

LEARN Community of Practice
Local Education Adult Resource Network

October 1, 2025
12:00 – 1:30 PM

Agenda

1. Welcome
2. Engaging: Small Group Networking
3. Sharing: National Learning Communities
4. Learning & Discussion: LEARN Season 2
5. Wrap Up

Meeting Schedule

Dates coming soon!

Information: <https://wsac.wa.gov/LEARN>

Contact: AdultPathways@wsac.wa.gov



Local Education Adult Resource Network (LEARN) Community of Practice

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Agenda

- Small Group Networking
- National Learning Communities
- Discussion: LEARN Season 2
- Wrap Up



Small Group Networking, 20 minutes

- You will be placed in a breakout room for conversation.
- This is *networking*. You will not have a dedicated facilitator.
- You can use the first few minutes for introductions. Be sure to introduce yourself as you participate.

Today's Engagement Prompts:

- 1) Introduce yourself.
Name, organization
- 2) Share where your work is focused (a region, the state, a city, etc.)
- 3) Where do you see growth opportunities in the state's work to support adult learners?



National Learning Communities



Ed Value Community of Practice

- Aimed at exploring and innovating on strategies to improve postsecondary value
- 4 states: Iowa, Maryland, New York, and Washington
 - State team: WSAC, SBCTC, Workforce Training Board, Clover Park Technical College, Eastern Washington University, Washington Roundtable, and Machinists Institute
- Timeline: March 2025 – March 2026
 - Current focus: Building consensus with state team to propose a framework and develop an action plan for credentials of value and return on investment
- Objectives
 - Building foundational knowledge on credentials of value and return on investment
 - Identifying and documenting unique state approaches to promoting postsecondary value
- Deliverable
 - Action plan that charts innovative strategies to enhance the value delivered by higher ed systems



SHEEO and Student-Ready Strategies

- Initiative focused on institutional capacity to award credit for prior learning (CPL)
- 2 states: Nevada and Washington
 - Participating institutions: Clover Park Technical College, Central Washington University, Edmonds College, Everett Community College, Eastern Washington University, Pierce College District, North Seattle College, and Spokane Community College
- Timeline: May 2025 – December 2027
 - Current focus: In-person workshop that will introduce institutions to Constellation project management tool
- Objectives
 - Building knowledge on institutional practices to best support CPL awarding
 - Identifying and documenting unique institutional approaches to change management
- Deliverables
 - Policy and process documentation to support CPL expansion



NGA Data and Non-Degree Credentials Learning Community

- Focused on bring together state teams to collaborate on scaling data modernization strategies for the evaluation of non-degree credentials
- 9 states and territories: Alabama, American Samoa, Colorado, the Commonwealth of the Northern Mariana Islands, New Mexico, North Dakota, Oklahoma, Virginia, and Washington
 - State team: WSAC, Governor's Office, SBCTC, and SEIU Healthcare 1199NW Training Fund
- Timeline: May 2025 – May 2026
 - Current focus: Identifying the data partners and the available data.
- Objectives
 - Explore strategies to effectively leverage data systems – includes what data is being tracked and where it is being tracked
 - Using the evaluation of non-degree credentials as a practical use case for developing and applying robust data-use methodologies
- Deliverables
 - Infrastructure needs that capture metrics/outcomes
 - Policy recommendations
 - Statewide reporting strategy to capture non-degree credentials



NGA Youth Apprenticeship Policy Academy

- Focused on supporting and developing policy agendas that advance high-quality youth apprenticeship opportunities
- 6 states: Maryland, Montana, North Carolina, South Dakota, Utah, and Washington
 - State team: WSAC, Governor's Office, OSPI, L&I, Workforce Training Board, WA State Building and Construction Trades Council, and AJAC
- Timeline: August 2025 – August 2026
- Objectives
 - Peer learning to help inform strategies to advance Governor's office policy goals
 - Stronger relationships among key stakeholders
- Deliverables
 - Clear and unified definition of youth apprenticeship
 - Develop and implement a framework that connects CTE pathways to your apprenticeship programs and postsecondary pathways
 - Policy recommendations for advancing youth apprenticeship



Universal Transfer Explorer – Ithaka S+R

- A pilot project focused on credit mobility: we're building a mobile-first website to help students see how their credits transfer between colleges.
- 3 states: Connecticut, South Carolina, Washington + CUNY system
 - WA Institutions: WSU-E, CWU*, Shoreline College, Columbia Basin College, Clark College, Yakima Valley College*
- Timeline: Spring 2024 – Summer 2027
 - Current focus: Onboarding new institutions, continuing to refine the tool via piloting and feedback loops.
 - Simultaneously supporting ITHAKA S+R in the recruitment of 8 additional institutions to join in 2026.
- Objectives
 - Provide accessible data directly to students *before* the point of transfer and show how the credit impacts progress *in specific majors* at multiple institutions.
 - Support institutions in identifying and improving transfer equivalencies.
 - Understand how transfer transparency and credit mobility, in the hands of students, impacts transfer experiences or student success (research agenda).
- Deliverables
 - Institutional participation in the pilot.
 - Optional adoption of the tool beyond the pilot phase.



LEARN Focus Discussion



Discussion: LEARN Focus

- Consider the Adult Learner Engagement Pipeline framework
- Of the five areas of engagement – *Connect, Onboard, Progress, Complete, and Transition*, which area are you most interested in focusing on?
- What opportunities might be positioned to be leveraged alongside other initiatives at your institution, regionally or statewide?
- Of these potential focus areas, what opportunities, big or small, do you see?



Wrap Up

- Next session – January 7, 2026

Contact email: adultpathways@wsac.wa.gov

Website: www.wsac.wa.gov/LEARN

Adult Learner Engagement Pipeline				
Connect	Onboard	Progress	Complete	Transition
The Connect phase comprises all the ways an adult learner comes to understand and take action on a decision to increase their human capital.	The Onboard phase comprises all the ways that an adult learner comes to select, enroll in and begin an education an education/training program.	The Progress Phase comprises all the ways that an adult learner proceeds through a education/training programs and is supported toward completion.	The Complete phase comprises all the ways that an adult learner completes and education/training program, receives a credential and prepares to transition to further education, a promotion or new job.	The Transition phase comprises all the ways than an adult learners enters into and is supported through entry into a new education program, role or job. This is inclusive of a feedback loop to the beginning of the pipeline and beginning a new cycle.
<div><div><u>Learner-Driven</u><ul style="list-style-type: none">Self-reflectionWorkplace awarenessWeb searchLife Change</div><div><u>System-Driven</u><ul style="list-style-type: none">Public ProgramEducation/Training provider OutreachWorksource Center OutreachCommunity Based Organization OutreachEmployers encourage further education/training and provide information on labor market skills needs</div></div>	<div><div><u>Learner-Driven</u><ul style="list-style-type: none">Career Interest ExplorationAcademic Readiness ReviewWork and Life Readiness Review (e.g. Financial, child care, mental health, etc.)Become aware of and use available servicesSearch/Select Program</div><div><u>System-Driven</u><ul style="list-style-type: none">Assess eligibility for available public program supportEducation/Training provider program and cost information, eligibility and advising supportWorksource Center provided financial, advising and counseling servicesCommunity Based Organization provided financial, advising and counseling servicesEmployer provided information and support</div></div>	<div><div><u>Learner-Driven</u><ul style="list-style-type: none">Understand program requirements and scheduleTime management planComplete require courseworkCheck-in with faculty, advising and counseling services on regular basis</div><div><u>System-Driven</u><ul style="list-style-type: none">Education/training provider instruction delivery and assessmentEducation/training provider Advising and Counseling Services to ensure continued progress toward completion.Worksource Center, Community Based organization and Employer support to ensure progress toward completionEmployer engagement in education program development and delivery.</div></div>	<div><div><u>Learner-Driven</u><ul style="list-style-type: none">Ensure continued awareness of completion requirements and goalsBegin process of exploring Transition phase – next education/training program, employment opportunity.Complete coursework and celebrate with family</div><div><u>System-Driven</u><ul style="list-style-type: none">Education/training provider track progress toward completionEducation/training provider provide support and services to prepare for Transition phaseEmployers actively engaged in outreach for employment opportunitiesWorksource Center and Community based organization assist with move to transition phase.</div></div>	<div><div><u>Learner-Driven</u><ul style="list-style-type: none">Search for/Select next education/training or employment opportunityUnderstand new opportunity environment and requirementsNetwork with new stakeholders and supportersBegin and sustain new opportunity</div><div><u>System-Driven</u><ul style="list-style-type: none">Employer, Worksource, Community based organization support transition to new opportunity. Provide coaching for success and support continued education and training.Return to Connect phase when ready.</div></div>
Technology and Data Infrastructure that connect stakeholders and adult learners				
Partnerships to ensure that support and services across all phases is optimizing the use of public and private resources				
Public Policy Review and Iteration to ensure that public finances and regulation are optimizing outcomes for adult learners and ROI for taxpayers				

LEARN October 2025

Small Group Discussion: Promoting Policy Change

Instructions:

- Assign a notetaker for your group
- Discuss the following:
 - Consider the [Adult Learner Engagement Pipeline framework](#)
 - Of the five areas of engagement – Connect, Onboard, Progress, Complete, and Transition, which area are you most interested in focusing on?
 - What opportunities might be positioned to be leveraged alongside other initiatives at your institution, regionally or statewide?
 - Of these potential focus areas, what opportunities, big or small, do you see?
- Scribe interesting ideas, themes, dissent, or anything that resonates from your discussion below.

Group 1 Notes: Kelleigh McMillian (Methow Valley SD), Crista Shaw (Author and former educator passionate about disabilities and access), Lorena Legorreta (YVPE), Paulette Baulding (Workforce Training Board), Kimberly Hetrick (WSAC)

If we educate youth earlier in life, it sticks with them; if we do our job there is an understanding; CONNECT is where groundwork is laid

Connection or onboarding everything is possible for you - starts the ball rolling - new challenge of unemployed state and federal workers

Persons with disabilities (approx 29%); anecdotally 40% of students - do they know their rights; accommodations - where and how do they learn about that to be successful in learning; civil rights is critical to perseverance - how can we look at civil rights going in all

states; often parent advocates have same learning barrier - how to get that information shared equitably

So many opportunities and possibilities that exist, how to navigate - **navigators** is huge role that is being cut because of state and federal budgets; in high schools ratio of counselor to students is not where we need to be - need more support for students, parents, formerly incarcerated, foster youth etc...

RCG has provided more opps for Methow Valley students in Twisp; very rural; now more college focused requests

The key is building trust with the community - kids don't share with parents, and we need parents' support

Group 2 Notes:

- Group Selected Progress as the theme of conversation
- Faculty as providers of progress related support and services
- Students may not be proactive in asking for help from teacher or advisor. Other students may not be comfortable with education environment
- How to deeply know a student's interests and needs? They may need to stop out for goal or family driven reasons. How do we keep students progressing when life happens?
- More than just financial support to keep them making progress.
- How do we tailor outreach support?
- How are students getting one on one support from advisors or counselors?
- How can we capitalize on momentum from the student's point of view?
- The flexibility to meet students where they are at rather than here is what we offer.
- Helping them navigate the other systems, veteran programs, childcare, community support groups, employer/employee connections.

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- How can we work on education and employers better understanding each other's priorities? To align better.
 - Onboarding to Progress process for dislocated or adult worker. There is an assumption that work first is the right approach. Need to reframe this assumption to get training first. Workforce system is designed to have you use get work with skills you have not develop your skills.

Group 3 Notes:

- Madeline: If the student is going to get credit for prior learning it should be done as early in the process as possible - typically applied to lower tier classes. Be a part of the onboarding process so students know what they get credit for and know what classes to take.
- John: emphasis on connect phase leading pathways to secondary education. Helping to remove barriers.
- Cooper - resonates with the connect phase. Bring academic and industry partners together to strengthen partnerships and close gaps for 16-24 aged students.
- Michelle - strongest area is progress, area to expand is transition, focus in project and work based learning

Group 4 Notes:

- Chelsea is focusing on the experience of the recently laid off worker, trying to help folks understand what options and programs are available to them to re-engage in education while they are laid off. One of the challenges is that they are often not eligible for FAFSA and need to find resources to support their next steps. This aligns with the **Connect** and **Onboard** phases of the pipeline.
- Kailey is working with younger folks who are looking for education or employment, looking at the **Connect** piece of the pipeline as there are opportunities but not a single way to find them.

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- Christina is recruiting for apprenticeship and pre-apprenticeship, but there is not enough capacity and folks are waiting for a spot to open up - so what should they do while they are waiting, attend community college, participate in a different part of the workforce? It's not clear this is in a specific phase, but may be the space in between the **Onboard** and **Progress** portions of the pipeline.
 - Ken is focused on the **Transition** part of the pipeline. As students near completion of their academic program and earn their credential, limited support is available for students to navigate the unspoken/unwritten norms of the hiring systems.
 - What can a state agency do to help the work move forward?
 - Clarifying policy. In this environment, there will likely not be more funding available, but can some policy be updated to open up some opportunities.
 - Connecting folks together in this work, continuing to build relationships and find alignment.

Group 5 Notes:

- Sue: Discussed how interconnected the parts of the pipelines are from a credit for prior learning perspective
- Suzy: Connector with some onboarding (soft-touch)
- Rosalind: Connecting through coops on the peninsula; as CBO have multiple touchpoints
- Opportunities:
 - Advocacy for holistic resource infrastructure - might have funding but might not have physical space to move people through the pipeline
 - Advocacy around digital connectivity - what is the resource that the person has to have to participate
 - Bandwidth and internet access will be more difficult with recent passage of Big, Beautiful Bill
 - Connection with community, employers, non-profits to leverage on behalf of students and help get them connected and to better understand what makes

a good employee (institutions creating new degree pathways to ensure students are moving through the pathway to meet employer demand - e.g., EWU's partnership with SEIU).

- Holistic credit mobility initiative to crosswalk what academic credit is being given for prior learning - thinking about how to develop trust with CTCs to directly transfer credits from CTCs to 4-years
 - Empowering students to own their record of academic background
 - This model would transform system to add more credentialers

Group 6 Notes:

- **Onboarding** connects the most because it is the key (the hand-holding piece)
- Evergreen Goodwill, Apprenticeship Grants through WSAC, College Unbound, UW Continuum College - all decided to discuss onboarding strategies
- Things have changed so much, and it is about finding out all the pieces and what is accurate now (funding changes, new programs, changing policies based on immigration status etc..)
 - Where do we find the most up-to-date resources for accurate information?
 - This can also be very variable depending on geography, cost, course of study, etc...
 - This is part of what the Transfer credit program could offer - awareness about what is transferable and available and the Apprenticeship program (these are regional-specific), but there are areas in the state that do not have particular industries represented
 - We have spider webs within spider webs in terms of where these resources are available

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- It would be great to have parameters up front for programming, and more consolidated places to look
 - What do networks/community partnerships for onboarding look like?
 - Evergreen Goodwill engaged community partners and had focus groups for people in the community
 - Getting community partners to engage to do this work was difficult
 - people feel overwhelmed: funding, staffing changes, capacity issues
 - The partnerships take a lot of time, and it takes talent in networking
 - Looking to expand the network to tribal nations:
<https://wsac.wa.gov/naaap>