<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:10am</td>
<td>Welcome Address</td>
</tr>
<tr>
<td></td>
<td>Governor’s Office</td>
</tr>
<tr>
<td>9:10-9:20am</td>
<td>Introduction &amp; Goals for Convening</td>
</tr>
<tr>
<td></td>
<td>ACHE, Alabama Possible</td>
</tr>
<tr>
<td>9:20-9:30am</td>
<td>Background &amp; Context</td>
</tr>
<tr>
<td></td>
<td>Third Sector</td>
</tr>
<tr>
<td>9:30-9:50am</td>
<td>Adult Data Discussion</td>
</tr>
<tr>
<td></td>
<td>ACHE, Third Sector</td>
</tr>
<tr>
<td>9:50-10:20am</td>
<td>Institutional Breakouts to Discuss Adult Data</td>
</tr>
<tr>
<td>10:20-10:30am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-12:00pm</td>
<td>Adult Learner Best Practices</td>
</tr>
<tr>
<td></td>
<td>● Troy University</td>
</tr>
<tr>
<td></td>
<td>● Institute for Higher Education Policy, Jacksonville State University</td>
</tr>
<tr>
<td></td>
<td>● Council for Adult Experiential Learning (CAEL), Athens State University</td>
</tr>
<tr>
<td>12:00-1:00 pm</td>
<td>Lunch &amp; Address by ACHE Executive Director</td>
</tr>
<tr>
<td></td>
<td>Dr. Jim Purcell, Executive Director, ACHE</td>
</tr>
<tr>
<td>1:00-1:45pm</td>
<td>Institutional Breakouts</td>
</tr>
<tr>
<td>1:45-2:45pm</td>
<td>Institution Share Out</td>
</tr>
<tr>
<td></td>
<td>ACHE, Alabama Possible</td>
</tr>
<tr>
<td>2:45-3:00pm</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>3:00-3:45pm</td>
<td>Collective Call to Action</td>
</tr>
<tr>
<td></td>
<td>Third Sector</td>
</tr>
<tr>
<td>3:45-4:00pm</td>
<td>Wrap Up &amp; Next Steps</td>
</tr>
<tr>
<td></td>
<td>ACHE</td>
</tr>
</tbody>
</table>

Please share your feedback: [https://tinyurl.com/REAL8322](https://tinyurl.com/REAL8322)

Share photos, highlights, and learnings from today on social media using #ReEngageAL and be sure to tag us!

@ACHE_EDU   @alabamapossible   @GovernorKayIvey   @ALWorksSystem   @ThirdSectorInc
Talent Development in Alabama
Competency-Based | Demand-Driven | Sector-Based

Nick Moore
Director of the Governor's Office of Education and Workforce Transformation

---

August 2022
Alabama population change, 2010-2030, with detail in 2017 and 2028

Source: U.S. Census Bureau, 2022

Out of 100 9th graders who became the class of 2018...

- 90 graduated from high school
- 59 enrolled in a postsecondary education program directly after high school graduation
- 47 returned to school for their sophomore year
- 24 graduated high school, directly entered college, and graduated college within 6 years

## Credential attainment by people ages 16-24 in Alabama, 2018-2021

<table>
<thead>
<tr>
<th>Year earned</th>
<th>degree</th>
<th>certificate</th>
<th>certification</th>
<th>license</th>
<th>apprenticeship</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>24,530</td>
<td>5,035</td>
<td>9,140</td>
<td>53</td>
<td>139</td>
<td>38,897</td>
</tr>
<tr>
<td>2019</td>
<td>24,702</td>
<td>5,505</td>
<td>9,696</td>
<td>184</td>
<td>77</td>
<td>40,164</td>
</tr>
<tr>
<td>2020</td>
<td>25,452</td>
<td>4,657</td>
<td>4,150</td>
<td>113</td>
<td>101</td>
<td>34,473</td>
</tr>
<tr>
<td>2021</td>
<td>14,729</td>
<td>2,729</td>
<td>6,762</td>
<td>69</td>
<td>25</td>
<td>24,314</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>89,413</td>
<td>17,926</td>
<td>29,748</td>
<td>419</td>
<td>342</td>
<td>137,848</td>
</tr>
</tbody>
</table>

## Credential attainment by people ages 25-64 in Alabama, 2018-2021

<table>
<thead>
<tr>
<th>Year earned</th>
<th>degree</th>
<th>certificate</th>
<th>certification</th>
<th>license</th>
<th>apprenticeship</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>8,345</td>
<td>2,487</td>
<td>–</td>
<td>–</td>
<td>120</td>
<td>10,952</td>
</tr>
<tr>
<td>2019</td>
<td>7,532</td>
<td>4,074</td>
<td>11</td>
<td>458</td>
<td>93</td>
<td>12,168</td>
</tr>
<tr>
<td>2020</td>
<td>7,479</td>
<td>2,822</td>
<td>33</td>
<td>420</td>
<td>88</td>
<td>10,842</td>
</tr>
<tr>
<td>2021</td>
<td>2,936</td>
<td>1,107</td>
<td>28</td>
<td>182</td>
<td>25</td>
<td>4,278</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26,292</strong></td>
<td><strong>10,490</strong></td>
<td><strong>72</strong></td>
<td><strong>1,060</strong></td>
<td><strong>326</strong></td>
<td><strong>38,240</strong></td>
</tr>
</tbody>
</table>

### Percentage of Alabama's population of people ages 18-64 that hold at least one credential in 2021

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Credentialed Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24 Years</td>
<td>21.1%</td>
</tr>
<tr>
<td>25-64 Years</td>
<td>45.7%</td>
</tr>
<tr>
<td>18-64 Years</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

Why are individuals not in the labor force?

Source: Atlanta Fed Labor Force Participation Dynamics
Source: Dr. Alex Ruder and Dr. Pearse Haley
Labor Force Participation Rate and Unemployment Rate, January 2020-June 2022

Source: Governor’s Office of Education and Workforce Transformation, August 2022
### REASONS FOR UN/UNDEREMPLOYMENT

<table>
<thead>
<tr>
<th>Reason</th>
<th>September 2020</th>
<th>March 2021</th>
<th>July 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is unavailable or hard to find</td>
<td>32%</td>
<td>0%</td>
<td>32%</td>
</tr>
<tr>
<td>I want to stay home because of COVID-19</td>
<td>45%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>I lack the necessary skills, qualifications, or education</td>
<td>17%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Other personal or family responsibilities</td>
<td>16%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>I lack transportation to or from work</td>
<td>16%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>Caring for elderly relatives</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>My own illness or disability</td>
<td>10%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>Unable to find childcare</td>
<td>9%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>I would lose state and/or federal benefits</td>
<td>9%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Prefer to stay home with children</td>
<td>10%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>Currently attending school or other training</td>
<td>4%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>Unsure</td>
<td>1%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>
8 OUT OF 10 RESPONDENTS PLAN ON LOOKING FOR A JOB IN THE NEXT 12 MONTHS.

Source: Cygnal, September 2021
### Short-Term Training vs. Long-Term Commitment

<table>
<thead>
<tr>
<th>Course Type</th>
<th>September 2020</th>
<th>July 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more courses to get some skills I need for work</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td>A certificate, certification, or license</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>One or more courses for personal interests or hobbies</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>A Bachelors degree</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>An associate degree</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>A graduate degree</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Unsure</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Cygnal, September 2021
## Estimated population of 16 discrete populations in Alabama, 2021

**Source:** Alabama Office of Education and Workforce Statistics. 2021 Special Population Estimates

<table>
<thead>
<tr>
<th>Special Populations</th>
<th>Estimated Population, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaced Homemaker</td>
<td>39,980</td>
</tr>
<tr>
<td>Low-Income</td>
<td>458,150</td>
</tr>
<tr>
<td>American Indian, Alaskan Natives, Native Hawaiians</td>
<td>19,857</td>
</tr>
<tr>
<td>People with Disabilities</td>
<td>253,175</td>
</tr>
<tr>
<td>Older Individuals (ages 65 or older)</td>
<td>649,002</td>
</tr>
<tr>
<td>Ex-Offenders/Formerly Incarcerated</td>
<td>115,651</td>
</tr>
<tr>
<td>Homeless Individuals</td>
<td>4,601</td>
</tr>
<tr>
<td>Youth Aged Out of the Foster System</td>
<td>210</td>
</tr>
<tr>
<td>English Language Learners/Low Levels of Literacy/Substantial Cultural Barriers</td>
<td>41,981</td>
</tr>
<tr>
<td>Migrant and Seasonal Farmworkers</td>
<td>9,734</td>
</tr>
<tr>
<td>Individuals Nearing TANF Exhaustion</td>
<td>2,912</td>
</tr>
<tr>
<td>Single Parents</td>
<td>169,078</td>
</tr>
<tr>
<td>Youth with Parents in Military Active Duty</td>
<td>10,522</td>
</tr>
<tr>
<td>Unemployed/Underemployed</td>
<td>83,471</td>
</tr>
<tr>
<td>Long-Term Unemployed</td>
<td>144,815</td>
</tr>
<tr>
<td>Veterans</td>
<td>165,079</td>
</tr>
</tbody>
</table>

**Source:** Office of Education and Workforce Statistics, November 2021
Alabama Competency Models

236 Statewide and 129 Regional In-Demand Occupations

365 Competency Models

- Tier 1: Ready to Work Personal Effectiveness Competencies
- Tier 2: Ready to Work Academic Competencies
- Tier 3: Ready to Work Workplace Competencies
- Tier 4: Ready to Work+ Cluster Competencies
- Tier 5: Career Pathway Technical Competencies
- Tier 6: Occupation Specific Technical Competencies
- Tier 7: Occupation Specific Competency Requirements
- Tier 8: Management Competencies

Source: Office of Education and Workforce Statistics, January 2022
Competency Model Review Process

• 16 Technical Advisory Councils
• Reviews each model once a year
• Offers industry expertise and experience

Source: Office of Education and Workforce Statistics, January 2022
Gap Analysis of ETPL & CTE Programs

- 437 ETPL programs offered by 75 Providers
- 72 CTE Programs offered by 312 school across 122 systems
- What occupations do these programs serve?
- What occupations are not currently served?
- What programs need to be created?

Source: Office of Education and Workforce Statistics, January 2022
Non-Degree Credential Quality Assurance

- Credentials are registered on credentials.alabama.gov
- Reviewed against ten criteria: Quality assurance, Consumer protection, Value added
- Reviewed credentials are approved for a Compendium of Valuable Credentials
- Approval by our Committee on Credentialing and Career Pathways
- Distribution through Credential Finder
Credit for Prior Learning (CPL) Crosswalk Program
The Governor’s Office of Education and Workforce Transformation (GOEWT) partnered with the Council for Adult and Experimental Learning (CAEL) to develop a pilot credit for prior learning crosswalk.

The report, entitled, CAEL CPL Crosswalk Pilot, provides many notable insights into the possibility of a state-wide credit for prior learning crosswalk and how the state of Alabama can maximize the output of its workforce.

The report found that Alabama already has a strong foundation for a crosswalk system within our Eligible Training Programs’ List (ETPL), with “95% of ETPL programs [being] offered through a 2-year community college or technical college in Alabama.”

The CAEL pilot crosswalk focused on non-ETPL certifications. The report shows that the pilot program was able to successfully map six industry certifications to nine courses at the pilot institution, Athens State University, creating a total of eleven different course crosswalks.

The next step in expanding the crosswalk pilot will be informing and equipping higher education institutions on how the program works and how they can implement competency-based education.
The Alabama Talent Triad: The Nation’s First Full-Scale Talent Marketplace

Source: Governor’s Office of Education and Workforce Transformation, August 2022
The Nation’s First Full-Scale Talent Marketplace

The Skills-Based Job Description Generator helps translate the competencies that compose a job description into a training program or credential.

The Talent Triad connects students and jobseekers to educational opportunities by identifying the competencies needed for jobs and the training programs that can help prepare someone for those jobs.

The Talent Triad connects jobseekers to employers by matching an individual's LER to skills-based job descriptions.

The Talent Triad translates the needs of employers into education and training programs designed to prepare people to master the specific competencies needed for the job.
(Re)Engage Alabama Launch Convening

Background on Partnerships to Achieve Student Success (PASS) Cohort and Data Share Out

August 3, 2022
Agenda

*About Third Sector*  3 mins

PASS Cohort Overview & Team AL’s Journey  5 mins

Data Share Out  20 mins

IHE Breakouts  30 mins
Third Sector is a national nonprofit whose mission is to transform public systems to advance improved and equitable outcomes.

Since 2011, Third Sector has worked with 40+ communities to deploy more than $1.2 billion in government resources toward improved outcomes.
We’ve worked on a range of projects focused on improving education and workforce outcomes across the country

Selected Third Sector Economic Mobility Projects

**Finish What You Started Pilot**

**Goal:** Improve postsecondary outcomes for low-income adults with some college, no degree

**Participants:** CO Opportunity Scholarship Initiative (Dept. of Higher Ed), One Million Degrees, Rocky Mountain Partnership, MSU Denver

**Ohio National Guard Project**

**Goal:** Improve postsecondary outcomes (e.g. persistence, completion) among OH National Guard

**Participants:** Dept. of Higher Ed., Cuyahoga County Dept. Health & Human Services, OH National Guard

**Better Careers Design Group**

**Goal:** Design solutions for systemic workforce challenges & advance equity of economic outcomes

**Participants:** 20 organizations (e.g. govt agencies, workforce boards) across 4 regions of California

**Annie E. Casey Cohort**

**Goal:** Improve educational and employment opportunities for youth/young adults ages 16 - 24

**Participants:** Six states (New Mexico, Nebraska, Arkansas, Mississippi, Kentucky, Ohio)
Third Sector (TS) & Education Strategy Group (ESG) Teams

Alysha Alani
Manager (Boston)
Third Sector

Emma Goodman
Senior Associate (NYC)
Third Sector

H. Kay Howard
Director (Boston)
Third Sector

Brett Visger
Senior Director (Burlington)
Education Strategy Group

Stephanie Davidson, PhD
Consultant (Columbus)
Education Strategy Group
## Agenda

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Third Sector</td>
<td>3 mins</td>
</tr>
<tr>
<td>PASS Cohort Overview &amp; Team AL’s Journey</td>
<td>5 mins</td>
</tr>
<tr>
<td>Data Share Out</td>
<td>20 mins</td>
</tr>
<tr>
<td>IHE Breakouts</td>
<td>30 mins</td>
</tr>
</tbody>
</table>
The Partnerships to Achieve Student Success (PASS) Cohort launched in January 2022 with 3 state teams.
Core “Team Alabama”

Robin McGill, PhD  
Deputy Director of Academic Affairs  
Alabama Commission on Higher Education (ACHE)

Chandra Scott  
Executive Director  
Alabama Possible

Nick Moore  
Director  
Governor's Office of Education and Workforce Transformation (GOEWT)

Margaret Cabble  
Coordinator of Strategic Initiatives  
ACHE

Manisha Mishra  
Program Director  
Alabama Possible

Tim McCartney  
Chairman  
Alabama Workforce Council (AWC)
During the PASS Cohort, Team AL engaged in a process of analyzing data, talking to IHEs, and developing next steps for implementation.

**The Challenge:**
Some 4-year public institutions enroll and complete more adults than others across the state.

**Prioritized Focus Areas:**
Working with IHEs to learn what is working and why in order to uncover root causes.

**Actionable Next Steps:**
1. Identify specific solutions that IHEs have in place.
2. Engage in a collaborative, data-driven process with IHEs.

**What can we learn about adults attending 4-year public IHEs through data analysis?**

**How can we implement those program-level solutions?**

**Stakeholder Engagement:**
Why are some institutions more successful than others with adults?
Fast Facts: Adult Students (25+) in Alabama, 2017-2021

- Undergraduate enrollees 25+: 97,368 (14.4%)
- Bachelor’s degree graduates 25+: 26,925 (20.6%)

Top 3 Programs for adults 25+

1. Business, Management, Marketing
2. Health Professions
3. Education

Total undergrad: 674,154
Total grad: 130,552
What is one way that your institution currently supports adults to enroll, persist, complete, and/or connect to workforce opportunities?
From the findings of PASS, (Re)Engage AL was born!

(Re)Engage Alabama is an adult attainment-focused continuous improvement (CI) initiative that enables regular, ongoing data sharing and creates communication channels for sharing best practices for enrolling and supporting adult students to completion across four-year public IHEs.

(Re)Engage AL Goals

1. Better understand and discuss data on enrollment and completion outcomes for adult students across IHEs, as well as how these outcomes connect with labor force participation outcomes.

2. Identify and support the scaling of specific solutions that IHEs have in place that improve adult enrollment and attainment outcomes.

3. Connect, align, and augment existing and ongoing state- and IHE-level efforts to support adults.
Today’s convening is the beginning of a series of ongoing continuous improvement discussions, and institution-specific and statewide efforts.

Today We Will:

• **Review** preliminary statewide and IHE data on adult learners (ages 25+)
• **Learn** about what peer IHEs are currently doing to support adults
• **Discuss** actionable ideas to bring back to our IHEs
• **Provide feedback** on support needed to implement these initiatives to ACHE, Alabama Possible, GOEWG, and AWC

Over the next year…

committed and interested institutions will come together regularly to look at **data**, share **best practices**, and **support** each other to improve enrollment and completion outcomes for adults.
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<td>20 mins</td>
</tr>
<tr>
<td>IHE Breakouts</td>
<td>30 mins</td>
</tr>
</tbody>
</table>
Today we will look at high-level data on adult students to inform individual and collective action to support adults

Goals for Today’s Data Review

1. Create a shared understanding of the statewide adult student population

2. Identify statewide and IHE-specific adult enrollment and completion trends and disparities

3. Support IHEs to identify a subgroup of adult students and/or a specific outcome (enrollment, persistence, completion) of focus

4. Solicit feedback on additional data and analyses that would be helpful to inform adult attainment-focused efforts
Does your institution currently disaggregate your data to look at enrollment, persistence, and/or completion of adult (ages 25+) students?
Does your institution currently disaggregate your data to look at enrollment, persistence, and/or completion of adult students?

A) Yes  
B) No  
C) I'm not sure
What group norms do you think we should uphold when looking at and discussing adult student data across institutions?
Group Norms for Reviewing & Discussing Data
Overview of Data to Be Shared & Discussed Today

Data Overview

• Annual data from 2017 - 2021
• Source: Alabama Statewide Student Database System
• Adult enrollment numbers broken down by:
  • University
  • Race
  • Program
  • Full time vs. Part time status
• Adult completion numbers broken down by:
  • University
  • Race
  • Program

You have received a data packet with statewide numbers and analyses specific to your IHE.
Adult (25+) vs. Non-Adult Enrollment

Universities and their enrollment percentages:

- University of West Alabama: 74% Under 25, 26% Ages 25 and Older
- University of South Alabama: 85%, 15%
- University of North Alabama: 87%, 13%
- University of Montevallo: 91%, 9%
- University of Alabama in Huntsville: 83%, 17%
- University of Alabama at Birmingham: 80%, 20%
- University of Alabama: 92%, 8%
- Troy University: 64%, 36%
- Jacksonville State University: 84%, 16%
- Auburn University at Montgomery: 80%, 20%
- Auburn University: 96%, 4%
- Athens State University: 41%, 59%
- Alabama State University: 93%, 7%
- Alabama A&M University: 94%, 6%

Number of Enrollees, 2017 - 2021
Adult (25+) Enrollment Over Time
Adult (25+) Enrollment by Race

- University of West Alabama: 45%
- University of South Alabama: 61%
- University of North Alabama: 69%
- University of Montevallo: 68%
- University of Alabama in Huntsville: 67%
- University of Alabama at Birmingham: 60%
- University of Alabama: 67%
- Troy University: 46%
- Jacksonville State University: 64%
- Auburn University at Montgomery: 51%
- Auburn University: 69%
- Athens State University: 71%
- Alabama State University: 92%
- Alabama A&M University: 85%

Number of Adult Enrollees, 2017 - 2021
Adult (25+) Enrollment by Full Time vs. Part Time

- University of West Alabama: 21% Full Time, 47% Part Time
- University of South Alabama: 56% Full Time, 47% Part Time
- University of North Alabama: 49% Full Time, 51% Part Time
- University of Montevallo: 49% Full Time, 51% Part Time
- University of Alabama in Huntsville: 48% Full Time, 52% Part Time
- University of Alabama at Birmingham: 48% Full Time, 71% Part Time
- University of Alabama: 21% Full Time, 79% Part Time
- Troy University: 49% Full Time, 51% Part Time
- Jacksonville State University: 49% Full Time, 51% Part Time
- Auburn University at Montgomery: 49% Full Time, 51% Part Time
- Auburn University: 43% Full Time, 57% Part Time
- Athens State University: 30% Full Time, 70% Part Time
- Alabama State University: 32% Full Time, 68% Part Time
- Alabama A&M University: 32% Full Time, 68% Part Time

Number of Adult Enrollees, 2017 - 2021
Completion to enrollment ratios are one way to explore outcomes, given ACHE’s existing data on adult learners.

**A C:E Ratio is:**
- total # of students completed
  total # of students enrolled
- point-in-time measures
  (every Fall semester)
- an imperfect metric

**A C:E: Ratio is not:**
- necessarily a reflection of impact
- comparable across all IHEs, regardless of size, location, etc.
- “quality-adjusted”

**…so why are we looking at C:E ratios?**

Part of (Re)Engage Alabama’s future work will be to standardize, define, and track additional, alternative metrics for adults so that IHEs can build a shared understanding of adult learner outcomes and can have data-informed conversations internally, with their peer IHEs, and with the state.
Statewide C:E Ratios of Adult Students, by Program

Completion to Enrollment Ratio, 2017 - 2021

- VISUAL AND PERFORMING ARTS: 0.34
- BIOLOGICAL AND BIOMEDICAL SCIENCES: 0.29
- SOCIAL SCIENCES: 0.30
- FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES: 0.24
- HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED...: 0.30
- MULTI/INTERDISCIPLINARY STUDIES: 0.31
- LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES: 0.16
- PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS: 0.23
- COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES: 0.22
- ENGINEERING: 0.32
- PSYCHOLOGY: 0.26
- EDUCATION: 0.24
- HEALTH PROFESSIONS AND RELATED PROGRAMS: 0.46
- BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: 0.25

Average: 0.29
Digging into C:E Ratios: Why might health professions have the highest C:E ratio of all programs?

**Point-in-time counts:** students typically declare in Year 2 or Year 3, not when enrollment is counted (Fall of Year 1)

Higher completions (numerator) compared to enrollments (denominator)
Digging into C:E Ratios: Why else might health professions have the highest C:E ratio of all programs?

Trends over time: Though enrollment declines year to year, existing/enrolled students continue to complete

Lower enrollment (denominator) relative to completions (numerator)
Statewide C:E Ratios of Adult Students, by Race

- African American/Black
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multiracial
- Native Hawaiian/Other Pacific Islander
- White

Completion to Enrollment Ratio, 2017 - 2021
Looking at this data, what do you want to dig into more deeply and discuss with your IHE?

If you have not already joined PollEverywhere: text AA903 to 22333 or visit PollEv.com and enter code AA903
Looking at this data, what do you want to dig into more deeply and discuss with your IHE?
Agenda

About Third Sector 3 mins
PASS Cohort Overview & Team AL’s Journey 5 mins
Data Share Out 20 mins

IHE Breakouts 30 mins
IHE Breakouts: Use your data packets to identify potential adult student populations and outcomes of focus

**Discussion Questions**

- What do you notice about the adult student population your IHE currently serves?
  - **Demographics** compared to geographic region
  - **Top programs** compared to regional in-demand jobs

- What can you learn from the completion to enrollment ratios?
  - Do you see differences in adult enrollment and completion by race or program?

- Based on the data, is there a **subset of the adult student population** you might focus near-term actions and efforts towards? What **outcomes** would you want to impact?
  - **Example:** Supporting some college, no degree adults to return and complete public administration programs

- What **additional data** do you need to pull and/or **who would you talk to** in order to inform a potential subpopulation and outcome of focus?

*We will come back together at 10:15 for a quick poll and then take a break at 10:20.*
Which adult student subpopulations and outcomes of focus did your IHE discuss?

**Sample Responses:**
- Supporting adult student parents to complete
- Supporting Black adults to enroll in healthcare and education programs
- Supporting some college, no degree adults to return and complete public administration programs
Adult student subpopulations and outcomes of focus
What additional data do you need to pull and/or who would you talk to in order to inform a potential focus?

Sample Responses:

- Retention/persistence by cohort
- Gateway course completion
- Adult students
- Former students
- Employers
Additional data and/or Stakeholders to engage
Take a Break!

*When we come back together at 10:30, we will hear from Alabama IHEs and national organizations about adult-focused initiatives and best practices.*
TROY UNIVERSITY

Recruitment, Retention, and Persistence to Graduation of Adult Students
Overview of Troy University

Structure
• Centralized administration
• Teaching sites and service centers

• Alabama teaching sites
  • Phenix City
  • Montgomery
  • Dothan

• Out of state and abroad
  • Panama City
  • Ft. Walton
  • Pensacola
  • Tampa
  • Augusta
  • Malaysia
  • South Korea
  • Vietnam
  • Japan

• Online
Flexibility is key for the adult student

• Adult admissions policy
• Free evaluation of transfer credits
• Transfer scholarships
• Multiple campuses allow for
  • access to services based on student location/need
  • flexible schedules
  • a mixture of face-to-face, hybrid, and online courses
• Project Graduate
John W. Schmidt Center for Student Success

• Advising
• Career services
• Civic engagement
• Disability services
• Testing and assessment
• Learning center
Military

• Troy for Troops
• Scholarships for military and their families
• Credit for training and service
• Military Operations minor
Meeting the needs of online students

• The role of the Professional Advisor/ASA
  • Advising
  • Liaison between students and faculty
  • Presence within the online courses
  • Close work with each program/college
Meeting the needs of online students

• Student Success Team
  • Career Services
  • Disability Services
  • Probation & Suspended students

• Student Resources

• Testing Center

• Call Center
Re-engaging Adult Learners and the Finish What You Started Program

Piper Hendricks, Vice President of Communication & External Affairs, Institute for Higher Education Policy

Kelly Martin, Director of Enrollment Initiatives, Jacksonville State University

Staci Stone, Dean of the College of Arts & Humanities, Jacksonville State University
Overview

• Big Picture / National Data on Adult Learner Re-enrollment

• Case Study: JSU’s Finish What You Started

• Policy Solutions

• Q & A
The Institute for Higher Education Policy (IHEP) is a nonpartisan, nonprofit research, policy, and advocacy organization committed to promoting postsecondary access and success for all students, regardless of race, background, or circumstance.

@IHEPTweets
Students experience postsecondary value when provided equitable access and support to complete quality, affordable credentials that offer economic mobility and prepare them to advance racial and economic justice in our society.
Potential Benefits to Society

What would be the economic returns to society if institutions closed postsecondary attainment gaps by race/ethnicity and earnings level?

What would be the economic returns to society if institutions closed postsecondary attainment gaps by race/ethnicity and earnings level and the additional low-income students did not need to rely on student loans to finance college?

Public Investment $5.99 Trillion

Increased Tax Revenue Stimulates the Economy:
- $3.08T Increased Tax Revenue
- $542B Increased GDP

A More Educated Population Engages in Healthier Behaviors:
- $13.8B Reduced Criminal Justice Expenditures
- $58.7B Reduced Public Health Expenditures
- $33.7B Reduced Public Assistance Expenditures

$956B Annually

Additional Gains to Economy if Low-Income Students Don’t Have to Take Out Loans (and therefore have greater disposable income to spend):
- $222B Economic Returns Annually

Total Public Returns $1.18 Trillion Annually

LIGHTING THE PATH
to Remove Systemic Barriers in Higher Education and Award Earned Postsecondary Credentials Through IHEP’s Degrees When Due Initiative

“Students with some college but no degree need to be reenrolled – and reengaged. A clear path to degree completion will make a tremendous difference for them, their families, our communities, and our country as a whole.”

IHEP
DEGREES WHEN DUE
DEGREES WHEN DUE

- 39 million SCND ("some college no degree")
- 200 institutions in 23 states
- 30% more likely to need to stop out
  - Basic needs
  - Children and family
  - Reprioritizing
- Reengaging
  - Role model
  - Employment
Economic + non-economic support = economic + non-economic benefits of a degree

- Degree auditing: 1 in 10
- Students: coursework should be the hardest, not the bureaucracy
- Staff: need resources – human, financial, and technological – to support students
JSU’s initiative targeting former JSU students who paused their education. This program informed JSU's participation in Degrees When Due, and the program's success is credited to effective marketing, a flexible degree option, and personal communication by JSU staff.
FWYS Key Components:

- Personalized advising
- Straightforward readmission process
- Scholarship for first class
- Flexible academic pathway
Identifying Potential Completers

- Inactive student status
- 60+ overall credit hours earned
- Not on Academic Suspension, Disciplinary Suspension, or Financial Aid Suspension
- No GPA requirement
- No degree earned at JSU or elsewhere (Clearinghouse’s StudentTracker)
Mailings and Marketing

• Postcards: mailed in phases by credit hours earned
• Advisor contact information
• Radio ads
• Local billboards
Advising & Academic Pathways

- Degree audit and follow-up
- Flexibility of Integrated Studies major
- Prior Learning Assessment Option
Beyond Re-enrollment: Campus Support for Adults

• Try It Course
• Business & Industry Partnerships
• Adult Learner Success Coach
• Office of Military & Post-Traditional Student Services
• Gamecock Market Food Pantry
• Child Development Center
Outcomes

- Students identified since Summer 2020: **3,814**
- Reenrolled FWYS students: **224**
- FWYS scholarships awarded: **140**
- Dollar amount of scholarships: **$116,248**
- Since Fall 2020, **76** FWYS students have graduated.
Challenges & Future Growth

• DATA
• Outdated contact information
• Financial holds

• Early intervention before becoming inactive
• Continued communication plan past initial mailing
• New methods to reach students
Questions/Discussion

Piper Hendricks | phendricks@ihep.org | 202.372.7204

Kelly Martin | knmartin@jsu.edu | 256.782.5039

Staci Stone | slstone@jsu.edu | 256.782.8630
Adult Learner Best Practices: Training to Credit Crosswalks at Athens State University

Wilson Finch
Council for Adult and Experiential Learning

Catherine Wehlburg
Athens State University

August 3, 2022
About CAEL

- **Our vision:** Every adult can navigate lifelong learning and career pathways that fuel economic mobility and community prosperity
- National leader in **Credit for Prior Learning (CPL)** best practices, research, and writing
- Committed to helping the adult learner through workforce and economic development, employer engagement, and higher education and workforce alignment
- Dedicated to removing barriers to adult learning and career pathways
What is CPL?

A set of **well-established, researched, and validated methods** for assessing non-collegiate learning for college credit.

A process that allows learners to demonstrate knowledge and skill in a particular field or fields and have that learning evaluated for college credit.
Research shows outcomes for adult students with CPL are better than adults with no CPL credit:

- Higher GPAs
- Shorter time-to-degree
- Better retention rates
- Better completion rates
- Take more regular courses

More research of CPL benefits can be found in our 2020 report: “The PLA Boost”

https://www.cael.org/events/the-pla-boost
Prior Learning Assessment (PLA)/Credit for Prior Learning (CPL)

Methods:

- Standardized exams (e.g., CLEP exams, DSST exams)
- Challenge exams
- Portfolio assessment
- ACE credit recommendations for military training
- American Council on Education (ACE)/National College Credit Recommendation Service (NCCRS) credit recommendations for corporate or other training
- **Industry-to-Credit Crosswalks** - Institutional review of training (certification, licenses, apprenticeships, non-credit courses, corporate training, etc.)
Basics of Crosswalking
Credit for Prior Learning Crosswalks

External non-credit learning, apprenticeships, certifications, industry trainings, and work experience aligned with college courses and credits through a standardized process.

Goal is to establish a process that allows students to gain credit for successfully completing industry standard certifications or other validated and high-level industry training(s).
Crosswalk Concepts

Training Sources (can be supported by WIOA)
Why States and Systems Utilize Articulation Crosswalks

● Workforce system benefits
  ○ Adding value to EPTLs
  ○ Pathways for clients

● Employers
  ○ Reduced costs of tuition assistance programs for employees
  ○ Added value for employer-provided trainings
  ○ Pathways for internal promotion
  ○ Closer alignment of job competencies with college curriculum
  ○ Tangible partnerships with local institutions

● Higher education system benefits
  ○ Enrollment pathways
  ○ Reduced cost of attendance and time to degree
  ○ Minimal upkeep and maintenance
  ○ Easy for students to use

● Multi-system benefits
  ○ Opportunity to practice cooperation
  ○ Cross-sector understanding
  ○ Strengthened relationships

cael.org
Pilot Project Proof of Concept
Industry Connected to Credit

- Determine courses at Athens State University that aligned to industry trainings, certifications, including Eligible Training Provider List (ETPL) offerings.
- Create individual crosswalks (alignment of training to learning outcomes) for selected training, certification, or ETPL offering.
Review Standards

- Determine acceptable crosswalks that align to:
  - Accreditation Standards
  - Workforce Needs
  - College/University Structure
  - Alabama’s Building Human Capital Strategic Plan
## Results

<table>
<thead>
<tr>
<th>Training or Certification</th>
<th>College Course and Number</th>
<th>Date Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama Real Estate License – Broker and Salesperson</td>
<td>Athens – FIN 356 (3 credits)</td>
<td>April 2022</td>
</tr>
<tr>
<td>SHRM Certificates</td>
<td>Athens - MG349, MG410, MG449 (9 credits)</td>
<td>April 2022</td>
</tr>
<tr>
<td>Alabama Insurance License</td>
<td>Athens – FIN 355 (3 credits)</td>
<td>April 2022</td>
</tr>
<tr>
<td>Lean Six Sigma – White, Yellow, Green Belts</td>
<td>Athens - MG 421, MG 422, MG 423 (9 credits)</td>
<td>April 2022</td>
</tr>
<tr>
<td>OSHA 10</td>
<td>Athens - CD 435 (3 credits)</td>
<td>April 2022</td>
</tr>
<tr>
<td>OSHA 30</td>
<td>Athens - CD 435 (3 credits)</td>
<td>April 2022</td>
</tr>
</tbody>
</table>
Opportunities

● Support partnerships between institutions and workforce organizations and employers to develop more crosswalks
● Develop a statewide CPL and crosswalk process
● Add to ETPL certifications and external/noncredit training
● Common courses at colleges and university aligned to specific crosswalks
● Statewide pathway allowing students to easily transition between student/worker and worker/student by allowing for work and industry credit
Athens State University
Upcoming Practices
Questions?
Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers; postsecondary educators; employers and industry groups; and foundations and other mission-aligned organizations. By engaging with these stakeholders, we foster a culture of innovative, lifelong learning that helps individuals and their communities thrive. A national membership organization established in 1974, CAEL is a part of Strada Collaborative, a mission-driven nonprofit. Learn more at cael.org and stradacollaborative.org.

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Alabama

Responding to Alabama’s changing economy by establishing a robust Adult Completion Initiative

Jim Purcell, Executive Director
Alabama Commission on Higher Education
## Countries of Origin of the 481 International Business Operations in Alabama

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>17.0</td>
</tr>
<tr>
<td>Other Europe</td>
<td>15.8</td>
</tr>
<tr>
<td>Japan</td>
<td>15.6</td>
</tr>
<tr>
<td>Korea, South</td>
<td>14.3</td>
</tr>
<tr>
<td>Canada</td>
<td>10.8</td>
</tr>
<tr>
<td>France</td>
<td>10.6</td>
</tr>
<tr>
<td>Other</td>
<td>10.4</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>5.4</td>
</tr>
</tbody>
</table>

**New Economic Realities**

Impact of International Investment in Alabama (481 Locations)
Toyota Motor Manufacturing, Alabama (TMMAL)
MAZDA TOYOTA MANUFACTURING PLANT
HUNTSVILLE
Clear Choice For Space Command

US News analyzed 150 large metropolitan areas in the U.S., paying attention to the quality of job markets, housing affordability, quality of life, desirability and net migration.
Why Alabama and Mississippi have suddenly gone in opposite directions

Change from a year earlier in unemp. rate, Q3 2019

Source: Labor Department
Alabama, on the other hand, diversified beyond low-skilled manufacturing... It now ranks near the top in its reliance on higher-paid, but still trade-sensitive, manufacturing jobs.

Mississippi relies more on low-wage versions of these production jobs than does any other state...
New Economic Realities

• Alabama has cultivated different industries, notably aerospace and automobiles, and ended up with an economy that differs from its neighbor’s in significant ways.

• In addition, Alabama’s ... more urbanized. The Birmingham, Ala., metropolitan area has twice as many people as Mississippi’s Jackson, and that’s before we’ve even counted Huntsville.
Governor Ivey has established a strategic vision for aligning Alabama’s education and workforce programs from pre-k to the workforce to provide for a seamless education-to-workforce continuum for all Alabamians.

Governor Ivey has set a postsecondary education attainment goal of adding 500,000 credential holders to Alabama’s workforce by 2025 and a goal to increase Alabama’s labor force participation rate of 57.6 percent to the national average by 2025.
High-Value Certificate 130,586 18.37%
Associate 113,995 16.03%
Bachelor's 260,588 36.65%
Master's 143,339 20.16%
Professional 16,695 2.35%
Doctorate 45,822 6.44%

500,000 Credentials Needed by 2025

1/3 of needed credentials can be earned at Alabama’s Community Colleges

2/3 of new jobs in Alabama will require a University degree
IF YOU CHOSE TO ATTEND COLLEGE but other life demands left you little choice but to stop, it’s not too late. ReachHigher is an affordable, flexible way to complete your degree at one of Oklahoma’s respected state universities. A degree can mean better job opportunities, a higher salary, and a sense of personal accomplishment. It’s why higher education is a dream worth holding on to.

ReachHigher
Oklahoma’s Degree Completion Program

ENROLL TODAY AND REACH HIGHER 918.683.0040 x5011  CLASSES BEGIN MARCH 2007 www.ReachHigherOklahoma.org

Fully Accredited By The Higher Learning Commission
BETWEEN YOUR EDUCATION & EVERYTHING ELSE

LIFE HAPPENED
(THE DEGREE DIDN’T)

IT’S TIME TO FINISH WHAT YOU STARTED. You can return and complete your bachelor’s degree at any of these nine participating state universities through the new ReachHigher program. It’s a chance to achieve a higher education at a respected state university, and a way to increase your opportunities for a better career, through a program that fits your obligations, your budget – and your life.

ReachHigher PARTICIPATING UNIVERSITIES:
Cameron University LAWTON
East Central University ZEBA
Langston University LANGSTON
Northeastern State University TAHOEQUAH
Northwestern Oklahoma State University ALVA
Rogers State University CLAREMORE
Southeastern Oklahoma State University DURANT
Southwestern Oklahoma State University WEATHERFORD
University of Central Oklahoma EDMOND

Fully Accredited By The Higher Learning Commission

ENROLL TODAY AND REACH HIGHER  918.683.0040 x5011  CLASSES BEGIN MARCH 2007  www.ReachHigherOklahoma.org
Even though life has been your main focus,

Opportunity is still knocking.

It's time to fit the degree that you never quite finished, into a life that just keeps going. ReachHigher is an affordable, flexible way to complete the bachelor's degree that you once were working towards through a state university close to you. Life always goes on. A college degree gives you the opportunities for a better job, a better salary and a better life.

Fully Accredited By The Higher Learning Commission

Enroll today and Reach Higher 918.683.0040 x5011 Classes begin March 2007
Reach Higher: **FlexFinish**

**Flexible and affordable degrees.**

**DirectComplete**

Degrees for critical occupations.

**Micro-Credentials**

Upskill for the Future.

---

**FlexFinish**

The FlexFinish associate and bachelor’s programs provide on-campus and online class options.

---

**Finish your degree, your way.**

The Reach Higher: **FlexFinish** associate and bachelor’s degree programs provide flexible options for adults with some college credit to complete their degrees. Students can earn a college degree while balancing family, work and financial obligations. Affordable, convenient, evening class times and online courses are offered at all participating institutions.
Reach Higher Degree
FlexFinish Associate Degree
Associate in Arts or Associate in Science in enterprise development.

Admission requirements:
- 18 credit hours
- 2.0 GPA or better
- Already completed any required remedial courses.

The FlexFinish associate programs provide on-campus and online class options, personalized schedules and courses of study that meet career goals, and flexible enrollment periods year-round.

Reach Higher Degree
FlexFinish Bachelor's Degree
Bachelor of Science in organizational leadership.

Admission requirements:
- 72 credit hours
- 2.0 GPA or better
- Completed general education requirements as defined by the university the student plans to attend.

The FlexFinish bachelor’s program provides on-campus and online class options, eight-week classes and five enrollment periods per year.
DirectComplete
Complete your degree and start a new chapter.

Finish your degree, your way.

Focusing on adult students, Reach Higher: DirectComplete is designed to help adults who have earned some college credit complete a degree linked to a critical occupation as designated by Oklahoma Works’ Oklahoma’s 100 Critical Occupations list.

Partnerships with businesses, tribes, workforce development agencies, nonprofit organizations and foundations, federal and state agencies and other groups will provide scholarships, grants and other support to adult students who pursue degree programs within the program.
Reach Higher's DirectComplete is a statewide degree completion program that includes degree programs connected with workforce development needs that align with Oklahoma's 100 Critical Occupations list.

- You must complete a student interest form online to get started.

- Select your preferred institution from participating colleges in Oklahoma.

- A navigator from the campus you’re interested in attending will contact you in three business days upon receiving your student interest form to discuss your next steps with you.

- Most Reach Higher: DirectComplete students are working adults.

- You have already started your degree; we will assist you with finishing it.

- Your Reach Higher: DirectComplete navigator can give you information on financial resources and other supportive services that are available to you.

- Most campuses have upfront scholarships available to Reach Higher: DirectComplete students.

- Potential students must meet student eligibility requirements to qualify for Reach Higher: DirectComplete scholarships.
<table>
<thead>
<tr>
<th>Description</th>
<th>Typical Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygienists</td>
<td>Associate</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>Associate</td>
</tr>
<tr>
<td>Electrical and Electronics Engineering Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Geological and Petroleum Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Industrial Engineering Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Associate</td>
</tr>
<tr>
<td>Computer Network Support Specialists</td>
<td>Associate</td>
</tr>
<tr>
<td>Civil Engineering Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Mechanical Engineering Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>Associate</td>
</tr>
<tr>
<td>Radiologic Technologists</td>
<td>Associate</td>
</tr>
<tr>
<td>Web Developers</td>
<td>Associate</td>
</tr>
<tr>
<td>Environmental Science and Protection Technicians</td>
<td>Environmental Science and Protection Technicians</td>
</tr>
<tr>
<td>Chemical Technicians</td>
<td>Associate</td>
</tr>
<tr>
<td>Cardiovascular Technologists and Technicians</td>
<td>Associate</td>
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<tr>
<td>Veterinary Technologists and Technicians</td>
<td>Associate</td>
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<tr>
<td>Medical and Clinical Laboratory Technicians</td>
<td>Associate</td>
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<tr>
<td>Secondary School Teachers, Except Special and Career/Technical Education</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Petroleum Engineers</td>
<td>Bachelor's</td>
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<tr>
<td>Architectural and Engineering Managers</td>
<td>Bachelor's</td>
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<tr>
<td>Computer and Information Systems Managers</td>
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<tr>
<td>Industrial Production Managers</td>
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<tr>
<td>Aerospace Engineers</td>
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<tr>
<td>Financial Managers</td>
<td>Bachelor's</td>
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<td>Electrical Engineers</td>
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<td>Mechanical Engineers</td>
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<tr>
<td>Environmental Engineers</td>
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<tr>
<td>General and Operations Managers</td>
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<td>Medical and Health Services Managers</td>
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<tr>
<td>Software Developers, Applications</td>
<td>Bachelor's</td>
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<tr>
<td>Civil Engineers</td>
<td>Bachelor's</td>
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<tr>
<td>Logisticians</td>
<td>Bachelor's</td>
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<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Computer Systems Analysts</td>
<td>Bachelors</td>
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<tr>
<td>Software Developers, Systems Software</td>
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<tr>
<td>Personal Financial Advisors</td>
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<tr>
<td>Database Administrators</td>
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<td>Financial Analysts</td>
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<td>Management Analysts</td>
<td>Bachelors</td>
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<tr>
<td>Occupational Health and Safety Specialists</td>
<td>Bachelors</td>
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<tr>
<td>Network and Computer Systems Administrators</td>
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<tr>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>Bachelors</td>
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<tr>
<td>Operations Research Analysts</td>
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<tr>
<td>Information Security Analysts</td>
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<tr>
<td>Accountants and Auditors</td>
<td>Bachelors</td>
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<td>Loan Officers</td>
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<td>Cost Estimators</td>
<td>Bachelors</td>
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<tr>
<td>Medical and Clinical Laboratory Technologists</td>
<td>Bachelors</td>
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<tr>
<td>Purchasing Agents, Except Wholesale, Retail, and Farm Products</td>
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<tr>
<td>Wholesale and Retail Buyers, Except Farm Products</td>
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<tr>
<td>Credit Analysts</td>
<td>Bachelors</td>
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<tr>
<td>Dietitians and Nutritionists</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
<td>Bachelors</td>
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<tr>
<td>Middle School Teachers, Except Special and Career/Technical Education</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Special Education Teachers, Kindergarten and Elementary School</td>
<td>Bachelors</td>
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<tr>
<td>Elementary School Teachers, Except Special Education</td>
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<tr>
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Micro-Credentials
For Institutions.

If you’re ready to provide professional leadership and skills training for your workforce, Oklahoma’s public colleges and universities are ready to partner with you to create tailored course and training programs for job-specific skills aligned with Oklahoma’s critical occupations. To learn more, complete our Employer Interest Form today!

Employer Interest Form

How can a micro-credential benefit Oklahomans?

Employers and recruiters are looking for applicants who can demonstrate their ability to apply knowledge and skills in real-world settings. In fact, nearly all employers in a Hart Research survey (95%) indicated they gave hiring preference to college graduates with beyond-major skills that will enable them to contribute to innovation in the workplace.

Employers agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is the most important for long-term success. Micro-credentials quickly establish that you have marketable skills, competencies and experiences.
Stand out and be recognized!

All micro-credentials meet quality standards at the institution where they are offered. Whether it is embedded in your current degree or certificate program or a unique learning experience tailored to a specific career goal or learning objective, you will have access to faculty expertise, resources and support.

Oklahoma colleges and universities may either offer micro-credentials independently or have them endorsed by the Oklahoma State Regents for Higher Education.
Questions:
(Re)Engage Alabama Launch Convening

IHE Planning for Supporting Adult Attainment and Shaping the Future of the (Re)Engage Alabama Collaborative Space

August 3, 2022
<table>
<thead>
<tr>
<th>Agenda</th>
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<tbody>
<tr>
<td><strong>Institutional Breakouts</strong></td>
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<td>Break</td>
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Quick Recap: Programs, Policies, & Initiatives that Support Adult (Re)Engagement, Enrollment, Persistence, & Completion

<table>
<thead>
<tr>
<th>Discussed Today</th>
<th>Others</th>
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<tbody>
<tr>
<td>● Prior Learning Assessment (PLA) / credit for prior learning (CPL)</td>
<td>● Talent Triad (skills-based hiring, competency-based learning)</td>
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<td>● Data mining &amp; degree auditing</td>
<td>● Partnerships with outside providers to target re-engagement efforts, provide persistence and completion coaching and wraparounds, etc.</td>
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<td>● Reverse transfer</td>
<td>● Statewide integrated, longitudinal data systems</td>
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<td>● Targeted adult engagement</td>
<td>● Standardized data metrics and data dashboards</td>
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<tr>
<td>● Comprehensive strategy - Reach Higher OK</td>
<td>● Eliminating procedural barriers to graduation, such as fees, applications, and unnecessary holds (e.g. transcript withholding)</td>
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Let’s turn this morning’s learnings into action!

Goals for the Afternoon

1. **Digest programs, policies, and initiatives** presented in best practice sessions with your IHE colleagues

2. **Using asset & gap analysis tool, discuss potential efforts to support adults to undertake at your IHE** (including what you might apply for funding for) that would support the subpopulation and outcomes prioritized this morning

3. **Consider how ACHE/AP/GOEWT/TS might support your adult-focused efforts** over the next year, including continuing to convene this group

**Supports might include:**
- Analyzing and sharing additional statewide and IHE data trends for adults
- Planning guest speakers and sharing case studies for supporting adults
- Creating space for collaborative workshopping of action plans and discussing common challenges

AP = Alabama Possible | TS = Third Sector
IHE Breakouts #2: Consider assets and gaps in adult-supportive policies and programs to inform action steps

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Adult Population Needs</th>
<th>Asset &amp; Gap Analysis</th>
<th>Potential Actions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>List potential adult student subpopulation and hypothesize their needs based on what you saw in the data and know about them</td>
<td>A. Which existing assets are currently addressing this need and how are they addressing the need?</td>
<td>D. How might your IHE address identified gaps, building on best practices discussed today? This may include new solutions and/or expanding or targeting existing assets towards your adult subpopulation of focus.</td>
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<td></td>
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<td>B. Which gaps exist in addressing the need?</td>
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<td></td>
<td></td>
<td>C. Which structural barriers exist that exacerbate the need or make it challenging to address the need? Describe their impact.</td>
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### IHE Breakouts #2: Sample Asset & Gap Analysis

<table>
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<th>Potential Actions</th>
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</table>
| [ #] of adults with some college, no degree (SCND) that have stopped out for 3+ semesters need to be re-engaged & supported in their transition back to school. | **A. Assets:**  
- Dedicated staff person / advisor within office of Adult Learning for the SCND population  
- Staff can support by tracking down old transcripts to help the SCND population understand how close they are to completing | **D. Ideas to Address Gaps:**  
- Free degree audits for all returning adult students  
- Automate degree audits to reduce staff burden  
- Scraper institutional data to identify & recruit students who have stopped out for 3+ semesters and actively recruit |
|  | **B. Gaps:**  
- Existing advisor is over-burdened; long wait times  
- No automatic degree audit; advisor must manually comb through transcript - often an issue when transcript is from out of state  
- No way of recruiting adults with SCND proactively; current strategy is waiting for them to walk into the Adult Learner office |  |
|  | **C. Structural Barriers to Be Aware of:**  
- Institutional policy to not accept credits transferred from out of state; this makes it difficult for returning students to re-enroll where they left off |  |
IHE Breakouts #2: Prioritize potential action steps to improve outcomes for adults & discuss supports needed

Discussion Questions

● Of the ideas generated for building on existing assets and addressing gaps to support adult students, **what would you prioritize for near-term action?**
  ○ *Factors to consider might include: level of impact on desired outcomes, resource requirements, timeline, etc.*

● To implement near-term actions, **what supports would be helpful?**
  ○ *Examples include: Resources (funding application), connections to IHEs already implementing, connections to provider partners, etc.*

● How might **convening regularly with other 4-year IHEs** best support your adult-focused actions?
  ○ *Examples include: Looking at data trends and shared outcomes metrics, learning from other best practices and case studies, workshopping action plans and common challenges*

*We will come back together at 1:45 pm for a share-out on your potential action steps.*
Agenda

Institutional Breakouts 45 mins

**Institutional Share-Outs** 60 mins

Break 15 mins

Collective Call to Action 45 mins
IHE Share-Outs

Each IHE will have 4 minutes to share and get feedback from the group on planned actions to support adult students.

Share-outs might include some or all of the following:

- Adult subpopulation of focus
- Outcome(s) to impact
- Priority actions
- Supports needed to take action
- Questions or asks of the broader group
# Agenda

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## Agenda

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</table>
Imagine it’s August 2023. (Re)Engage AL has been up and running for 1 year.

Write a headline that describes the impact this initiative has had on your institution [OR] across the state.
Aug. 2023: a headline that describes the impact of (Re)Engage AL on your IHE or the state.
What support do you need in order to achieve that vision, from ACHE, Alabama Possible, peer IHEs, etc.?

If you have not already joined PollEverywhere: text AA903 to 22333 or visit PollEv.com and enter code AA903
What support do you need in order to achieve that vision?
Imagine ACHE, GOEWT, Alabama Possible, AWC, and Third Sector convene this group regularly for the next year...

- How often should we meet?
  - Monthly
  - Every 6 Weeks
  - Quarterly

- In-person, virtual, or hybrid?

- Half day or full day?

If you have not already joined PollEverywhere: text AA903 to 22333 or visit PollEv.com and enter code AA903
Over the next year, how often should we meet?

A) Monthly
B) Every 6 weeks
C) Quarterly
How should we meet?

A) In-person

B) Virtually

C) Hybrid: both in-person and virtual

D) Alternate between in-person and virtual
How long should meetings be?

A) Full day (like today)
B) Half day
What is your action commitment coming out of today to support adult enrollment and attainment?

If you have not already joined PollEverywhere: text AA903 to 22333 or visit PollEv.com and enter code AA903
What is your action commitment to support adult enrollment and attainment?
Please share your feedback using this anonymous survey

Scan this QR code with your camera or visit tinyurl.com/REAL8322
The 3 states in the PASS* cohort engaged in a facilitated process to look at data, engage stakeholders, and develop next steps.

1. **Challenge Statement**
   - Analyzed quantitative data to gain a better understanding of adult SCND demographics and outcomes.
   - Used data analysis to craft a “Challenge Statement”.
   - Narrowed in on potential focus areas through further data analysis and stakeholder engagement.

2. **Prioritized Focus Areas**
   - Discussed HOW to implement next steps.
   - Identified potential next steps that would address prioritized focus areas.

3. **Actionable Next Steps**
   - Created customized Implementation Plans.
Conversations with local IHEs validated adults as a priority population and uncovered promising practices & supports

Quotes from Athens State & Troy University, June 2022

“Look at enrollment patterns for non-traditional students, so appropriate support can be provided to them.”

“A separate unit conducts transfer credit evaluation within 48 hours.”

“Working with local companies and industries to create learning partnerships.”

“What does access look like, and how can we design [access] such that it is not a one-time thing?”

“Interactions are asynchronous. Whatever works best for the students, is what we follow.”
Continuous Improvement is a mindset and process of using data to uncover insights, design solutions, and act to improve outcomes on an ongoing basis.

Why It Matters

- **Understand** real-time program and participant performance
- **Identify** needed changes or “course corrections” in programming based on these data insights
- **Improve** coordination and collaboration among community partners and other agencies
## Demographics & Outcomes Banks

### Sample Demographics
- Race, ethnicity, including Black, Indigenous, or People of Color
- First-generation
- Student parents/caregivers
- Involved in the foster care system
- Adult learners
- Disabled
- Veterans
- Homeless, housing insecure
- Food insecure
- Low-income or living below 200% of the poverty line
- Pell Grant eligible
- Immigrant
- English language learner, English as a second language, limited English proficiency (LEP)

### Sample Outcomes
- Matriculation / enrollment
- Term-to-term persistence
- Fall-to-fall / year-to-year persistence
- Credit accumulation
- Gateway (or equivalent) course completion
- Outstanding debt to school
- Credential completion
- Time to completion / time to degree
- Credits to degree
- Transfers (lateral, vertical)
- Employment and earnings outcomes
Common Terms & Definitions

● “Some college, no degree” (SCND) - Throughout the cohort, SCND will refer to individuals who enrolled in college and left without receiving a degree or certificate.¹ 
*States are encouraged to cross-reference - and defer to - definitions used in internal data reports and with area IHEs.*

● “Stop out” - A period longer than 123 days between the end-date of an enrollment record and the begin-date of the next enrollment record.¹ Stop outs ≠ drop outs.*

● “Potential completers” - Individuals with at least 2 years’ worth of full-time enrollment over the past 10 years presumed to have the highest potential to re-enroll and complete.¹

● “Immediate graduations” - Returning students conferred a degree immediately upon re-enrolling, suggesting they had overcome some type of administrative hurdle such as filing needed paperwork or clearing outstanding fees or debt.²

● *Enrollment dormancy* - Periods of non-enrollment common in adult students.³ For this reason, “perseverance” may be a more appropriate term to capture progress on a pathway to graduation that may involve multiple stop outs rather than traditional definitions of persistence (fall-to-fall).³

1. National Student Clearinghouse (NSC) Research Center, 2019 Snapshot Report for the Nation
2. New America and the Graduate! Network, Understanding Comebackers’ Pathways to Graduation (2019)
Disclosure

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