Adult Reengagement Framework

July 31, 2018

Advisory & Technical Team Meeting
Topics

- Brand & outreach development
- Campus & state role discussion
- Legislative budget proposals
- Interactive web tool update
- Next steps
Support adults to return and complete their education so they can compete to meet the needs of Washington employers.
Many adults began a program without completing it.

1.2 million not enrolled without a credential

400,000 have some college

300,000 one year of credit

Adult Reengagement Goals

Provide information and support to recruit, retain, and graduate adults who have not completed a credential.

Target Washington residents who have earned college credit without completing a credential.
Adult Reengagement Principles

Engage all sectors of institutions, employers, policy makers.

Integrate campus-based initiatives, data systems, on-line resources, and strong partnerships.

Use an equity lens to develop student identification, outreach, services, etc.

Make it scalable, sustainable, and cost effective.

Highlight local and regional efforts for returning adults.

Consider institutions’ business and enrollment management practices.

Evaluate and address barriers for adult learners.
Critical framework components

**Adult Reengagement**

- **Communication**
  - Student identification
  - Outreach
  - Program & career match (portal)

- **Cost**
  - Microgrant
  - Financial aid
  - Child care

- **Completion**
  - Enrollment navigator
  - Employer & regional partners
  - Student support
Branding & Outreach
9:10 a.m. – 25 minutes
Student identification & outreach

Identify students near completion

- Use state-level resources.

Develop interactive web-based tool

- Match students to programs.
- Provide contacts to schools.

Target communication to students near completion
Adult learners face unique barriers

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

**System**
- Stale credits
- Credit acceptance
- Aid timeframe limits
- Access to records
Initial target population

- Former financial aid recipient
- 20 or older
- Attended 25%
- No credential
- No financial aid issues
Brand Development (handout)

• Feedback on initial brands
  • Is there anything on the list that you’re uncomfortable with—raises red flags?
  • Is there anything you’d like to add?
  • Are you able to assist with market-testing?
Message development (handout)

• Economic and Intrinsic Motivators
  • Advance career
  • Support family

• Common Barriers
  • Financial
  • Flexible program (time/place)
  • Credit for prior experience

• Market Segmentation Prioritization (messaging and/or imagery)
  • Sub-Populations: Veterans; Parents
  • Demographics: Age, Race/Ethnicity
  • Barriers: Defaults/Repayments
Campus & State Roles
9:55 a.m. – 25 minutes
### Campus & State Role Discussion

<table>
<thead>
<tr>
<th>Activity</th>
<th>State</th>
<th>Campus</th>
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<tbody>
<tr>
<td>Student Identification</td>
<td>centralized – flexibility to coordinate</td>
<td>TBD</td>
</tr>
<tr>
<td>Outreach</td>
<td>centralized – flexibility to coordinate</td>
<td>TBD</td>
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<tr>
<td>Microgrant</td>
<td>• Student identification</td>
<td>• Student identification</td>
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<tr>
<td></td>
<td>• Make payments</td>
<td>• Simplified reporting</td>
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<tr>
<td>Student Financial Aid</td>
<td>• State financial aid (SNG, SBCTC OG)</td>
<td>• Messaging to certain groups.</td>
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<tr>
<td>Portal</td>
<td>• Content management</td>
<td>• Provide program &amp; services content</td>
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<tr>
<td></td>
<td>• Data management</td>
<td>• Describe student incentives</td>
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<tr>
<td></td>
<td>• Site maintenance</td>
<td>• Respond to inquiries</td>
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<td></td>
<td>• Transfer inquiries to campus</td>
<td>• Simplified reporting</td>
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<tr>
<td>Completion Supports</td>
<td>• Share and coordinate practices</td>
<td>• Enrollment support</td>
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<td></td>
<td>• Training and technical assistance</td>
<td>• Financial commitment</td>
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<td></td>
<td>• Pre-enrollment support</td>
<td>• Program delivery</td>
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<td></td>
<td>• Employer and partner engagement</td>
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<td></td>
<td>• Resource allocation</td>
<td>• Completion support</td>
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<tr>
<td></td>
<td>• Child care services and support</td>
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Tiers of Portal Participation Discussion

What are considerations for various levels of campus participation?

What requirements should be outlined in the MOU for the state and the campus?

• TIER 1 – Minimal Program Content Available

• TIER 2 – Matched School Details
  • Includes “incentives” offered if applicable

• TIER 3 – Receive Student Inquiries, MicroGrant, Campus Supports
  • Provides self-reported information to campus
Budget Requests
10:55 a.m. – 30 minutes
Budget Requests

• Establish regional **navigators** providing community-based coaches and pre-enrollment support

• Expand **child care matching** grant program to include CTCs and serve additional student parents

• Expand **microgrant** pilot to address preenrollment barriers

• Support participating institutions with **incentive funding** to assess and develop adult-focused supports

• TN Reconnect, Greater Minds in Spokane, and other Graduate Network! Initiatives are successful examples of personalized supports to adult learners in a community.

• Former students sometimes have small dollar debts impeding their re-enrollment by holding transcripts or preventing enrollment (parking fees, library fine, etc.).

• The barriers that prevented completion previously may still exist and campuses can evaluate their “adult friendly” polices and practices.
<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th><strong>Equity</strong></th>
<th><strong>Partners</strong></th>
<th><strong>Region</strong></th>
<th><strong>Innovation</strong></th>
<th><strong>Alignment</strong></th>
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<tbody>
<tr>
<td>46,000 CTC students have children</td>
<td>Returning adults are more at-risk of not completing</td>
<td>Employers, GSI, WorkSource, Workforce Board, ESD</td>
<td>Navigators would be best placed in regions</td>
<td>No other state is piloting a microgrant</td>
<td>Reaching adult learners leverages state policies and local efforts</td>
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<td>300,000 former students with 1 year of credit</td>
<td>Single parents, Veterans, unemployed, etc.</td>
<td>State collaborations</td>
<td>Regional messaging can highlight local efforts</td>
<td>Comprehensively supports beyond other states’ approaches</td>
<td>Campus-based supports returning students’ success</td>
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Table discussion

- How can we improve and refine the proposed strategies?
- What other strategies should the Council endorse to reach the goals?
- Are there areas of alignment and opportunities for partnership?

Develop Regional Navigators

- Partner with regional leaders to provide preenrollment coaching to adult learners

Expand Child Care matching grant

- Include all sectors
- Expand service to additional student parents

Fund a Microgrant pilot

- Work with institutions to fund or waive fines and fees

Incent Institutions to Expand Services

- Assess and augment “adult friendly” supports
Portal Development
11:25 a.m. – 20 minutes
Portal RFP – Status & Decision Making

RFP Status
- WFB Partnership
- Draft RFP
- Legal & OCIO Review

Action Items
- Student Questionnaire
- Matching Tool Filters
- Reporting Requirements
Other Updates & Next Steps
11:45 a.m. – 15 minutes
2018 Milestones

Winter
- Narrow target population
- Determine features and functionality of portal

Spring
- Draft portal RFP
- Develop communications plan
- Design micro-grant

Summer
- Develop policy, funding recommendations
- Determine campus participation requirements
- Campus engagement

Fall
- Statewide effective practice exchange
- Employer engagement
- Select portal vendor

Washington Student Achievement Council
Pave the Way will begin with a pre-conference workshop on adult learners.

**November 28.**