Speaker – Educate for Opportunity Overview

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Educate for Opportunity Goals & Timeline

OBJECTIVE: Increase upward mobility for Americans by supporting stronger pathways between education and work.

• Assist states to identify successful program models and scale those programs across the state, focusing on involvement from all postsecondary systems, including two- and four-year institutions;

• Clarify the role governors play in building connections between postsecondary education and the workforce for adult populations, highlighting strong leadership examples from across the country;

• Facilitate state creation of innovative programs and policies; and

• Demonstrate how data can identify new outcome metrics for adult-focused postsecondary education, including consumer satisfaction, and draw expectations for thorough data usage in states.
National & Ohio Context: Today’s Students

• 2018 Ohio Attainment: 49.2%
• Ohio attainment has increased among all races age 25-64, but major gaps in equity persist
  • White attainment: 40.5%
  • Hispanic attainment: 27.4%
  • Black attainment: 27%
• Wide range in Ohio attainment by county
  • Highest – Delaware, 65.2%
  • Lowest – Holmes, 12.7%

Sources: Lumina Foundation and Higher Learning Advocates
Ohio Context: Strada-Gallup Data

• National survey, over 10,000 Ohio responders ages 25 – 64 on the value they see in postsecondary ed
• First, many Ohio adults 25-64 don’t see the need for further education

“Do you feel you need additional education to advance in your career?” (% yes)

- Less than HS: 37%
- HS or GED: 30%
- Voc/Tech: 49%
- Stopped Out: 38%
- Associate: 39%
- Bachelor's: 34%
- Graduate: 26%
Ohio Context: Strada-Gallup Data

- Second, adults identified a range of reasons why they took college courses but didn’t complete their degree.
- Meta-trends: work/life/school balance, finances, change in priorities top the list.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t have money/financial aid ran out</td>
<td>13.08%</td>
</tr>
<tr>
<td>Started working/could not balance work</td>
<td>9.36%</td>
</tr>
<tr>
<td>Other life event or personal problems</td>
<td>9.26%</td>
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<tr>
<td>Pregnant/had children</td>
<td>9.03%</td>
</tr>
<tr>
<td>Just wanted to learn more/didn’t need degree</td>
<td>6.26%</td>
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<tr>
<td>Family obligations (e.g. family health)</td>
<td>5.18%</td>
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<tr>
<td>Classes/degree/school was not a good fit</td>
<td>5.05%</td>
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<tr>
<td>Got bored/lost interest/distracted</td>
<td>4.4%</td>
</tr>
<tr>
<td>Didn’t need degree to obtain a job</td>
<td>3.93%</td>
</tr>
<tr>
<td>Wanted to get better job/pay/advance career</td>
<td>3.93%</td>
</tr>
<tr>
<td>Personal health reasons</td>
<td>3.89%</td>
</tr>
<tr>
<td>Didn’t have enough time for classes</td>
<td>3.06%</td>
</tr>
<tr>
<td>Couldn’t decide on career or field of study</td>
<td>2.69%</td>
</tr>
<tr>
<td>Family pressure</td>
<td>1.52%</td>
</tr>
<tr>
<td>Was not mature enough/too young</td>
<td>1.2%</td>
</tr>
<tr>
<td>Still enrolled in class/I haven’t finished</td>
<td>0.91%</td>
</tr>
<tr>
<td>Classes were too difficult</td>
<td>0.84%</td>
</tr>
<tr>
<td>Deployed</td>
<td>0.46%</td>
</tr>
<tr>
<td>Lack of opportunities in the field I was studying</td>
<td>0.12%</td>
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</tbody>
</table>
Ohio Context: Strada-Gallup Data

- Third, adults indicated a variety of things that would impact their likelihood in re-enrolling in additional education opportunities (percent saying high/very high impact)

<table>
<thead>
<tr>
<th>Education Opportunity</th>
<th>High/Very High Impact</th>
<th>Total Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guaranteed employment outcome (a job placement or wage increase)</td>
<td>44%</td>
<td>13%</td>
</tr>
<tr>
<td>Free community college tuition</td>
<td>44%</td>
<td>11%</td>
</tr>
<tr>
<td>Courses and training that fits your schedule</td>
<td>40%</td>
<td>14%</td>
</tr>
<tr>
<td>Low-cost tuition</td>
<td>36%</td>
<td>11%</td>
</tr>
<tr>
<td>Courses and training that employers need</td>
<td>32%</td>
<td>15%</td>
</tr>
<tr>
<td>Locally accessible education and learning center</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>Quality online and distance learning opportunities</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Resources and support for child and dependent care</td>
<td>23%</td>
<td>8%</td>
</tr>
</tbody>
</table>
National Context: Pre- and Post-COVID Priorities

Pre-COVID
Relevant Trends – Select Topics, Governors Public Statements, 2019-2020 (number of states)
- Financial Aid: 44
- Career & Tech Ed: 30
- Work-Based Learning: 26
- Student Debt: 22
- Adult Education & Related Policies: 21
- Free College Programs: 20

COVID
Relevant Trends – Select Topics in Governors Emergency Education Relief Fund Usage (number of states)
- Distance Learning (Postsecondary): 34
- Student Supports: 13
- Postsecondary Workforce Policy: 11
- Retention & Completion Programs: 6
- Financial Aid: 4
Fulfilling Ohio’s Adult Learner Promise:
Report of the Adult Learner Working Group
The Adult Learner Working Group

- Supported by a Lumina Adult Promise grant awarded to Ohio
- Membership: leaders from post-secondary education communities, business and industry, community and non-profit groups
- Charge: review and prioritize recommendations to better serve adults seeking education after high school
FFYF GOAL

Increase adults (over 25) in public higher education from 27% to at least 40% by 2025.
Seven Guiding Principles

- Adult learner focused and addresses adult student needs
- All completions are valued and need to be increased
- Access and success must be improved
- Build upon existing initiatives and experiences
- Recommendations based on data
- Strategies using a systemic approach
- Maintain academic quality
Four Charges / Four Work Groups

- High Impact Practices
- Return on Investment
- Close Equity Gaps
- Policy Improvements

Subgroup reports are available in their entirely at: https://www.ohiohighered.org/FFYF/reports
Report Format

- 24 recommendations spanning five pillars
- Additional section on the importance of ROI
- Actions steps for specific stakeholders
**Pillar 1:** Recommendations (1-5) that postsecondary institutions provide adult learners with flexible, customizable, student-centered and adult-friendly programs and supports

- Increase the transparency of program costs and requirements and the ROI a student can expect to achieve
- Provide program formats that allow adults to balance their commitment to education with other responsibilities
- Enhance wraparound services
- Prepare faculty and staff to address the needs of adult learners
Pillar 2: Recommendations (6-11) that value adult learners’ real-world, workplace knowledge, skills and experience

- Routinely assess student’s prior learning
- Award credit for college-level learning that has been achieved outside the traditional classroom—including credit for training received in apprenticeships, the military, and career technical education
- Deepen connections with business and industry to ensure relevant and convenient learning opportunities for students
Pillar 3: Recommendations (12-17) that identify and close equity gaps

- Develop a campus definition of equity and a statement of commitment to equity-mindedness
- Provide financial literacy support, including helping adult learners make informed choices regarding grants, loans and other financing opportunities
- Create a state-level Digital Inclusion Coalition to ensure that all adult learners have affordable broadband access and educational technology
- Review and amend policies and practices that perpetuate inequality
- Implement strategies to increase faculty diversity and inclusive teaching
Pillar 4: Recommendations (18-20) that identify and address financial barriers to maximize adult learners’ use of Ohio’s wide array of postsecondary institutions

- Provide a pathway for students with unpaid institutional debt to re-enter college under a “debt-forgiveness” program
- Increase FAFSA completion rates in adults
- Provide additional scholarship opportunities focused on adult learners
Pillar 5: Recommendations (21-24) that clarify opportunities, enable success and document progress

- Launch a statewide marketing campaign targeting adult students
- Create a self-navigating portal to provide information for potential students
- Create a standing Adult Learner Advisory Group to hold ODHE and Ohio’s institutions accountable for advancing the strategies needed to support adult learners
- Publish an Adult Learner Report annually to track Ohio’s progress
Review Strategies & Initiatives Through ROI

- Think beyond the conventional budgeting process
- Evaluate costs while considering potential future revenue gains of increased adult learner enrollment and success
- Identify opportunities for investment in new initiatives

Use an ROI model to think long-term about the costs and benefits of deploying the recommendations in this report.

Adult Learner Report Overview

Next Steps for Three Target Audiences:

• Governing Boards of Postsecondary Institutions

• Campus-Level Leaders, Faculty, and Staff

• State Policymakers
Your Questions?
Thank You!!

The Working Group Report, the Overview and all four Subgroup Reports can be found at:

https://www.ohiohighered.org/FFYF/reports