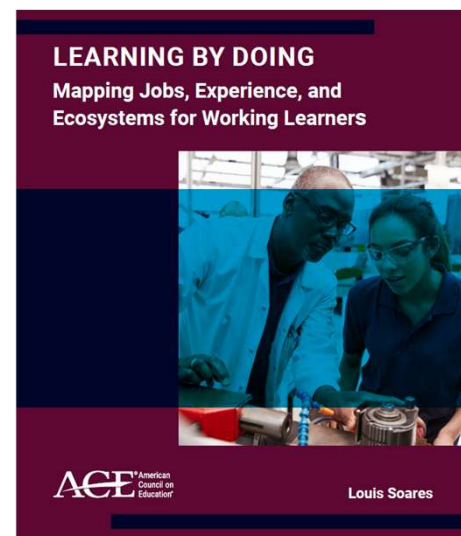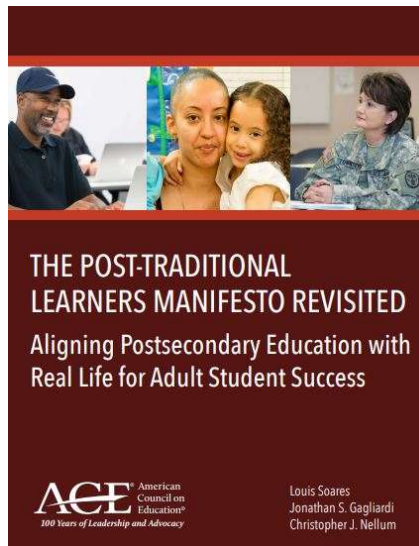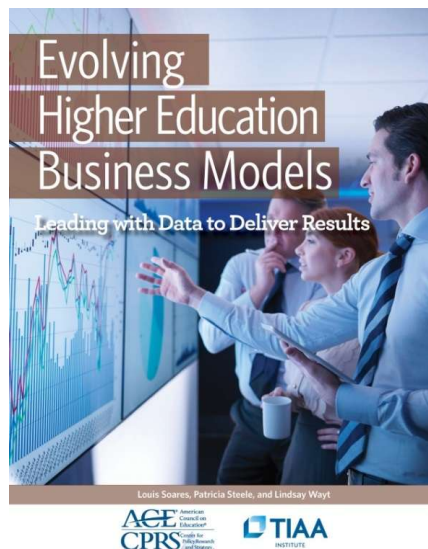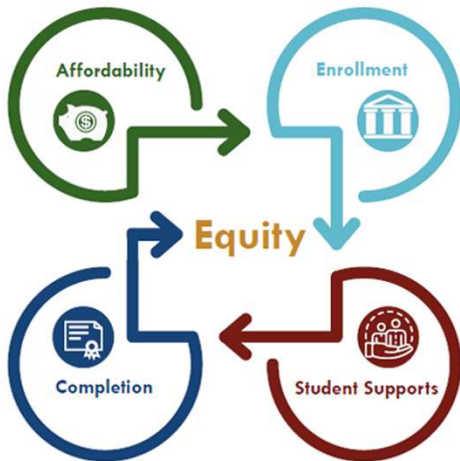

THE POST-TRADITIONAL LEARNERS MANIFESTO REVISITED

Aligning Postsecondary Education with Real Life for Adult Student Success

AGE American Council on Education
100 Years of Leadership and Advocacy

Louis Soares
Jonathan S. Gagliardi
Christopher J. Nellum

LEARNING BY DOING

Mapping Jobs, Experience, and Ecosystems for Working Learners

AGE American Council on Education

Louis Soares

Center for American Progress
science progress
doing what works

Building a Technically Skilled Workforce

Partnerships between Community Colleges and Industries Are the Key

Louis Soares and Stephen Steigleder   January 2012

The third report in a series on U.S. science and economic competitiveness from the Doing What Works and Science Progress projects at the Center for American Progress

WWW.AMERICANPROGRESS.ORG

Center for American Progress
INNOSIGHT INSTITUTE

Disrupting College

How Disruptive Innovation Can Deliver Quality and Affordability to Postsecondary Education

Clayton M. Christensen, Michael B. Horn, Louis Caldera, Louis Soares
February 2011

WWW.AMERICANPROGRESS.ORG   WWW.INNOSIGHTINSTITUTE.ORG

Center for American Progress

Let's Get Serious About Our Nation's Human Capital

A Plan to Reform the U.S. Workforce Training System

Stephen Steigleder and Louis Soares   June 2012

Louis Soares, Independent Consultant

A Look Back

Louis Soares, Independent Consultant

WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

If we build an **affordable** and **supportive** educational environment, more Washington residents will **enroll** in and **complete** a credential-bearing program.

Washingtonians, ages 25–44, with postsecondary credentials

Statewide Attainment

70% Goal
61.0% 2022
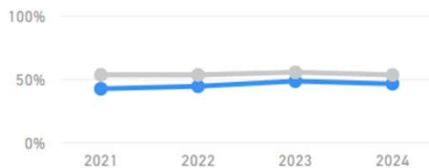55.4% 2013

= Gap

Washington Student Achievement Council
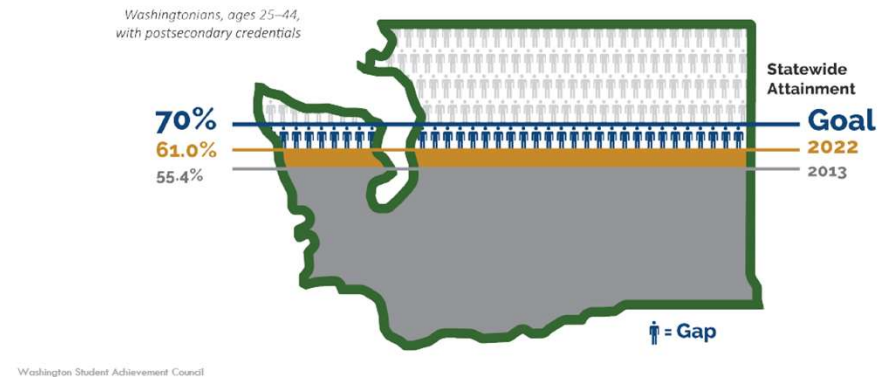
Currently, 47 percent of adults in Washington do not have a credential, making adult learners a critical population to engage (or re-engage) toward the state goal.

Louis Soares, Independent Consultant

AFFORDABILITY

FAFSA Completion Rate by FRPL Status
46% -2.0% ▼ from previous year
(chart: 2021, 2022, 2023, 2024)

FAFSA Completion Rate of High School Seniors	Avg. Net Price at Public Institutions
50% -2.0% ▼	**$11,256** $935 ▲

Need-Based Financial Aid Recipients	Avg. State Need-Based Grant Aid
137,005 4.9% ▲	**$2,263** $254 ▲

Learn more

ENROLLMENT

Undergraduate Enrollment
377,210 -2.6% ▼ from previous year
(chart: 2014–2023)
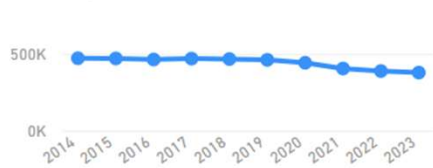
Direct Enrollment from High School Rate	Adult Enrollment Rate
55% 1.0% ▲	**1.6%** 0.1% ▲

High School Graduation Rate	Fall Enrollment Change by Financial Aid Status
85.5% -0.6% ▼	17.6% / -0.2% Public 2-Yr; 7.2% / -4.7% Public 4-Yr
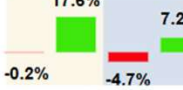
Learn more

STUDENT SUPPORTS

Benefits Utilization Rate
53.6% no data from previous year
(bar: 53.6%, 0% to 100%)
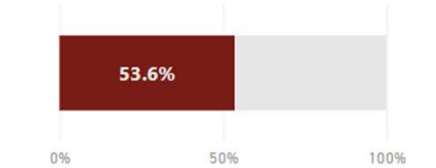
Food Insecurity Rate	Housing Insecurity or Homelessness Rate
38.3%	**36.0%**

Unreliable Access to Health/Mental Care Rate	Unreliable Access to Childcare Rate
53.1%	**66.4%**

Learn more

COMPLETION

Graduation Rate (150% of Normal Time)
56.7% -0.6% ▼ from previous year
(chart: 2015, 2020)
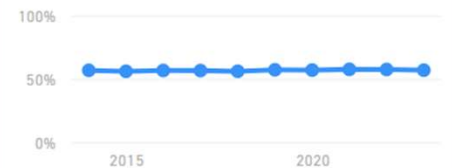
Graduation Rate (200% of Normal Time)	Number of Degrees/Certificates
69.2% 0.4% ▲	**89,341** -6.2% ▼

Retention Rate	Adults without an Initial Credential
81.2% 1.6% ▲	**45.9%** -1.0% ▼

Learn more

Louis Soares, Independent Consultant

LOCAL EDUCATION ADULT RESOURCE NETWORK (LEARN) COMMUNITY OF PRACTICE

- Resource hub
  - Understand and analyze WA's adult learner landscape
  - Networking and connection space
  - Opportunity to engage with adult learner experts
  - Receive and provide guidance and support

- Idea lab
  - Pilot initiatives
  - Form new or expand partnerships

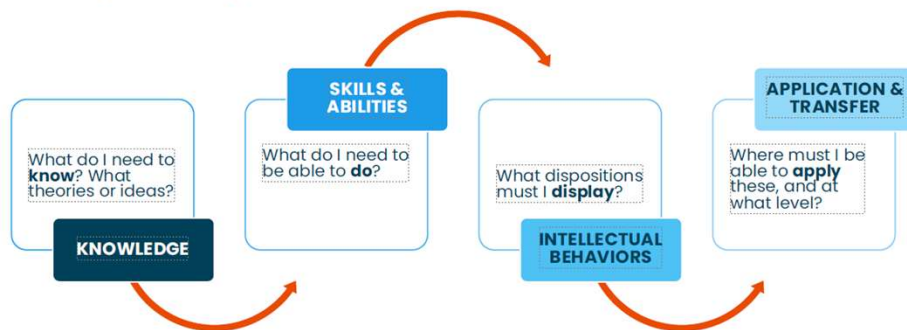## LEARN Content: Interest Survey Results

Top 5 areas of interest:

1. Building effective partnerships
2. Short-term microcredential programs
3. Special populations
4. Funding exploration
5. Addressing basic needs

Louis Soares, Independent Consultant

August 2024 – Unbundling and Connecting Learning

Competency Defined

SKILLS & ABILITIES

APPLICATION & TRANSFER

What do I need to **know**? What theories or ideas?

What do I need to be able to **do**?

What dispositions must I **display**?

Where must I be able to **apply** these, and at what level?

KNOWLEDGE

INTELLECTUAL BEHAVIORS

C-BEN
COMPETENCY-BASED EDUCATION NETWORK

Six Key Characteristics

1. What the learner knows and can do (competencies).
2. Mastery or proficiency is required.
3. Time is variable, learning is fixed.
4. Flexible, pre-planned, backward designed curricular journey.
5. Performance-based, criterion-referenced, authentic assessments.
6. Personalized approach to wraparound supports.

Workforce Training Certificate (KCTCS)

AAS Degree (KCTSC)

Bachelors Degree (Univ of Kentucky)
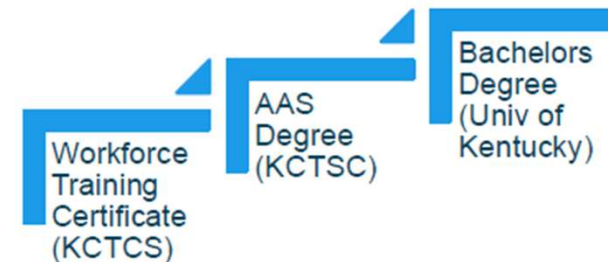
Louis Soares, Independent Consultant

September 2024 – Programs, Values, Partnerships

Center for Regional Economic Enrichment (CREE)

Core Beliefs

- *Adult learners are important on our campuses.*

- *We approach the work with a strengths-based, solution focused intent.*

- *Institutions of higher learning need to evaluate if they are adult ready.*

FINISH LINE PROGRAM

Degree completion program for seniors who stopped attending before graduation

PROFESSIONAL & CONTINUING EDUCATION (PACE)

Non-Credit training

Customized training

CEU credits

CREDIT FOR PRIOR LEARNING (CPL)

Opportunity for students to demonstrate learning from outside experiences

ECONOMIC DEVELOPMENT GRANTS

GROWWTH

Keep TN Beautiful

TN Delta Alliance

Corporate Partnerships: Lessons Learned

- *Realize you aren't always speaking the same language*

- *You need a brand.*

- *Marketing is a two-way street.*

- *Interest > Enrollment*

- *Processes take more time than you think.*

- *You will need more staff than you think!!*

October 2024 – Effective Partnerships

Effective Strategies for Building and Sustaining Partnerships:

1. **Aligning Values and Mission**: Partnerships thrive when there is a shared commitment to common goals and values.

2. **Active Communication and Listening**: Successful collaboration is built on open communication, especially by listening carefully to partners' perspectives and needs.

3. **Internal Partnerships**: Developing strong internal relationships within your organization is just as important as external collaborations.

4. **Respecting Partner Needs**: Valuing and addressing the unique needs of each partner fosters stronger, more meaningful connections.

5. **Shared Language**: Establishing a common language ensures everyone is on the same page and can streamline collaboration.

6. **Understanding Boundaries**: A clear understanding of the boundaries within partnerships helps maintain focus and respect between parties.

7. **Recognizing Existing Partners**: Acknowledging and leveraging the contributions of current partners reinforces collaboration and encourages long-term commitment.

Louis Soares, Independent Consultant

November 2024 – Basic Needs

At community and technical colleges, there is a large gap of unmet need for students from low-income backgrounds

Community or technical college, living with parents — Unmet need: $5,213 (31%)

Community or technical college, living independently — Unmet need: $14,054 (55%)

Legend: Unmet Need, Pell Grant, WA Grant, Non-Tuition, Tuition

Cost numbers are for the 2022–23 academic year, as calculated by the Washington Financial Aid Association.

Basic Needs Security: Parenting Students

Food Insecurity
43.3% (+8 percentage points)

Housing Insecurity
51.7% (+17.5 percentage points)

Homelessness
15.1% (+4 percentage points)

Either: 61.1%
(+12 percentage points)

Both: 37.5%
(+14 percentage points)

2 in 3 unable to afford needed childcare
(71.1% CTCs / 57.3% baccalaureates)

Source: Washington Student Achievement Council https://wsac.wa.gov/sites/default/files/2023.BasicNeedsReport.pdf

Louis Soares, Independent Consultant

December 2024 – Regional POV, Supports, Partnerships

NORTHWEST EDUCATION ACCESS

Mission: Provide comprehensive and individualized support to help low-income young people, ages 16-29, build their own path to higher education and beyond

- **Who we serve:** Young people disconnected from education and/or employment from nontraditional education pathways

- **Where we serve:** King, Pierce, and South Snohomish Counties

- **Who we partner with:** GED and High School Reengagement Programs, Community-Technical Colleges, Community Based Organizations

Sound Reengagement Collaborative

A network of 50+ service providers from community based organizations, community tecnical colleges, and open doors reengagement programs across Pierce & King counties

Louis Soares, Independent Consultant

January 2025 – Adult Learners...not one but many

Defining Adult Learners

Adult learners tend to be defined as those at or over the age 25 beginning or restarting their path to their first credential

- **Nontraditional-learners** have one or more characteristics that are considered "non-traditional" in higher education
- **Post-traditional learner** is a term that offers more humanizing language and acknowledges that students with "nontraditional" characteristics are now the norm in postsecondary education.

Who do we mean by "adult"? Individuals with high school diploma or equivalency and are one year or more removed high school and, for data purposes, usually use 25 and older

ESG
The Adult-Ready Playbook
A Comprehensive Policy and Practice Guide to Improve Outcomes for Post-traditional Learners

Degree or certificate holders | GED holders | Skill-Seeking | Some college, No Degree (SCND)

Parents | Veterans | Immigrants | Justice-impacted

Perhaps the tie that binds this diverse population of learners together most aptly is a *nearly universal desire to strive for themselves and their families.*

Considerations Beyond the Number

Reskillers | **Upskillers** | **Earners**

Louis Soares, Independent Consultant

January 2025 – State and National Ecosystems

Missouri Adult Learner Operationalization Plan

- Strong Collaboration
  - Missouri Department of Higher Education
  - Missouri College and Career Attainment Network
- Align multiple state assets related to adult learners
  - Create cohesive operationalization plan
  - Clear tactics and collaborators
  - Coaching

MOCAN MISSOURI COLLEGE & CAREER ATTAINMENT NETWORK

Noncredit Mobility Academy

- SHEEO Association
  - ESG, Progressive Policy Institute

- Goals/Expected Outcomes
  - State-level **taxonomy** for noncredit programs
  - Plan to build or improve upon noncredit **data collection and reporting**
  - Funding recommendations to support or **incentivize enrollment and transitions** in pathways
  - **Communication** plan to inform state constituencies about who enrolls in noncredit education and the opportunities for economic mobility

NMA NONCREDIT MOBILITY ACADEMY

Strong Ecosystems Rely on Stakeholder Engagement

Based on your role, **who do you see as key stakeholders**?

Vision
What **visions for the future** of adult learners do various stakeholders have?
What **aspects of the adult learner experience**, most in need of improvement, should be prioritized?
How can you **encourage and support** credential programs to expand and improve the quality of credential alignment?

Alignment
How do various stakeholders **perceive the effectiveness** of current access to and quality of credentials?
How well do the current credential programs **align with workforce development needs**?
What are the key **barriers or challenges** hindering greater alignment with workforce needs and consistency in credit transfer?
Where are **bright spots** of effective credential alignment and learning recognition, and in the state? What factors contribute to their success?

Louis Soares, Independent Consultant

February 2025 – Experimentation – Regional Challenge Grants
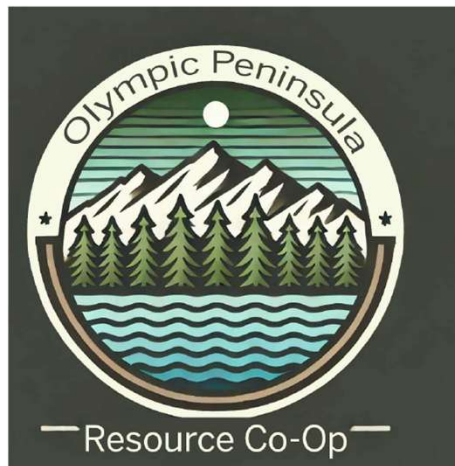
Partners:

Peninsula College
DSHS
United Way Clallam County
West Sound Stem Network
Olympic Peninsula YMCA
Olympic Community of Health
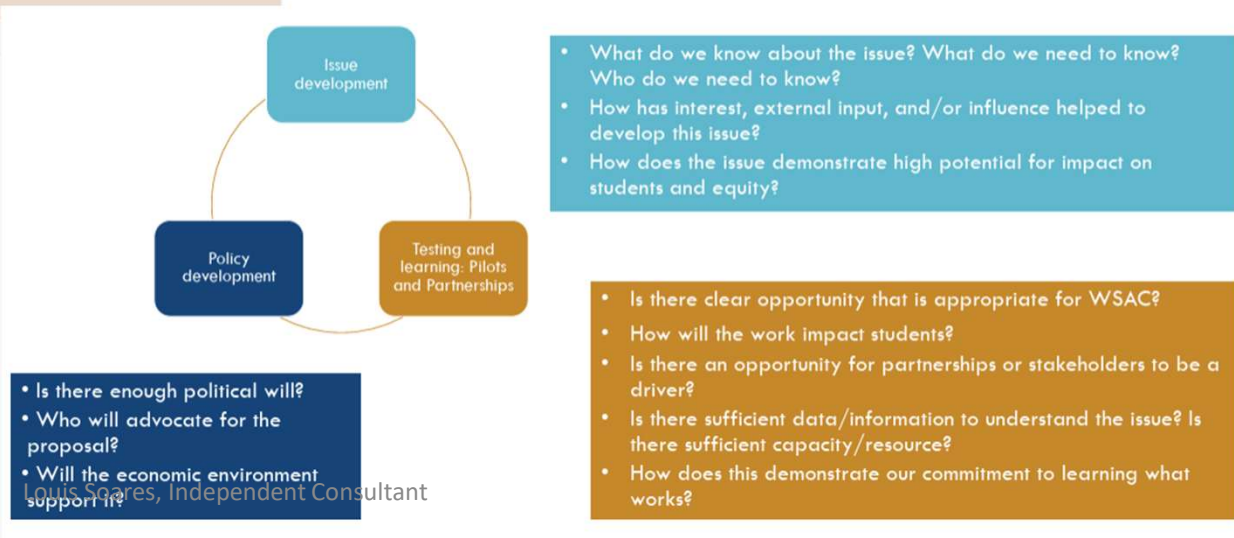Olympic Angels
Clallam Transit

And Growing!

Louis Soares, Independent Consultant

March 2025 – Programs, Programs, Programs, Apprenticeships, Programs, Programs…………Strategy

Program Administration	Policy Development
Washington Health Corps	Workforce and Postsecondary Alignment
Educator Workforce Programs	ACPL Workgroup Oversight and Reporting
National Guard Grant	Skills-Based Hiring Initiatives
WAVE	LEARN (Adult Learner Community of Practice)
Washington Grant for Apprenticeship	Workforce Program Evaluation
Native American Apprenticeship Assistance Program	Adult Engagement and Reengagement Strategy
Aerospace Loan Program	
State Work Study	
Campus Student Support Grants (Childcare and CAMP)	
Career Connect Washington	

Issue development
- What do we know about the issue? What do we need to know? Who do we need to know?
- How has interest, external input, and/or influence helped to develop this issue?
- How does the issue demonstrate high potential for impact on students and equity?

Testing and learning: Pilots and Partnerships
- Is there clear opportunity that is appropriate for WSAC?
- How will the work impact students?
- Is there an opportunity for partnerships or stakeholders to be a driver?
- Is there sufficient data/information to understand the issue? Is there sufficient capacity/resource?
- How does this demonstrate our commitment to learning what works?

Policy development
- Is there enough political will?
- Who will advocate for the proposal?
- Will the economic environment support it?

Louis Soares, Independent Consultant

April 2025 – Worker Voice, Advocacy and Programs – An adjacent ecosystem

ABOUT ORGANIZED LABOR IN WASHINGTON

- WA has 3rd highest union density

- Public & private sector; across geographical regions, occupations & industries

- WA State Labor Council + 15 Central & Regional Labor Councils

- WA State Building & Construction Trades Council + 8 Regional Building & Construction Trades Councils

- Hundreds & hundreds of local unions, many also have statewide councils

- Roughly 65% of state-registered apprenticeship programs are jointly managed by employers and unions in WA

WSLC WORKFORCE DEVELOPMENT DEPARTMENT

WHAT OUR DEPARTMENT DOES

- Dislocated worker support (union & non-union) – more to follow

- Support for, and promotion of, joint labor-management state-registered apprenticeship programs (JATCs) & state-recognized apprenticeship preparation programs

- Support for other union training development, e.g. current hospitality training development with partners in the Tri-Cities

- Engage labor in advisory roles for community & technical colleges

- Facilitate a network of labor members that sit on Local Workforce Development Boards

- Lift up worker voice and union values on boards and committees (SBCTC, WA State Training & Education Coordinating Board and others)

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Navigation Themes and Tools for Moving Forward in a Complex and Changing Context

Louis Soares, Independent Consultant

Resetting the Global Economy

> ↖ FACT SHEETS
>
> Fact Sheet: President Donald J. Trump Declares National Emergency to Increase our Competitive Edge, Protect our Sovereignty, and Strengthen our National and Economic Security
>
> The White House | April 2, 2025

- Large and persistent annual U.S. goods trade deficits have led to the hollowing out of our manufacturing base; resulted in a lack of incentive to increase advanced domestic manufacturing capacity; undermined critical supply chains; and rendered our defense-industrial base dependent on foreign adversaries.

- Using his IEEPA authority, President Trump will impose a 10% tariff on all countries.

- President Trump will impose an individualized reciprocal higher tariff on the countries with which the United States has the largest trade deficits. All other countries will continue to be subject to the original 10% tariff baseline.

Louis Soares, Independent Consultant

Federal and State Role Rebalance

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

THE DIRECTOR

May 2, 2025

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

Executive Orders | April 23, 2025

Federal Budget Fiscal Year 2026

- $163 billion reduction discretionary federal spending. 22.6% cut in non-defense discretionary below current year levels.
- Higher Education reductions range across scientific research, financial aid, support for the arts and humanities, and programs designed to increase students' access to higher education opportunities, e.g.:

  - **Department of Energy** - $1.1 billion reduction hit to its science budget

  - **Department of Interior** - reduction of $564 million.

  - **TRIO And GEAR UP -** All federal funding, amounting to $1.579 billion, would be eliminated.

  - **Federal Work Study -** The Federal Work Study program would lose $980 million in funding.

  - **Supplemental Educational Opportunity Grants -** stripped of funding to the tune of $910 million.

  - **English Language Acquisition -** English Language Acquisition would have $890 million stripped from its budget.

  - **Fund For Improvement Of Postsecondary Ed** would lose $195 million.

  - **Department Of Education –** reduced by $177 Billion, winding down federal role.

Louis Soares, Independent Consultant

Fact Sheet: President Donald J. Trump Modernizes American Workforce Programs for the High-Paying Skilled Trade Jobs of the Future

The White House | April 23, 2025

"As the potential of American AI increases, and as America reshores manufacturing and makes Made in America a mark of international envy, America will need more skilled tradesman than we're prepared to train."

OVERHAULING FEDERAL WORKFORCE TRAINING:

Secretaries of Labor, Education, and Commerce to review all federal workforce programs to modernize, integrate, and re-align programs to address critical workforce needs in emerging industries. This Comprehensive Workforce Strategy will further America's global economic leadership and domination of key sectors by, among other things, capitalizing on the AI revolution.

PROVIDING RETURN ON INVESTMENT: Refocus Americans on career preparation and registered apprenticeships
• Over $700 billion a year in American higher education, only half of new college grads find jobs that require college degrees.
• $4.1 billion on the Workforce Investment and Opportunity Act
• $1.4 billion on Career and Technical Education through the Perkins Act.

BACK TO THE FUTURE OF JOBS: Restore focus on sectors/programs that Made American Economy Great in the first place.
• In 2024, there was a shortage of 447,00 construction workers and 94,000 durable goods workers.
• BLS projects that the annual shortage of skilled tradesman over the next decade will be close to half a million.

Louis Soares, Independent Consultant

1. **The degree offerings available to students, and the enrollment decision that students make, must lead to desirable life, career and earning outcomes.**

2. **Students must be able to complete the degree program on time and at their pace.**

3. **The tuition price that students pay for on-time completion must be reasonable relative to program costs, their income and the earnings outcomes for potential career pathways.**

Institutional Revenues per Full-Time Equivalent (FTE) Student in 2021 Dollars at Public Institutions, 2011-12, 2016-17, and 2021-22

College Board, Trends in College Pricing and Student Aid 2024, Figure CP-15

Louis Soares, CollegeBoard Consultant

VALUE

What Americans Want From Higher Ed: To Get a Good Job

67% Americans: "very important" reason for getting education beyond high school

88% Freshmen: top reason cited for going to college

38% Parents of fifth-12th graders: "very important" reason for getting education beyond high school

Sources: Gallup/Lumina poll, UCLA Cooperative Institutional Research Program, Gallup/IHE poll

POSTSECONDARY VALUE CONTINUUM

VALUE SEGMENTS	Postsecondary Attainment		Labor Market Outcomes		Return on Investment		Wealth Accumulation	
VALUE MEASURES	Postsecondary Credentials	Credentials with Labor Market Value	Employment	Earnings	Repayment	Net Return	Financial Independence	Net Worth
	All states report this measure	Many states report this measure	Some states report these measures		Few states report these measures		No states report these measures	

Source: Education Strategy Group

Do Colleges Prepare Graduates for Work? Opinions Differ.

95% of chief academic officers rate their institution as very/somewhat effective at preparing students for the world of work.

13% of Americans strongly agree that college graduates in this country are well-prepared for success in the workplace.

11% of business leaders strongly agree that graduating students have the skills and competencies their businesses need.

Sources: Gallup/Lumina poll, UCLA Cooperative Institutional Research Program, Gallup/IHE poll

Louis Soares, Independent Consultant
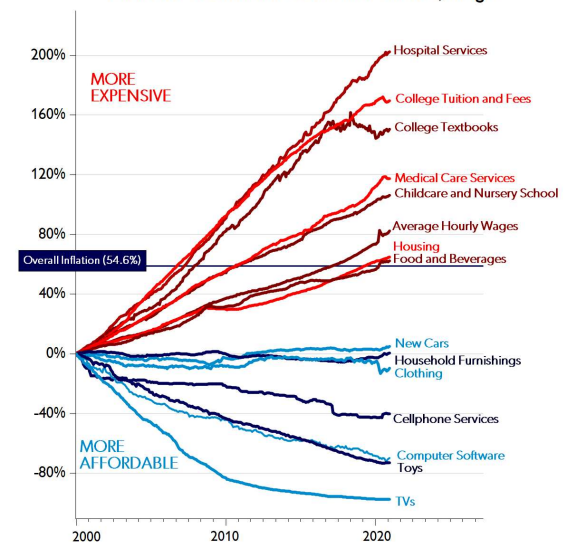
THE WALL STREET JOURNAL.

Collections Coming for Millions of Student-Loan Borrowers

Education Department on Monday will threaten to confiscate tax refunds, federal benefits, wages

By *Matt Grossman* [Follow] and *Oyin Adedoyin* [Follow]
Updated May 5, 2025 4:17 pm ET

Price Changes: January 2000 to December 2020
Selected US Consumer Goods and Services, Wages

- 200% — MORE EXPENSIVE
- Hospital Services
- College Tuition and Fees
- College Textbooks
- Medical Care Services
- Childcare and Nursery School
- Average Hourly Wages
- Housing
- Food and Beverages
- Overall Inflation (54.6%)
- New Cars
- Household Furnishings
- Clothing
- Cellphone Services
- Computer Software
- Toys
- TVs
- MORE AFFORDABLE

Source: Bureau of Labor Statistics   Carpe Diem AEI

EDUCATION

Undergraduate certificate programs soar in popularity amid changes to labor market

BY LEXI LONAS COCHRAN - 01/28/25 6:00 AM ET

From 2019 to last fall, the National Student Clearinghouse Research Center found **a 28.5 percent increase in enrollment in the programs, which are seen both as a way to move into the workforce quicker without a college degree and as a resume-booster for those still working on their bachelor's.**

Louis Soares, Independent Consultant

THE CHRONICLE
OF HIGHER EDUCATION

WATCHING AND WAITING

Trump Will Affect Colleges' Finances. Just How Will Surprise You.

Experts warn of a variety of ways his agenda could soon devastate — or bolster — colleges' cash flow.

By *Lee Gardner*

THE REVIEW | ESSAY

What Trump Means for College Budgets

Decreased federal funding and fewer international students could cause belt-tightening.

By *Phillip Levine*

THE REVIEW | OPINION

How Trump Could Devastate Our Top Colleges' Finances

A 35-percent endowment tax would hurt students — and society.

By *Phillip Levine*

Louis Soares, Independent Consultant

AI and Automation

McKinsey Center for Government

Generative AI and the future of work in America

July 2023

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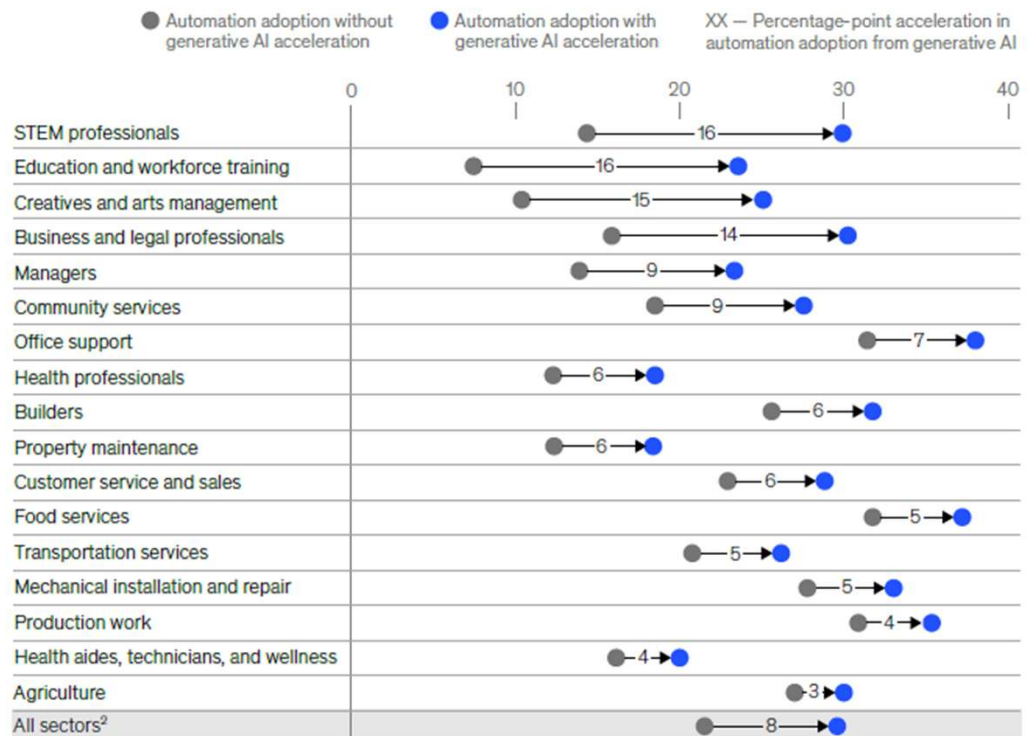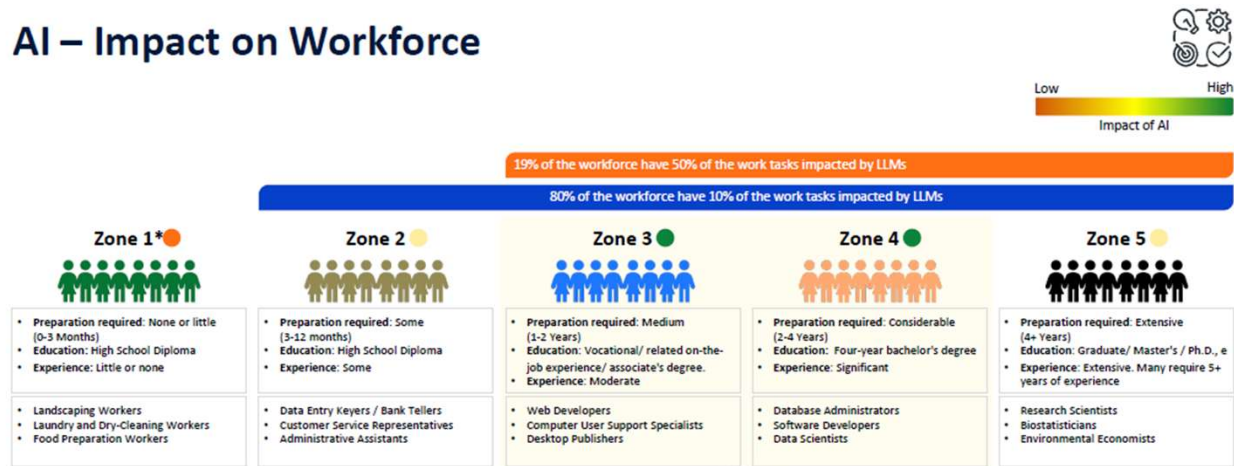Paige Hasebe

Editor
Lisa Renaud

Exhibit E2

With generative AI added to the picture, 30 percent of hours worked today could be automated by 2030.

Midpoint automation adoption[1] by 2030 as a share of time spent on work activities, US, %

● Automation adoption without generative AI acceleration
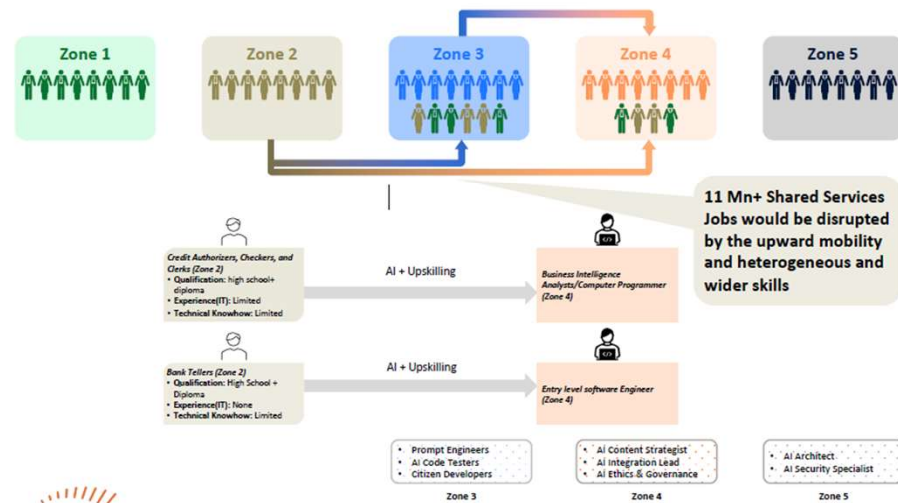● Automation adoption with generative AI acceleration
XX — Percentage-point acceleration in automation adoption from generative AI

STEM professionals	16
Education and workforce training	16
Creatives and arts management	15
Business and legal professionals	14
Managers	9
Community services	9
Office support	7
Health professionals	6
Builders	6
Property maintenance	6
Customer service and sales	6
Food services	5
Transportation services	5
Mechanical installation and repair	5
Production work	4
Health aides, technicians, and wellness	4
Agriculture	3
All sectors[2]	8

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AI – Impact on Workforce

Low ———————— High
Impact of AI

19% of the workforce have 50% of the work tasks impacted by LLMs

80% of the workforce have 10% of the work tasks impacted by LLMs

Zone 1*
- Preparation required: None or little (0-3 Months)
- Education: High School Diploma
- Experience: Little or none

- Landscaping Workers
- Laundry and Dry-Cleaning Workers
- Food Preparation Workers

Zone 2
- Preparation required: Some (3-12 months)
- Education: High School Diploma
- Experience: Some

- Data Entry Keyers / Bank Tellers
- Customer Service Representatives
- Administrative Assistants

Zone 3
- Preparation required: Medium (1-2 Years)
- Education: Vocational/ related on-the-job experience/ associate's degree.
- Experience: Moderate

- Web Developers
- Computer User Support Specialists
- Desktop Publishers

Zone 4
- Preparation required: Considerable (2-4 Years)
- Education: Four-year bachelor's degree
- Experience: Significant

- Database Administrators
- Software Developers
- Data Scientists

Zone 5
- Preparation required: Extensive (4+ Years)
- Education: Graduate/ Master's / Ph.D., e
- Experience: Extensive. Many require 5+ years of experience

- Research Scientists
- Biostatisticians
- Environmental Economists

Some job attributes that defines impact of AI

Low Impact	High Impact
✓ Labor Intensive	✓ Content Related – text, Images, Multimedia
✓ People Management	✓ Programming
✓ Critical Thinking	✓ Creative Thinking

REVATURE

*The zone definition is from O*NET

AI is going to trigger an upward mobility & Create additional Roles

Zone 1   Zone 2   Zone 3   Zone 4   Zone 5

Credit Authorizers, Checkers, and Clerks (Zone 2)
- Qualification: high school+ diploma
- Experience(IT): Limited
- Technical Knowhow: Limited

AI + Upskilling →

Business Intelligence Analysts/Computer Programmer (Zone 4)

11 Mn+ Shared Services Jobs would be disrupted by the upward mobility and heterogeneous and wider skills

Bank Tellers (Zone 2)
- Qualification: High School + Diploma
- Experience(IT): None
- Technical Knowhow: Limited

AI + Upskilling →

Entry level software Engineer (Zone 4)

Zone 3	Zone 4	Zone 5
• Prompt Engineers • AI Code Testers • Citizen Developers	• AI Content Strategist • AI Integration Lead • AI Ethics & Governance	• AI Architect • AI Security Specialist

New roles introduced by AI

REVATURE

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Skills – Think Global and Local

The New Foundational Skills of the Digital Economy

Developing the Professionals of the Future

BHEF burningglass

STATE REPORT

After Everything

Projections of Jobs, Education, and Training Requirements through 2031

Human Skills
- Critical thinking
- Creativity
- Analytical reasoning
- Communication
- Collaboration

Domain Knowledge
- Strategy
- Economics
- Marketing
- Communications/PR
- Talent Development/HR
- R&D/Product development

Business Enabler Skills
- Project management
- Decision making
- Visualization
- Data communication

Digital Building Block Skills
- AI/Data analyst
- Big data and data management
- Software development
- Information security

Washington: Jobs forecast for 2031 by education level

Education level	2031 Jobs	Share of jobs	Rank by share among states
Less than high school	269,000	7%	30
High school diploma	794,000	21%	46
Some college, no degree	819,000	22%	28
Associate's degree	417,000	11%	17
Bachelor's degree	929,000	25%	15
Graduate degree	540,000	14%	14
Total	**3,768,000**	**100%**	

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Regional Approach – A Nation of Counties

America at Work
A National Mosaic and Roadmap for Tomorrow

Walmart

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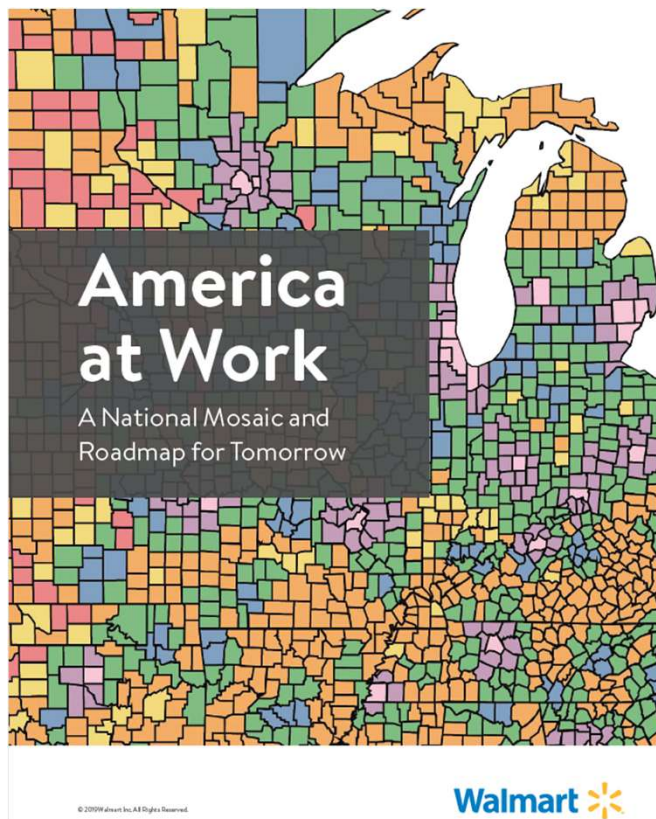
Exhibit 1

Resiliency data categories

Skills, knowledge, education, and experience of the individuals living in a county — Human capital

Sources of new ideas, thinking, designs, and renewal — Innovation

Measures of the strength, diversity, and growth of the economy — Economic base

Factors used in relocation and business investment decisions — Development indicators

Socioeconomic factors

Indicators of quality of life and social environment

The segmentation resulted in 8 community archetypes

PRELIMINARY
NOT TO SCALE

(#) = # of counties

Rural — Urban

1 "Resource-rich regions" 177 counties

2 "Great escapes" 14 counties

3 "Highway towns" 254 counties

6 "Smaller independent economies" 383 counties

5 "Americana" 879 counties

7 "Urban periphery" 334 counties

4 "Distressed Americana" 973 counties

8 "Urban centers and core suburbs" 99 counties

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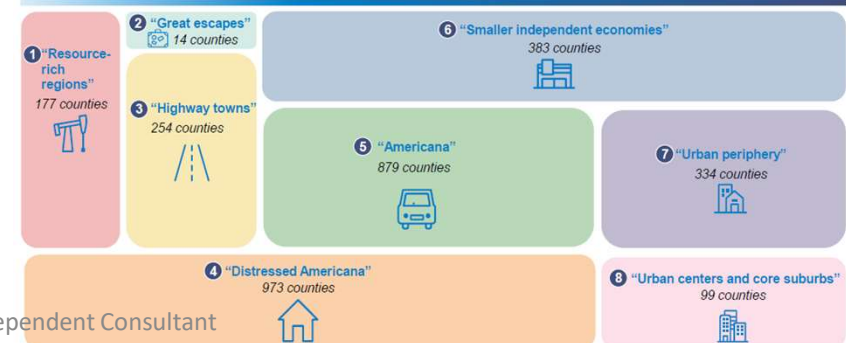
Map of county types (color-coded by segment)

Working from an understanding of the eight community archetypes and their unique characteristics, the next step is to determine the interventions that will be the most effective for each archetype. We see six principal types of responses to automation:

1. Fostering economic development and creating new jobs.

This response involves promoting economic health and the growth of employment opportunities—for instance, attracting capital to low-investment areas through the USDA's Rural Business Investment Program.

2. Retraining and upskilling.

This entails providing workers with the skills necessary to find a new job after being displaced. An example is AT&T's partnership with Georgia Tech to launch Georgia Tech's online program for earning a master of science in computer science.

3. Boosting mobility within the labor market.

This includes efforts to enable physical mobility and workers' ability to communicate and transfer their skills within the labor market, as in the case of digital-technology credentialing through Greater Washington Partnership's Capital CoLAB.

4. Building and maintaining infrastructure.

This response ensures that communities have the physical infrastructure needed to connect with the rest of the country. An example is investment in public transportation.

5. Modernizing the social safety net.

This involves updating social systems to support workers, as appropriate, to coincide with current employment patterns. For instance, portable benefits could cover workers employed in the independent and gig economy.

6. Strengthening education.

These efforts aim to equip primary and secondary educational systems to prepare students for new economic realities, as in the case of Colorado's CareerWise apprenticeship program.

Legend:
- Megacities
- High-growth hubs
- Urban periphery
- Small powerhouses
- Silver cities
- College-centric towns
- Stable cities
- Independent economies
- America's makers
- Trailing cities
- Americana
- Distressed Americana
- Rural outliers

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| 0-10 | 10-20 | 20-30 | 30-40 | 40-50 | 50-60 | 60-70 | 70-80 | 80-90 | 90-100 |

EMERGING REALITY

Human Life Expectancy **90+**

Relative change rate

REMAIN ENGAGED

WORK

LEARNING

OLD PARADIGM

Human Life Expectancy **70-75**

RETIRE

Relative change rate

WORK

EDUCATION
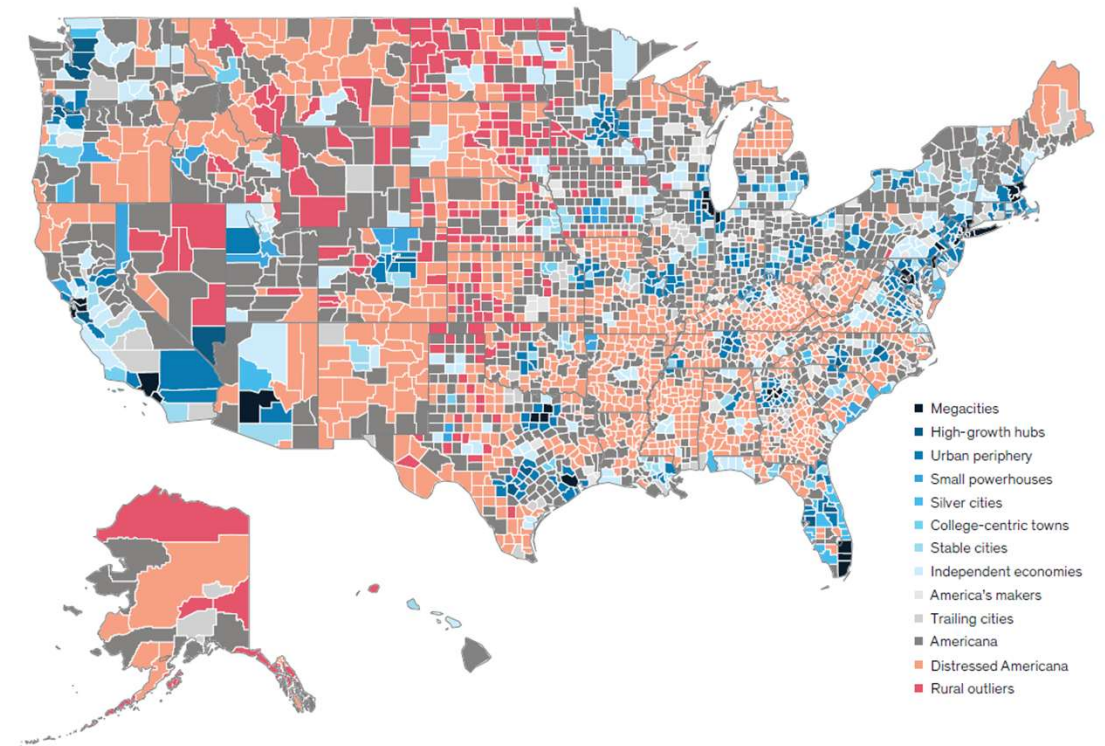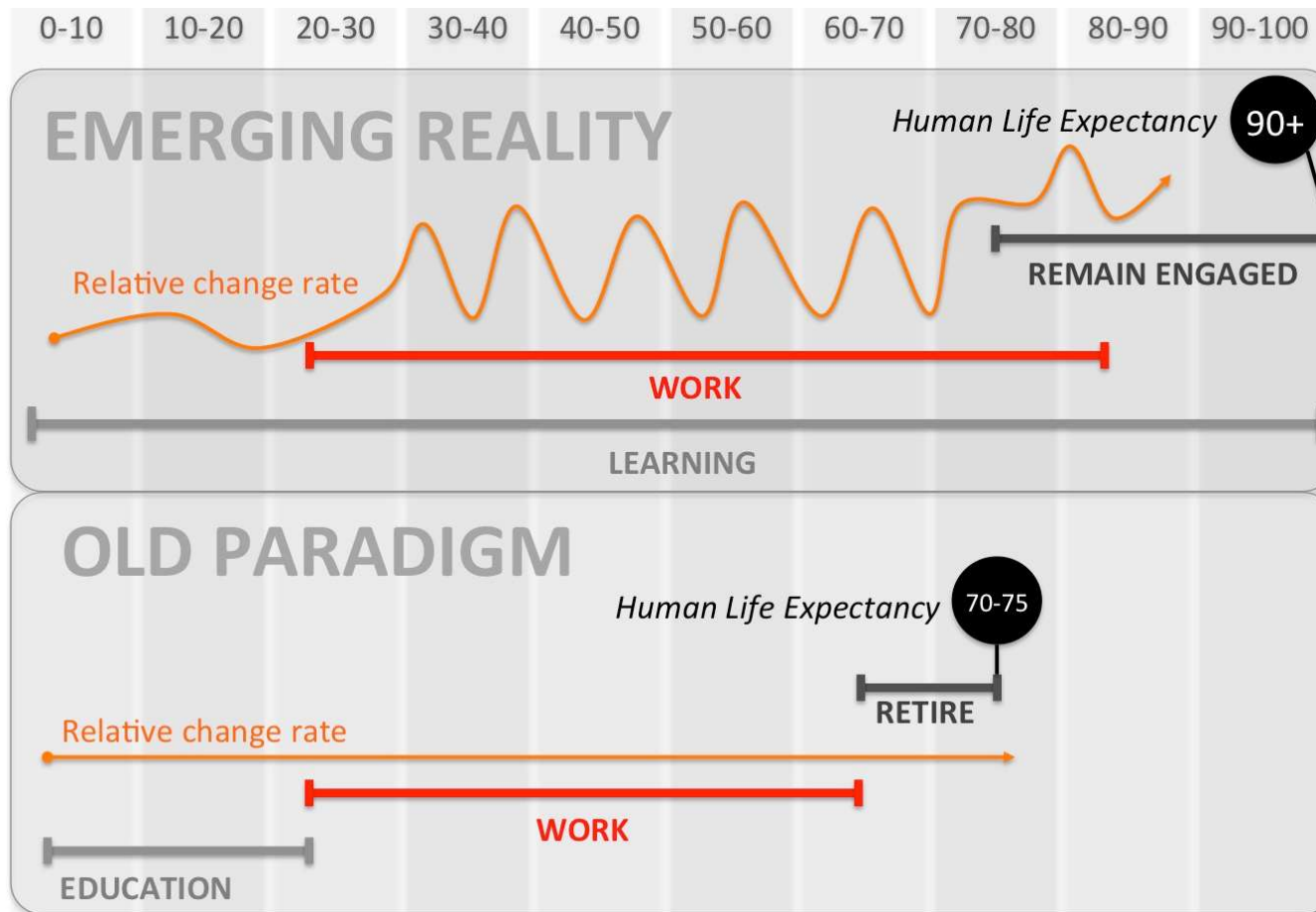
@heathermcgowan

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Complexity is the New Normal

....*You must be like a whitewater kayaker who skillfully reads the currents and disruptions of the context around you.*

You must interpret the flows, the ripples, the rapids, and understand what they reveal about what lies beneath the surface. You must operate with both body and mind, living totally in the moment, experiencing the immediate at-hand circumstances and quickly analyzing information from all your senses — sight, sound, touch and force feedback from the paddles — to understand the environment and how it is responding to you.

You need to live in an ongoing conversation with the flow.

-John Seely Brown

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> *Knowing How To Think empowers you far beyond those who know what to think*
>
> **- Neil deGrasse Tyson**

> *The reflective practitioner allows herself to experience surprise, puzzlement, or confusion in a situation which she finds uncertain or unique…..She carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.*
>
> **- Donald Schon**

> *We should have aggressive and wild ambitions that are only anchored by plans, not by doubts. I try to do things and have been successful—and not successful—but because I've gone beyond what I was told was normal for my community or normal for me, I've been able to have extraordinary opportunities.*
>
> **- Stacy Abrams**

> *All Great Change is Preceded By Chaos.*
>
> **- Deepak Chopra**

Transformation Trends and Tools

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Higher Education Trends to Track

Now	Future
Learning Stocks	Learning Flows
Data Poor	Data Rich
Closing Equity Gaps	Shared Equity Leadership
Inputs	Outputs
Less organized	More (and Less) Organized
Academic v. Professional Prep	Academic & Professional Prep
Institution view	System view

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Learning Stocks to Learning Flows

Figure 2. Life-long and life-wide learning
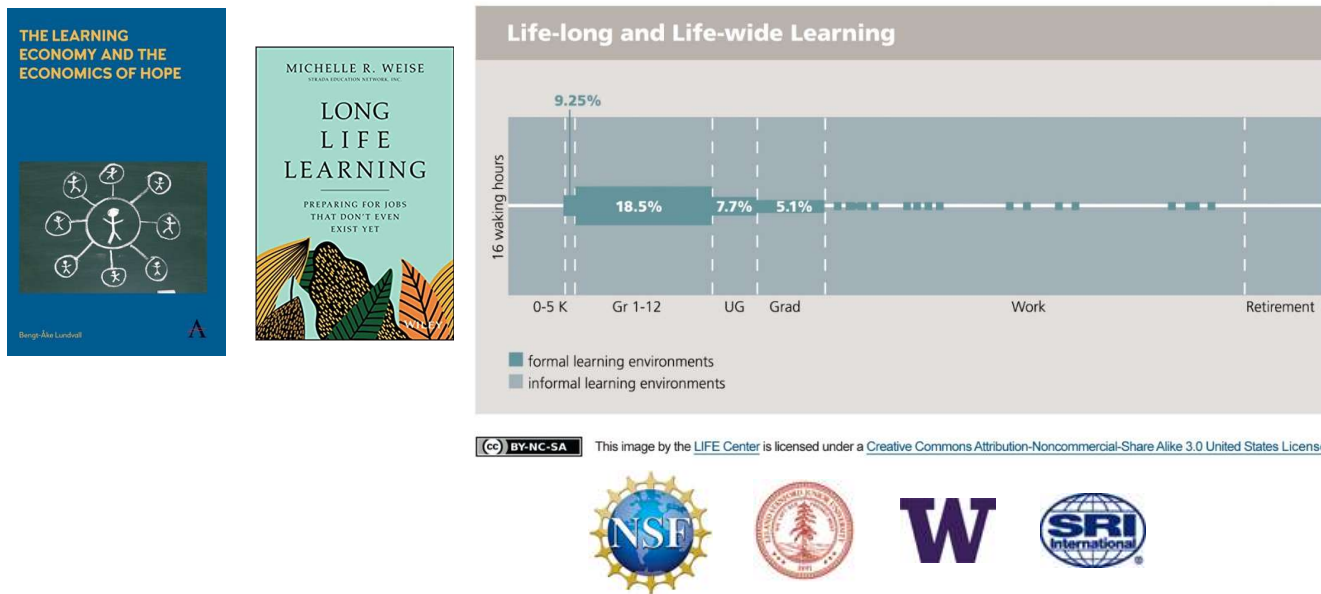
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The Learning Ecosystem – Education Sector View

Sector 1	Sector 2	Sector 3

Sector 1

Pre-K - 12

Sector 2

Higher Ed Degree-Granting Institutions

Sector 3

Community Education

Corporate L&D

Ed Tech Companies

Learning Businesses

Social Networks
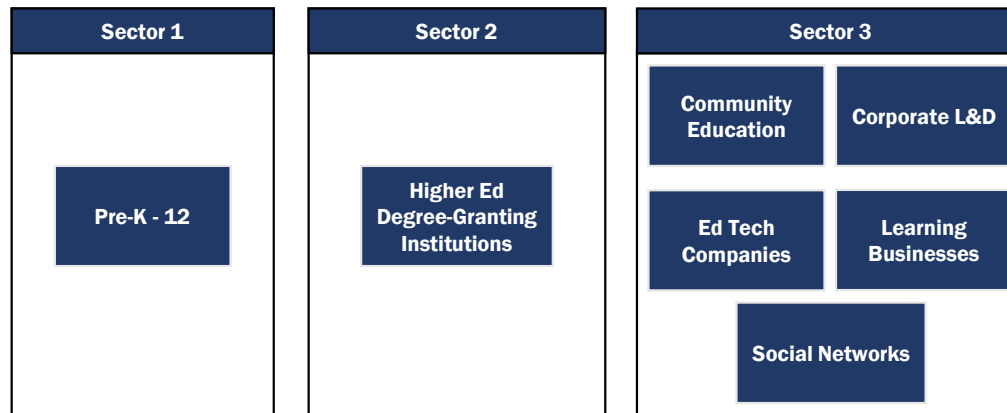
Source: Leading Learning, February 2021

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From Courses and Credits, too…..Competency

1 degree

40 classes

120 credits

1600 hours

COMPETENCE

EXPERIENCE   KNOWLEDGE   SKILLS   BEHAVIOR   PERFORMANCE   GOALS
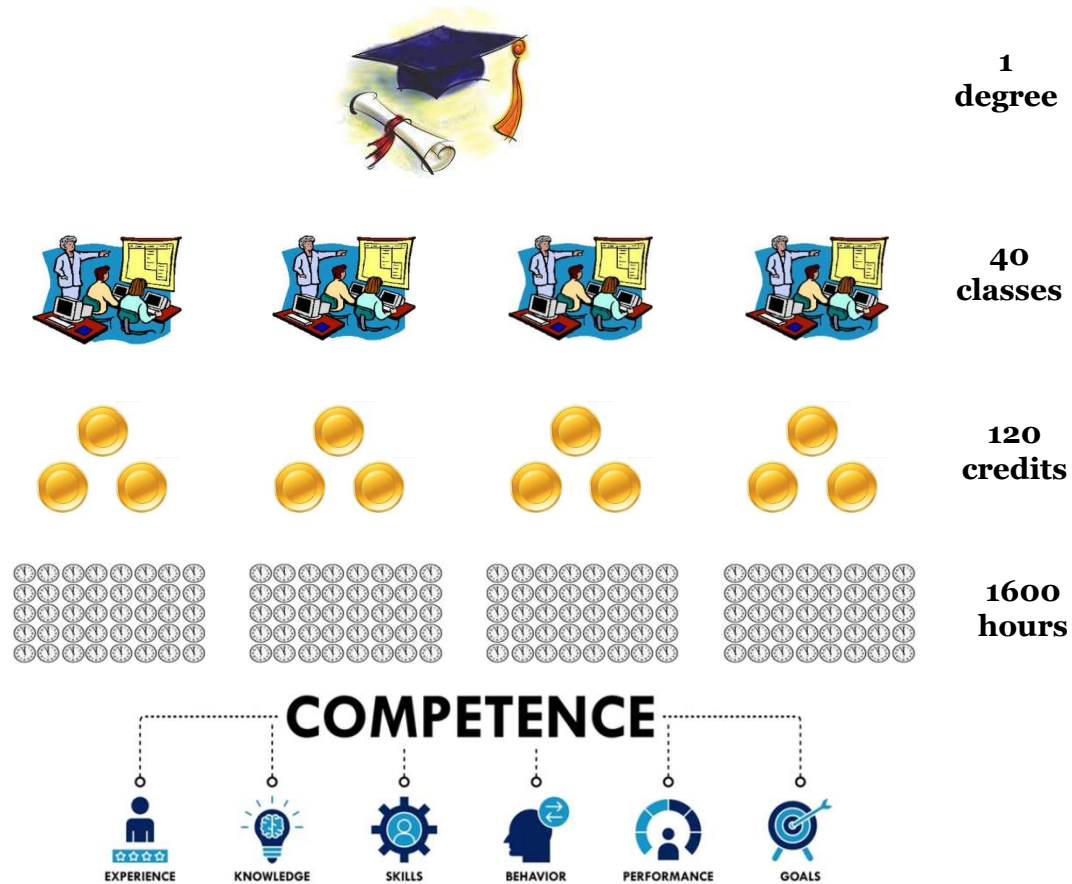
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Source: Adapted from Cracking the Credit Hour, New America Foundation.
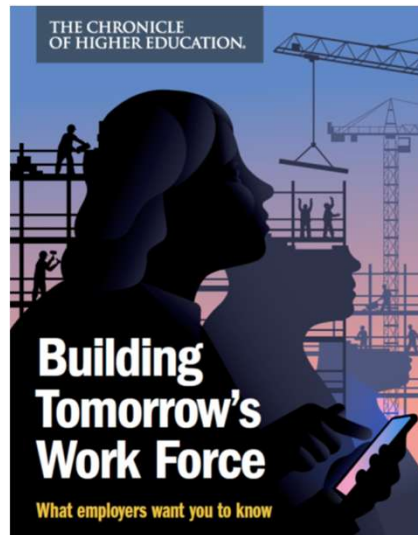
THE CHRONICLE OF HIGHER EDUCATION.

Building Tomorrow's Work Force

What employers want you to know

What Americans Want From Higher Ed: To Get a Good Job

67% Americans: "very important" reason for getting education beyond high school

88% Freshmen: top reason cited for going to college

38% Parents of fifth-12th graders: "very important" reason for getting education beyond high school

Sources: Gallup/Lumina poll, UCLA Cooperative Institutional Research Program, Gallup/IHE poll

Students Have Long Viewed the Purpose of College as Career Preparation

Percent of first-year students reporting reason as "very important" in deciding to go to college

■ Get a better job ■ General education/appreciation of ideas
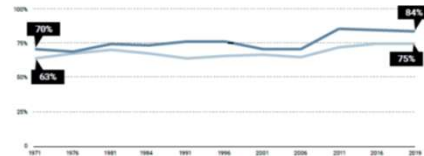
Source: "Demonstrating Value in Times of Crisis," Lightcast

Apprentices on the Rise

■ Active apprentices ■ New apprentices ■ Total completers
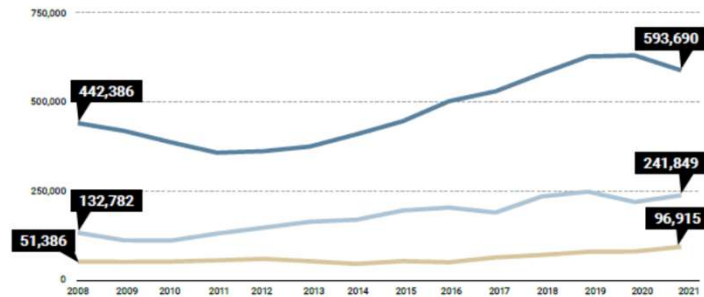
Note: New apprentices include those registered during the period of performance. Active apprentices include registered, suspended, and reinstated apprentices. Completers include apprentices who completed their training during the period of performance.

Sources: U.S. Department of Labor's "Registered Apprenticeship National Results Fiscal Year 2021"

Review Outcomes

Apprenticeship Program	Apprenticeship Type	Program Length	Vocational Credit	Lower Division Credit	Upper Division Credit
Electrical Training Alliance	Outside Lineman	3 years	3 SH	54 SH	
IBM	Software Engineer	12 – 24 months*	33 SH	12 SH	
International Finishing Trades	Painter-decorators	3 years		53 SH	
Jackson EMC	Outside Lineman	7 years		86 SH	
Microsoft LEAP	Software Engineer	16 Weeks		15 SH	
Tectonic	Software Engineer	14 weeks		21 SH	15 SH
The Hartford	Disability Analyst	1 year		21 SH	
T-Mobile	Customer Associate Expert	1500 – 2000 hrs.**		18 SH	9 SH
Wireless Infrastructure Association	Telecommunications Tower Technician	1500 – 2000 Hrs.*	4 SH	10 SH	
Google	TBA	This review is scheduled to complete in late September			
Amazon	TBA	This review is scheduled to complete in late September			

*Indicates a Hybrid-based program design.

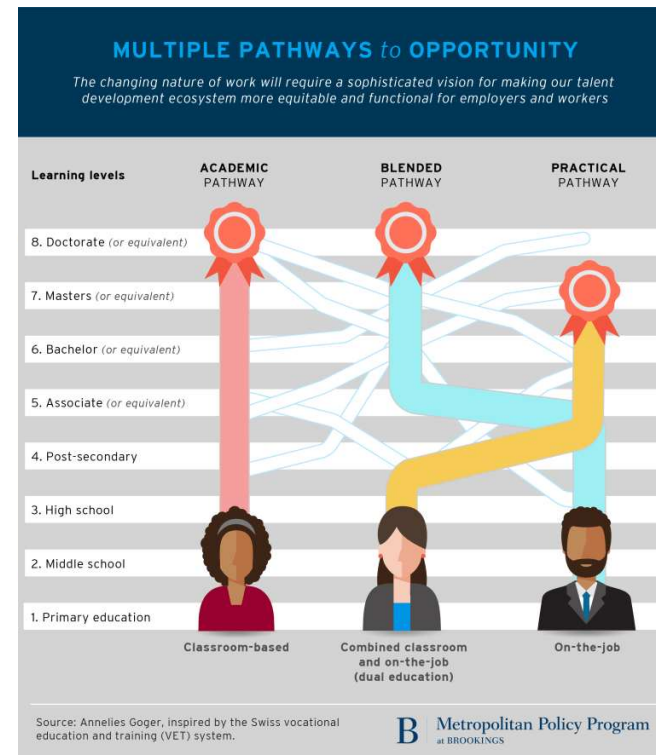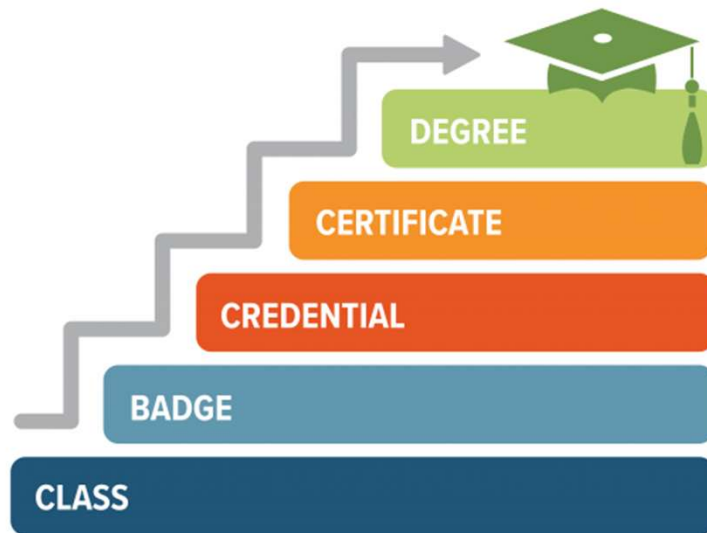**Indicates a Competency-based program design.

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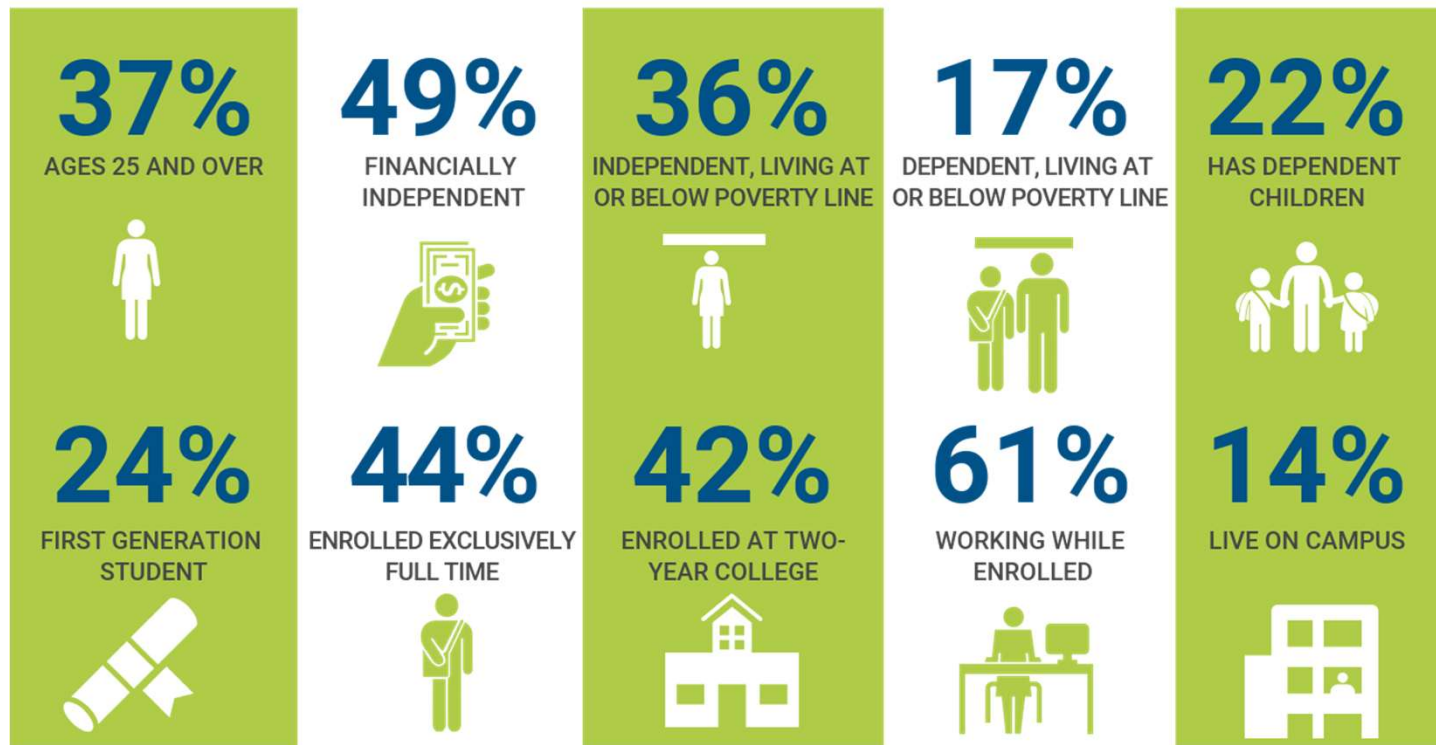# Less Organized - Alternative Credential Providers

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Less organized - Flexible Pathways

MULTIPLE PATHWAYS *to* OPPORTUNITY

The changing nature of work will require a sophisticated vision for making our talent development ecosystem more equitable and functional for employers and workers

Learning levels	ACADEMIC PATHWAY	BLENDED PATHWAY	PRACTICAL PATHWAY
8. Doctorate *(or equivalent)*			
7. Masters *(or equivalent)*			
6. Bachelor *(or equivalent)*			
5. Associate *(or equivalent)*			
4. Post-secondary			
3. High school			
2. Middle school			
1. Primary education			
	Classroom-based	Combined classroom and on-the-job (dual education)	On-the-job

Source: Annelies Goger, inspired by the Swiss vocational education and training (VET) system.

B | Metropolitan Policy Program at BROOKINGS

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A New Demand Curve for Post-secondary Education

37% AGES 25 AND OVER

49% FINANCIALLY INDEPENDENT

36% INDEPENDENT, LIVING AT OR BELOW POVERTY LINE

17% DEPENDENT, LIVING AT OR BELOW POVERTY LINE

22% HAS DEPENDENT CHILDREN

24% FIRST GENERATION STUDENT

44% ENROLLED EXCLUSIVELY FULL TIME

42% ENROLLED AT TWO-YEAR COLLEGE

61% WORKING WHILE ENROLLED

14% LIVE ON CAMPUS

U.S. Department of Education, National Postsecondary Student Aid Study, 2018

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Post-Traditional Learner Identity

TIFFANY M.

- 31 Years Old
- 11 years of PSE
- Six colleges and universities
- $29,000 in debt
- 5 repeated Gen Ed courses
- Worked Full-time 9 of 11 years
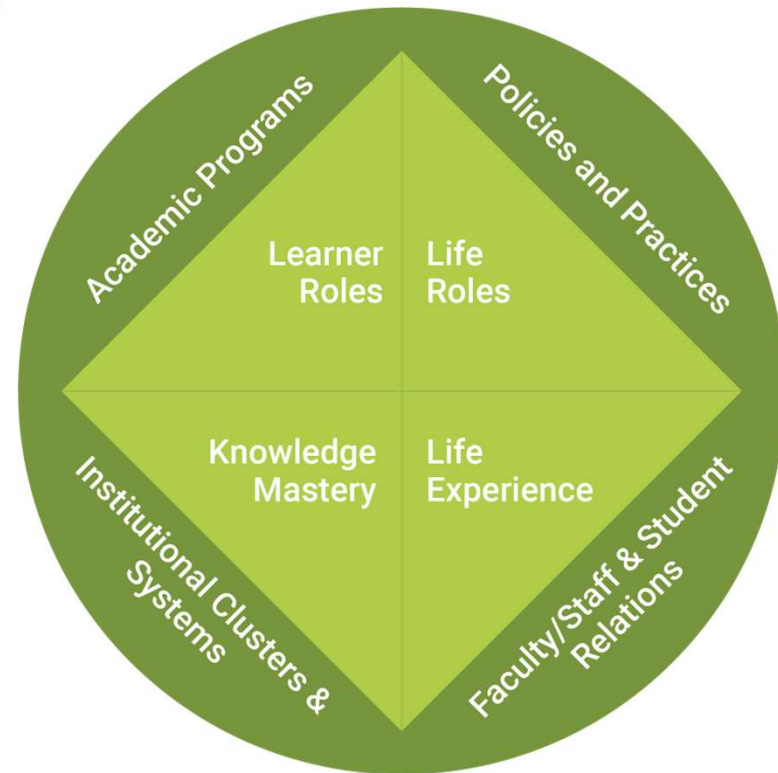
Source: Kasworm, Carol. 2007. "Adult Undergraduate Student Identity: A Proposed Model." Paper presented at the American Educational Research Association, Chicago, IL.

Learning Ecosystems and Optimizing Human Capital

Post-traditional learners integrate and engage with diverse learning ecosystems in contextualized ways based on their unique life roles and experiences.

Informal Learning

Nonformal Learning
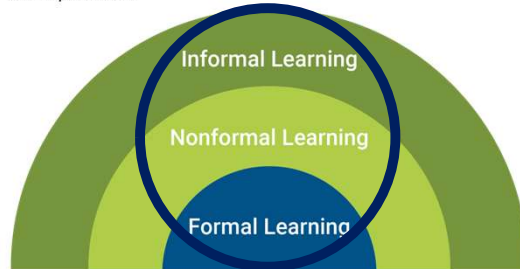
Formal Learning

The Post-traditional Learner Explained

Every student is different in the era of post-traditional learning. According to Kasworm (2007), each is uniquely shaped by his or her:

- Life Experiences
- Learner Roles
- Life Roles
- Knowledge Mastery

These interact with formal learning (institutions and systems/consortia), informal learning, and nonformal learning environments in various ways, at multiple points in their lives, requiring more contextualized solutions to facilitate student success.

Worker

Student

Learning Identity

Community Member

Family
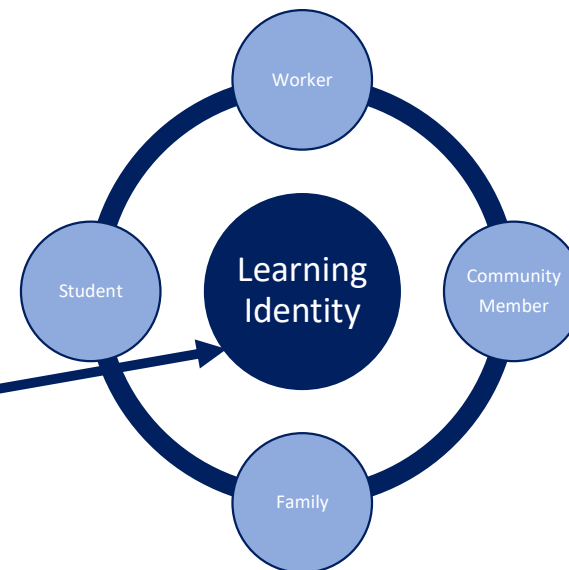
Transform What? Business Model

Value Proposition

Degree Production

Career Advancement

Social/Economic Value

Resources

People, technology, academic programs, student services, partnerships, facilities, equipment

Subsidy Formula

Subsidy structure for programs and services.

Assets and fixed cost structure and margins needed to pay for them.

Processes

Governance, Budgeting, Planning, professional development, ERM, transfer

Adapted from: Soares, Steele and Wyatt, Evolving Business Models & Jane Wellman, Strategic Cost Management in Higher Education

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STUDENT SEGMENTS

ACADEMICALLY FOCUSED STUDENTS

› Commonly referred to as the "traditional student" (18–24 years old)
› Academically driven and impressive academic profile
› Have family support, emotionally and financially, while attending college
› Highly focused, with after-college plans

Example:
Helga is a traditional-aged student who completed 24 college credits while in high school. She is a legacy at California State University, with intentions of enrolling in graduate school immediately after undergrad.

EXPLORING STUDENTS

› Traditional aged (18–24 years old)
› No clear focus, but also no sense of urgency to "figure it all out"
› Not as academically driven
› View college as more about the experience, social life, and opportunity to explore various activities

Example:
Alfred is a 20-year-old college student. He is undecided about his goals, and believes he has time to cruise. While he is not wealthy, money is not a concern. He is enjoying college and not in a hurry to finish his studies. After two years of enrollment, he has yet to declare a major. His family is starting to express concerns for his future.

FIELD TRANSITIONERS

› Have the goal of starting a career in a completely different field
› May be currently working or unemployed
› Often in a financially challenged situation
› Places high value on job placement rates and industry relationships when exploring institutions

Example:
Over the past few years, Anita has held several different jobs at local factories. Currently unemployed after her most recent factory employer shutdown, she recognizes the need to find another field. Anita has always been interested in technology, but needs to quickly get the skills required to be successful while keeping her very limited budget in mind.

FAST-TRACKERS

› Focus on advancing in their current industry
› Typically working adults with busy schedules
› Have some prior college experience
› Seek institutions that offer credit for past academic experience as well as work experience

Example:
Harriet is 47 and is ready to advance at work. She has been there for eight years and had one promotion. She has some college experience and believes her work experiences should count toward earning a degree. Between her family demands and work commitments, schedule flexibility is a critical consideration for her.

CAREER-FOCUSED STUDENTS

› Think practically and view college as a means to an end
› Have a major in mind and is highly job oriented
› Seek to enroll at an institution that can help them reach their ideal career position in the shortest time possible
› Take cost into consideration

Example:
Alex is 19 years old and goal-oriented. He wants a direct link from his education to a career. He does not have much money for school, so he needs to be on a fast track that results in rapid employment upon completion.

ACADEMICALLY RESILIENT STUDENTS

› Highly motivated, traditional aged (18–24 years old)
› Have a stellar academic record
› Often considered marginalized and many have experienced stressful life events and/or conditions that place them at risk of poor performance
› Have little, if any, financial support to attend college
› Generally lack social capital to aid in navigating higher education systems

Example:
In spite of living in a community faced with poverty, vestiges of segregation, and a mediocre school system, Alicia has excelled beyond expectation and graduated from high school with a 4.4 GPA and 6 college credits. While Alicia's family loves and believes in her, they cannot provide her with any financial support. She would be the first in her family to attend a postsecondary institution.

"FIGURING IT OUT" STUDENTS

› Attends college later in life but, like Exploring Students, believes college will provide needed life direction
› Likely to be unemployed or have low incomes
› Place little emphasis on their academic performance
› Do not have high expectations for institutions nor expect that they will complete a degree

Example:
Jonathan is 36 years old and has never been focused on academics. Unemployed for two years, he picks up odd jobs here and there. He believes getting a college degree will help him to land a good job, but doesn't really have a clear career in mind. He hopes that college will help him to get direction and employment.

ENCORE STUDENTS

› Attend college later in life, often after having retired from a career
› May have some college experience
› Fall generally into two categories: (1) those interested in personal enrichment or (2) those seeking to earn credits towards degree to start a second (or "encore") career

Example:
Mary is 72 years old, and has always wanted to attend college. She retired at 70 after a successful career at a postal facility, starting as a clerk and working up to a regional supervisor. Now that she is retired, she would like to consider getting a degree, but wants to start with just taking a few courses at the local university.

Framework For Post-Secondary Education Transformation

Framework for institutional transformation illustrates a strategic, yet agile and resilient, process to align policies, practices and resources to position colleges and universities to better facilitate learner success.
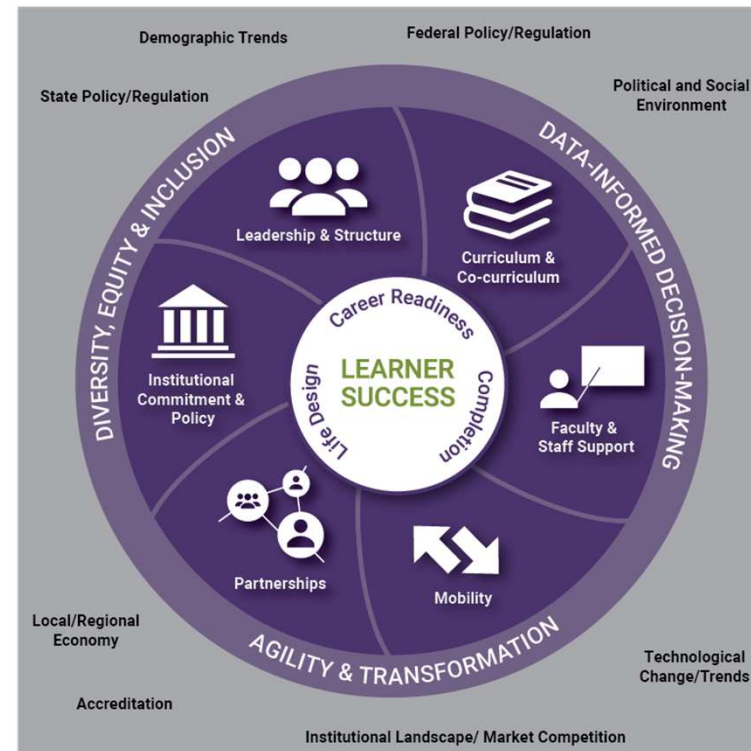
This approach takes into consideration **environmental** factors, has a broadened definition of learner success at its **core**, includes six interconnected institutional **target areas** and three **strategic lenses** through which each of these areas should be examined.

Environmental factors provide both challenges and opportunities outside the present leadership's control.

Core Elements. Broadened definition of Learner supported by evidence-based success practices in Life Design, Career Readiness and Persistence that lead to improved outcomes.

Target Areas. Key areas of institutional policy, systems, process and practice that govern the academic and business models.

Strategic Lens. Three fundamental frames for institutions to use as guides/tools to align Target Areas for learner success.

Demographic Trends
Federal Policy/Regulation
State Policy/Regulation
Political and Social Environment
Local/Regional Economy
Accreditation
Technological Change/Trends
Institutional Landscape/ Market Competition

DIVERSITY, EQUITY & INCLUSION
DATA-INFORMED DECISION-MAKING
AGILITY & TRANSFORMATION

Leadership & Structure
Curriculum & Co-curriculum
Faculty & Staff Support
Mobility
Partnerships
Institutional Commitment & Policy

Career Readiness
Completion
Life Design
LEARNER SUCCESS

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Source: Adapted from American Council on Education/Louis Soares

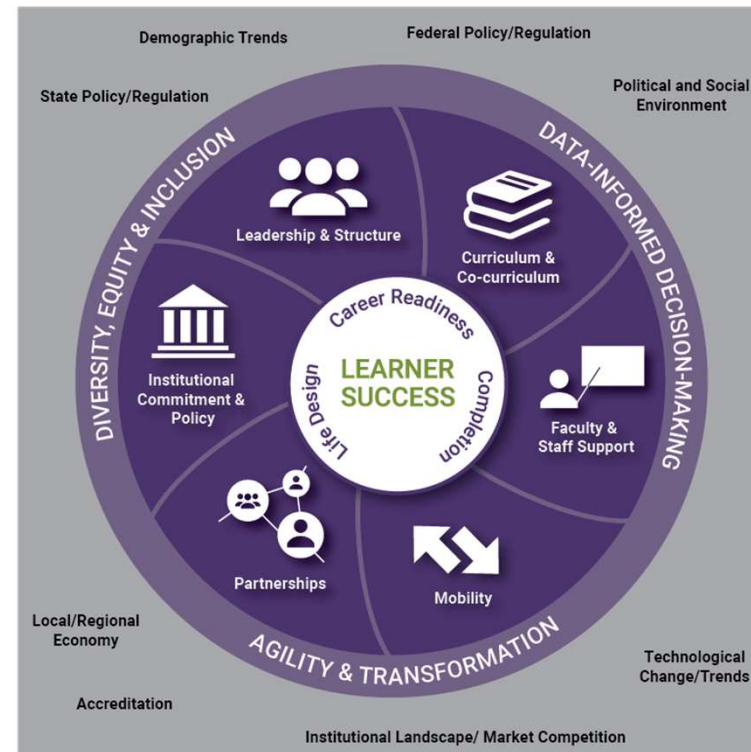# Framework For Post-secondary Education Transformation

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Life Design
A career-services approach whereby learners gain agency over their own education, career path, and life purpose and develop the agility to design their next step.

Career Readiness
Learners prepare to engage with the changing dynamics of today's labor market, perform increasingly complex tasks, and solve new challenges. Includes hard skills (e.g., specialized knowledge) and soft skills (e.g., communication).

Completion
The lifelong ability of learners to identify relevant educational experiences, make measurable progress toward educational goals, and complete the postsecondary credentials that are necessary to achieve their life purpose.

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Learner at the Center of Transformation

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Transformation in Action

Miami Dade College

Miami, FL
41, 353 UG

Grow with Google

Partnership with Grow with Google

- Strategic, Flexible Partnership
- Advance Technical & Career Readiness Skills
- Certificates, college credits, and digital skills

Faculty & Staff Support

Institutional Commitment & Policy

Partnerships

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Transformation in Action

Watertown, SD
1,882 UG

Combines skills-based learning with online/hybrid learning

- Allows students to take some classes online, but then come to campus for hands-on or clinical training
- Degrees offered ranging from agriculture, nursing, and robotics

Allows students to use South Dakota's UpSkill program

- State financial aid program giving technical education scholarships to those recently laid off, low-income students, or students with disabilities

Leadership & Structure

Partnerships

Curriculum & Co-Curriculum

Louis Soares, Independent Consultant

Transformation in Action

Concurrent Enrollment Program

Coons Rapids, MN
4,698 UG

- Partners with local school systems, but provides a level of access beyond traditional dual enrollment
- Program offers free tuition to high school students taking an English or Math class at Anoka-Ramsey
- Program saves students an average of around $500 a semester

Institutional Commitment & Policy   Partnerships   Curriculum & Co-Curriculum

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Transformation in Action

Alexandria, VA
1,882 UG

Fairfax, VA
26, 813 UG

- ADVANCE partners with NOVA to improve transfer student success

- Faculty at both collaborate closely to design 100 structured degree program pathways

- Success coach assigned to each student

- Resources at Mason are made accessible to students

Mobility

Leadership & Structure

Faculty & Staff Support

Curriculum & Co-Curriculum

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Transformation in Action

CU Denver

Denver, CO
11,392 UG

- Created Denver Education Attainment Network (DEAN) in collaboration with industry partners

- Consortium includes K12, two- and four-year institutions, and state agencies

- Reviews statewide prior learning policies and pathway curriculum

- Integrates student data tracking

Partnerships

Mobility

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Transformation in Action

San Jacinto College
Your Goals. Your College.

**Pasadena, TX
23,100 UG**

- Providing grants to enrolled students for childcare
  - "Affordable Accredited Child Care Equals Student/Parent Success" Program
  - Funded through multiple grant programs (ex. HEERF) and based on EFC
  - Allows students with children the ability to put money towards childcare at an on-campus or off-campus facility

LEARNER SUCCESS
Career Readiness
Completion
Life Design

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Transformation in Action

MESA COMMUNITY COLLEGE

Mesa, AZ
13,450 UG

BOEING

- Boot Camp Partnership
  - MCC and Boeing teamed up to offer a 9-day bootcamp and industry certification specific to the needs of Boeing
  - Prior to COVID, 87% of students who completed the program were offered a job with Boeing
  - Opportunities for students to be reimbursed for the costs of the courses if they earn the industry certification and take a state certification test

Partnerships

Faculty & Staff Support

Curriculum & Co-Curriculum

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Transformation in Action

Community College Baccalaureates

- West Virginia was leader, establishing first CCB in 1989
  - Available in 25 states
- Reduces need for transfer to complete bachelor's degrees
- Expands access to bachelor's degree for students from historically minoritized backgrounds
- Fill skills gap and increased need for bachelor's degrees in specific fields
- CCB programs must demonstrate new programs are not duplicative and receive approval from governing body
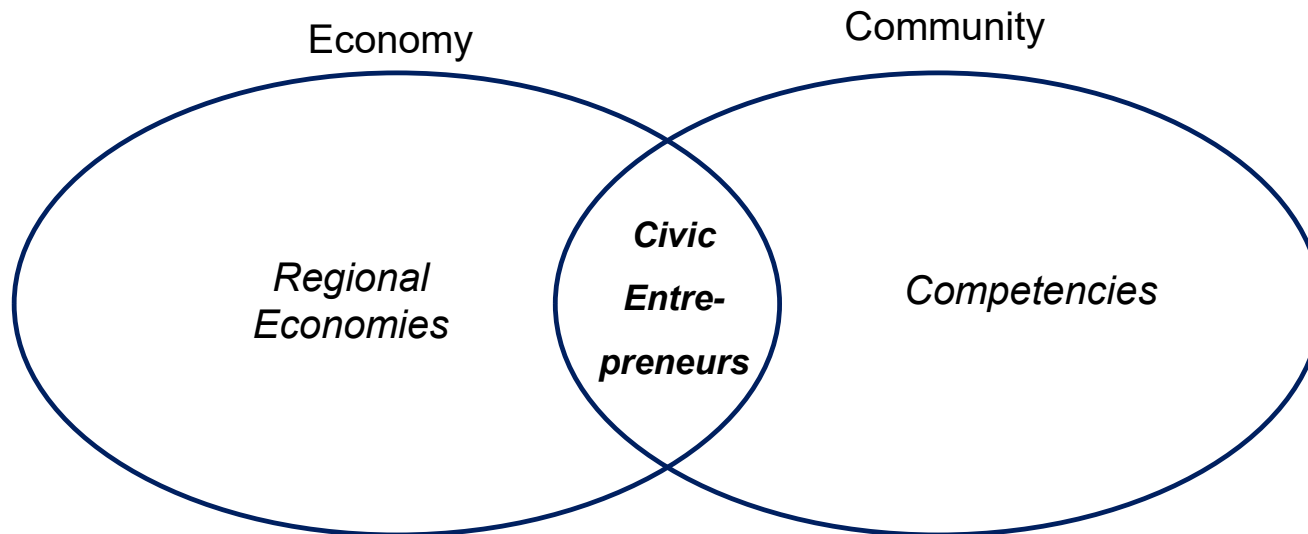
120+ CC
Est. 40% of enrollment

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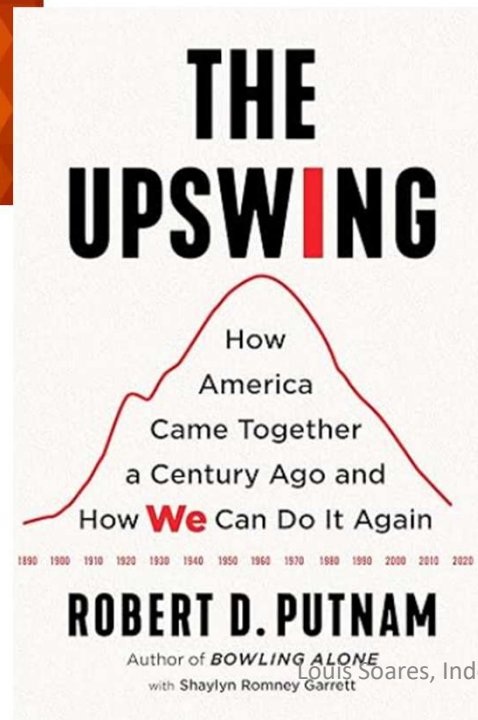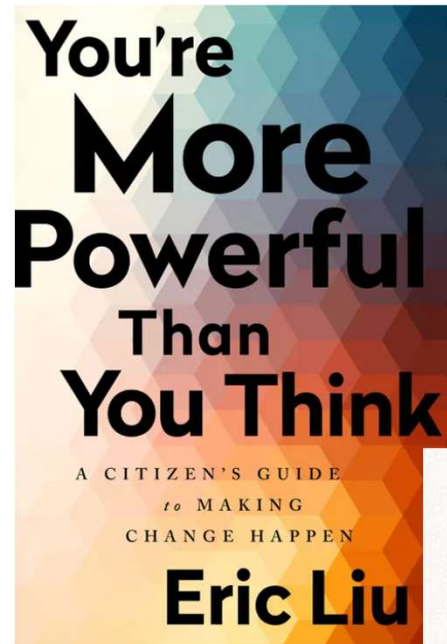
Civic Entrepreneurship is a catalyst for creating and connecting collaborative networks between business, government, education and the community."

Three Features of Economic Community

Economy

Community

Regional
Economies

Civic
Entre-
preneurs

Competencies

Engaged Regional Economies – Concentrations of firms that create wealth in regions through export and are engaged by their communities to meet mutual needs.

Connected Community Competencies – The community assets and processes that create the foundations for competitive clusters and sustain a high quality of life.

Civic entrepreneurs linking economy and community – Leaders that connect economic clusters and community competencies to promote economic vitiality and community quality of life

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Civic Entrepreneur Skills

- Inspire Commitment and Action
- Lead as a Peer Problem Solver
- Build broad-based involvement
- Sustain hope and participation
- Think Systemically
- Practice stretch thinking
- Practice breaking boundaries
- Practice exerting process leadership

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Creating Economic Community Cycle
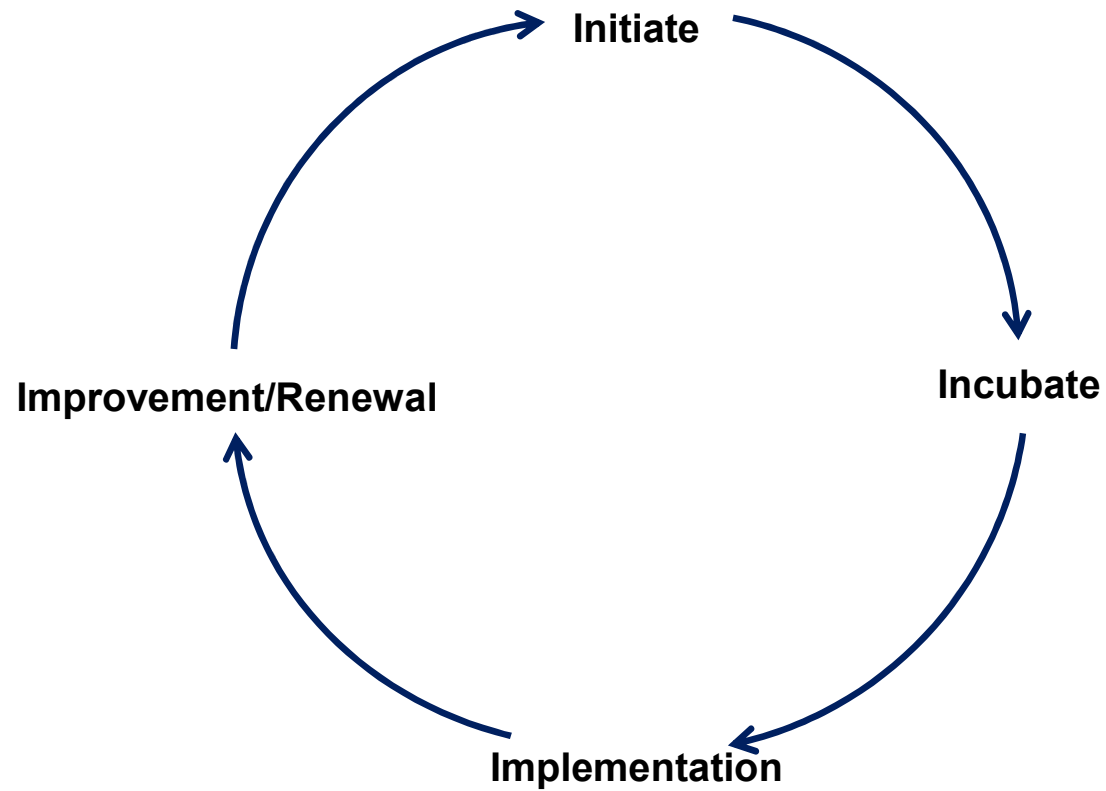
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June 26th Brainstorm/Planning

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Working Adult Framework AREAS of FOCUS

- **Learner – Breakout 1**
  - Access
  - Affordability
  - Persistence
  - Completion
  - Credentials
  - Basic needs
- **Institutions – Breakout 2**
  - Recruitment
  - Enrollment
  - Onboarding
  - Education Experience
  - Career Development and support
  - Completion
  - Partnerships
  - Student support – emotional, financial, etc

- **Systems - Breakout 2**
  - Coordination K12, Higher Ed, Workforce
  - Transfer
  - Shared practices
  - Strategy
  - Finance

- **Public Policy – Breakout 4**
  - Access
  - Affordability
  - Accountability
  - Transfer of credit
  - Funding alternatives

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Framework for Postsecondary Innovation