Adult Reengagement
Identify and Support Returning Adults

March 31, 2017
Today’s Purpose: Share Vision and Develop an Action Plan

<table>
<thead>
<tr>
<th>The End Game</th>
<th>Why is there interest in supporting returning adults?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington’s Strengths</td>
<td>What are examples of successful initiatives that can be leveraged?</td>
</tr>
<tr>
<td>System Approaches</td>
<td>What is the value of a system approach and what are some examples?</td>
</tr>
<tr>
<td>Project Plan</td>
<td>What is the proposed work plan for 2017 – 2018 and how will we evaluate our progress?</td>
</tr>
</tbody>
</table>
How does adult reengagement relate to state goals?

Why is there interest in focusing on supporting returning adults in Washington?
100% of adults* will have a high school diploma or equivalent.

At least 70% of adults* will have a postsecondary credential.

Ensure our residents can compete for the best jobs in Washington.

Washington’s educational attainment goals by 2023.

*Adults in Washington aged 25-44.
Education is Critical to a Thriving Economy

• Over 3/4 of job openings in Washington require education beyond high school.
• The state goals reflect needs in Washington and are consistent with analysis by national experts:
  - Lumina Foundation
  - Georgetown University Center on Education and the Workforce

![Pie chart showing distribution of educational levels]

- Bachelor’s, 24%
- Graduate, 11%
- Mid level*, 32%
- High school or less, 23%
- <1 year of college, 10%

*Mid level: A year or more of college credit, including associate degrees.

Source: A Skilled and Educated Workforce 2015
Percentage Earning a Living Wage for Washington

Living Wage by Attainment

- Total: 34% Make Living Wage, 66% Do Not Make Living Wage
- Professional degree: 74% Make Living Wage, 26% Do Not Make Living Wage
- Doctorate: 74% Make Living Wage, 26% Do Not Make Living Wage
- Master's: 64% Make Living Wage, 36% Do Not Make Living Wage
- Bachelor's: 50% Make Living Wage, 50% Do Not Make Living Wage
- Associate's: 33% Make Living Wage, 67% Do Not Make Living Wage
- 1 year+ of college credit, no degree: 27% Make Living Wage, 73% Do Not Make Living Wage
- <1 year of college credit, no degree: 23% Make Living Wage, 77% Do Not Make Living Wage
- High school: 17% Make Living Wage, 83% Do Not Make Living Wage

Legend:
- Does Not Make Living Wage
- Makes Living Wage
To meet the goal and address population growth, 500,000 additional adults would need to complete a credential.

90,000 would be required to keep pace with population growth.

80,000 could result from 2017-19 Strategic Action Plan investments.
Attainment Varies by Region

The percentage of residents with an associate degree or higher ranges from 21 to 62.

Source: U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates as cited in Lumina’s Stronger Nation 2016. Residents ages 25-64 with at least an associate degree by county.
Students from racial and ethnic minority populations represent an increasing share of Washington’s high school population.

However, attainment gaps persist for certain populations.

---

**Educational Attainment of Washington Residents Aged 25-44**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Some college credit, no degree</th>
<th>Associate degree or higher</th>
<th>HS diploma or equivalent</th>
<th>No High School diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>24%</td>
<td>44%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
<td>19%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>30%</td>
<td>19%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>32%</td>
<td>23%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>32%</td>
<td>30%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>47%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>2+ Races</td>
<td>31%</td>
<td>42%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
<td>67%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

Source: WSAC staff analysis of ACS year 2011-2013 (September 2016)
Call to Action

Proposes strategies to support the entire education continuum.

Urges investment in an array of programs targeting every level of the education system.
Strategies Needed to Address Key Challenges

<table>
<thead>
<tr>
<th>Opportunity gap</th>
<th>Reengaging adults</th>
<th>Affordability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High school completion and postsecondary access and completion for historically underserved populations.</td>
<td>• Postsecondary recruitment and completion of a credential for working-age adults.</td>
<td>• Improved access and affordability for low-income students.</td>
</tr>
</tbody>
</table>
Our Work to Date

Collaborate with partners to develop a statewide framework to recruit and retain adult students, with an emphasis on those with some college credit but no credential.

- 2013 Roadmap action item
- 2015 laid the foundation
- 2016 SHEEO technical assistance
- 2017 Strategic Action Plan

Encourage adults to earn a postsecondary credential.

Provide tailored information regarding continuing education and provide support to adults, especially those with some postsecondary credits but no credential.
Many Adults Have Credits Without a Credential

1.2 million not enrolled without a credential

400,000 have some college

300,000 one year of credit
Examples of Unique Challenges Adults Face

**Individual**
- Family & work obligations
- Remediation
- Veterans transitions
- Negative experiences

**System**
- Stale credits
- Credit acceptance
- Aid timeframe limits
- Access to records
Washington’s Strengths

Why is our state well positioned?

What are examples of successful policies, programs, institutional initiatives and regional efforts?
<table>
<thead>
<tr>
<th>State Policies</th>
<th>Programmatic</th>
<th>Public Four Year</th>
<th>CTC</th>
<th>Private Four Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit for Prior Learning</td>
<td>Peer mentoring</td>
<td>Branch campuses</td>
<td>Applied BA degrees</td>
<td>SPU online engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CWU 7 centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>Orientation</td>
<td>WWU Destination Graduation</td>
<td>BEA/HS Completion</td>
<td>SU extension college</td>
</tr>
<tr>
<td>State Need Grant for part-time</td>
<td>Degree and career maps</td>
<td>EWU phone-a-thon</td>
<td>Workfirst – training to TANF recipients</td>
<td>Whitworth cohort model, 3x wk, w/ books</td>
</tr>
<tr>
<td>Veterans (residency, waivers)</td>
<td>Alternative delivery</td>
<td>CWU competency-based online</td>
<td>Short-term stackable certificates</td>
<td>SMU systems academy BS</td>
</tr>
<tr>
<td>Flexible aid (Worker Retraining)</td>
<td>Year-round offerings</td>
<td>WSU global campus</td>
<td>IBEST basic skills and credential</td>
<td>WGU online &amp; competency-based; flat tuition</td>
</tr>
<tr>
<td>Enhanced transfer grant</td>
<td>Emergency aid</td>
<td>TESC eve/wknd</td>
<td>Online programs</td>
<td></td>
</tr>
<tr>
<td>(not funded)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanded support hours</td>
<td>UW online degree</td>
<td></td>
<td>Competency-based pilots</td>
<td></td>
</tr>
<tr>
<td>On-campus child care</td>
<td>UW ROAR</td>
<td></td>
<td>Guided pathways</td>
<td></td>
</tr>
<tr>
<td>Advising and career support</td>
<td></td>
<td></td>
<td>Math alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment redesign</td>
<td></td>
</tr>
</tbody>
</table>
Regional and Community-Based Approaches

Greater Minds
Greater Opportunities. Greater Economies. Greater Communities.

Graduate! Tacoma
Every Child. One Community. Cradle to Career.

The ROAD MAP PROJECT

Futures NW
MENTOR, EMPOWER, PARTNER

The Rural Alliance
CAREER COLLEGE LIFE SUCCESS
What is the value of a systems approach?

What are positive impacts of coordinated and connected system approaches?
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

- Margaret Mead
A System That Serves Adults Well...

Engages broad participation

Identifies and addresses challenges

Is cost effective

Accommodates institutions’ business practices

Highlights and expands local efforts

Connects students to programs

Ensures students are successful on their next attempt

Awareness

Coordination

Data Driven

Solutions

Partnerships
Indiana Return and Complete

• **You can. Go back.**
• Identify, contact, and incentivize adults to complete their degrees.

Indiana colleges and universities have made it easier for you to finish your degree.
State-Level Examples

Tennessee Reconnect

• Be a Hero. Be a Graduate.
• Online cost-to-completion and time-to-degree calculators.

Get Started Choose a Degree/College Path Talk to an Advisor Pay For College Finish Faster

Click here to find out more about the Reconnect Grant.

READY TO RECONNECT? LET’S GET STARTED!

Whether it’s time to get serious about returning to school or you’re starting to plan for your undergrad adventure, we’ve got you covered.

RETURNING TO FINISH A DEGREE

Explore your interests, see what credits you may already have, discover your options and find a school and how to pay for it. There is no better time than now to finish your degree.

GOING TO COLLEGE FOR THE FIRST TIME

Do you want to increase your earning power? Prepare for a different career? Learn something new? Explore ways to help you choose the right school so you can enjoy an ROI that will last a lifetime without regret.

VETERANS AND SERVICE MEMBERS

Applying to college is not so different for a veteran compared to any other student. There are just a few extra considerations. And luckily, you should have quite a few resources.
Texas GradTX

- **Finish your college degree.**
- **Flexible options for bachelor’s degree completion.**

Welcome to Grad TX

Finishing your bachelor’s degree is more than a personal achievement. It’s an accomplishment that opens doors to greater opportunities and earning potential. Grad TX is a new program from the State of Texas that connects you with Texas universities dedicated to helping you return to college, finish your bachelor's degree, and advance your career. Using the

Earn Your Bachelor’s Degree

Finish your bachelor’s degree and open doors to a new career and a new phase of life. Participating universities include:

- Lamar University, Beaumont, TX
- Midwestern State University, Wichita Falls, TX
- Tarleton State University, Stephenville, TX
- Texas A&M University Commerce, Commerce, TX
- Texas Tech University, Lubbock, TX
- The University of Texas at Arlington, Arlington, TX
Three “On-Ramps” for Students

- An Adult-Friendly System
  - Addresses TIME, PLACE & MONEY

- Communications
  - Career Focused

- Costs
  - Transparent Affordability

- Completion
  - Remove Barriers
Washington Adult Reengagement Framework

**COMMUNICATIONS**
Connect Students to Relevant Programs

- Inventory programs and practices
- Expand and connect online resources
- Include tailored information and other features

**COST**
Assist with Transparent Affordability

- Availability of aid
- Short-term aid
- Previous fees
- Repayments & defaults

**COMPLETION**
Provide Flexible Programming

- Enrollment support
- Flexible delivery
- Share effective practices
- Child care availability

- Broad public outreach
- Identification of students near completion
- Resources to evaluate student progress
Next Steps

What is the proposed work plan for 2017 – 18?

Recommendations and evaluation
Washington Focus Groups

- Conduct focus groups in four locations across the state
- Understand needs and decision-making processes regarding postsecondary education
- Focus on Washington citizens between the ages of 25–44
Washington Focus Groups

• Partnered with Western Washington University’s Center for Economic and Business Research

• **Screening survey** to identify target population for focus groups

• Invite **selected participants** to the focus group

• What are the key barriers to reengagement?

• What are the best means for reengagement?

• Content for platforms?

• Affordability issues

• Family/life balance
The following key questions will be addressed by the workgroup for each of the three areas:

1. Who should be involved?
2. What feedback from the focus groups will shape the work?
3. How will progress be evaluated?
4. What short- and long-term resources are needed?
5. Are policies (modifications) needed?
6. Are programs (scaling) needed?
7. What are recommendations in this area?
8. Other?
The following questions are specific to the area of Communications:

1. What are the most effective methods to identify adults with credits?
2. What information should be available to all inquiring students?
3. What system should be used to connect students with programs?
4. How can community or regional efforts be developed?
5. What outreach and marketing methods would be most effective for this population?
The following questions are specific to the area of Costs:

1. How can predictability and transparency be addressed?
2. How can employers and/or savings be leveraged?
3. Would some institutions pilot a financial commitment to a target group?
4. Which costs could be included?
5. Can “float term” aid be used to support returning adults?
6. How can past fees be addressed?  
   (fees, default, repayment, exhausted eligibility)
7. What are recommendations for child care?
A Note About Child Care

- Review Washington and national research
- Partner with Department of Early Learning and DSHS
- Evaluate accessible, available, and affordable child care
The following questions are specific to the area of Completion:

1. How are institutions serving adults in Washington related to instruction, structure, and support?
2. What are effective practices?
3. What is the best approach to a statewide convening?
4. Is there a role for nonprofit organizations in student support?
Project Approach

2015

- Information gathering
  - Lit review and research
  - Initial asset mapping

2016

- Preparation
  - Focus groups
  - Forming workgroups
  - SHEEO convening
  - Funding request

- Development
  - Information and outreach
  - Web features
    - Student identification
    - Addressing barriers

2017

- Recommendations
  - Policy modification
  - Expansion of programs
    - Resources (including funding, IT, etc.)

2018

- Implementation
  - Effective practices exchange
  - Encourage and promote regional efforts
  - Initiate use of online tool
Contact Us With Ideas or Questions!

Let us know if you would like to be involved, have suggestions, or would like more information.

Rachelle Sharpe  rachelles@wsac.wa.gov
Randy Spaulding  randys@wsac.wa.gov
Noreen Light  noreenl@wsac.wa.gov