

Postsecondary Success

“Learn & Earn”
Parminder K. Jassal, Ph. D.

Focus on Workplace Flexibility Conference
November 2010

BILL & MELINDA
GATES *foundation*

Our strategy aims to “double the rate” of low-income young adults who, by age 26, earn a postsecondary credential with labor market value

Improve Institution Performance

- Support innovative practices, programs, and educational delivery mechanisms – inside and outside the public system
- Strengthen capacity for reform (supply side)
- Increase external incentives and pressure to improve (demand side)

Support more powerful and better informed student consumers

- Re-structure financial aid and create new sources, especially to incentivize completion
- Create information sources that lead to better matching
- Scale pathways to college for young adults in the workforce

Build Commitment (local, state, national)

- Increase issue awareness among key stakeholders
- Create a completion-focused policy/advocacy community
- Synthesize and disseminate evidence on effective policies, models and practices
- Build state and community partnerships focused on completion

Build Knowledge

- Research, evaluation, and knowledge management

Intermediate student outcomes

- Increased **preparedness** for college level work (reduced time in academic catch-up)
- Enroll with greater **intensity**
- Increased **persistence**
- Increased **enrollment in programs with labor market value**
- Reduced **time to credential**
- Reduced **cost per degree**

2025 goal

Double the percentage of low-income young adults who earn a postsecondary credential with value in the labor market

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- Academic catch-up
- Learn & Earn

- Learning Innovation and Technology

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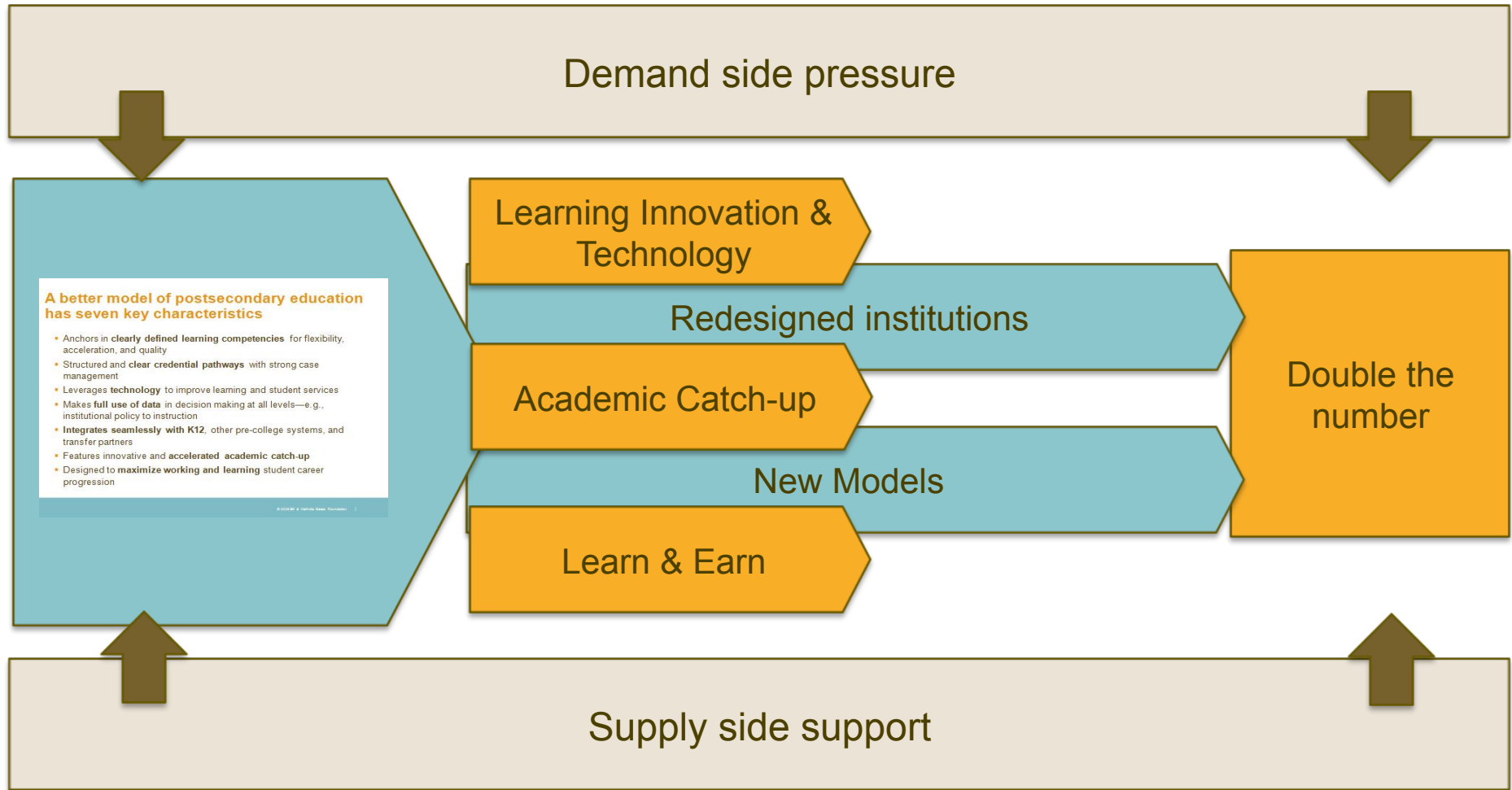
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Double the percentage of low-income young adults who earn a postsecondary credential with value in the labor market

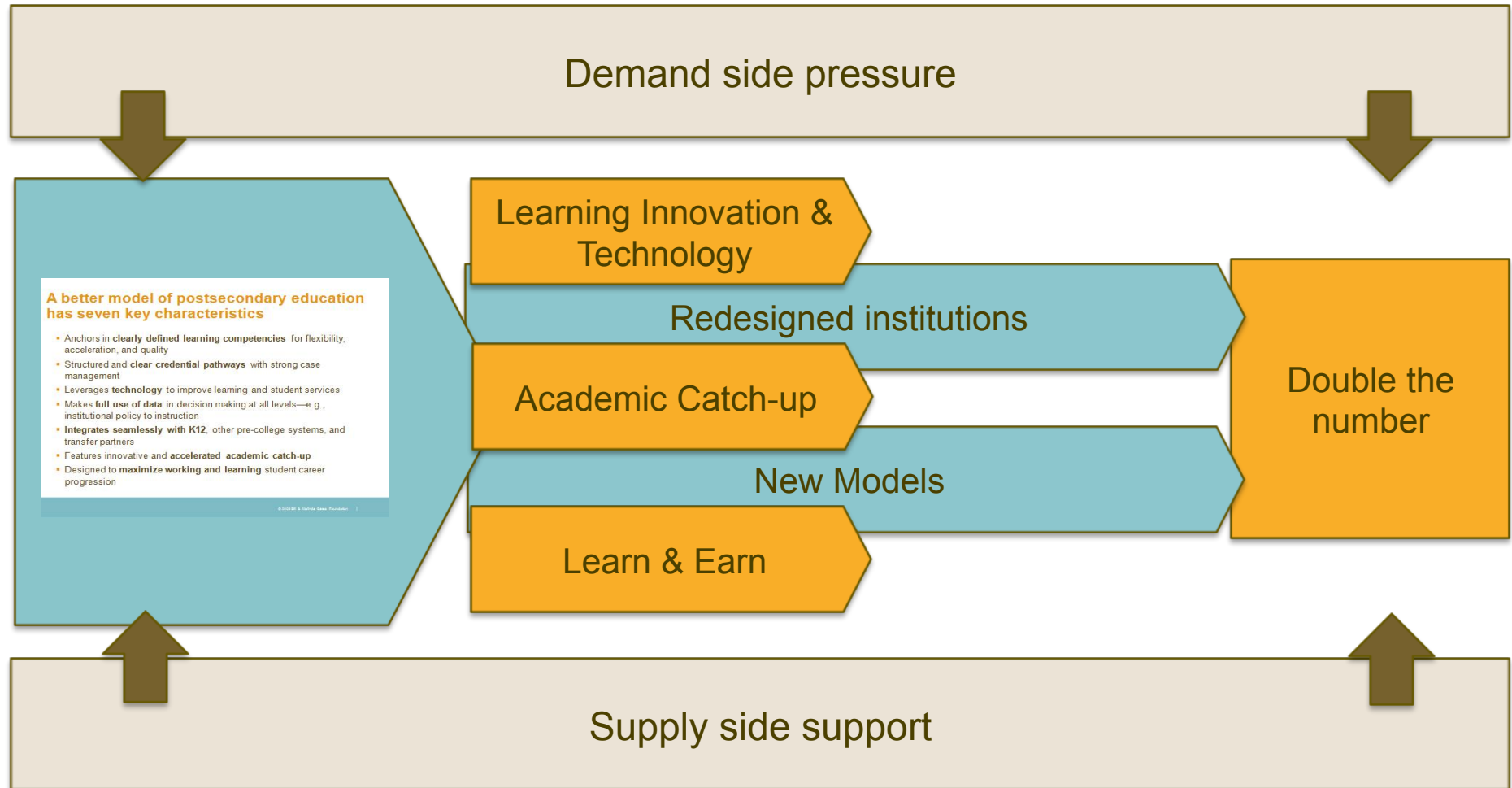
A better model of postsecondary education has “at least” seven key characteristics

- Anchors in **clearly defined learning competencies** for flexibility, acceleration, and quality
- Structured and **clear credential pathways** with strong case management
- Leverages **technology** to improve learning and student services
- Makes **full use of data** in decision making at all levels—e.g., institutional policy to instruction
- **Integrates seamlessly with K12**, other pre-college systems, and transfer partners
- Features innovative and **accelerated academic catch-up**
- Designed to **maximize working and learning** student career progression

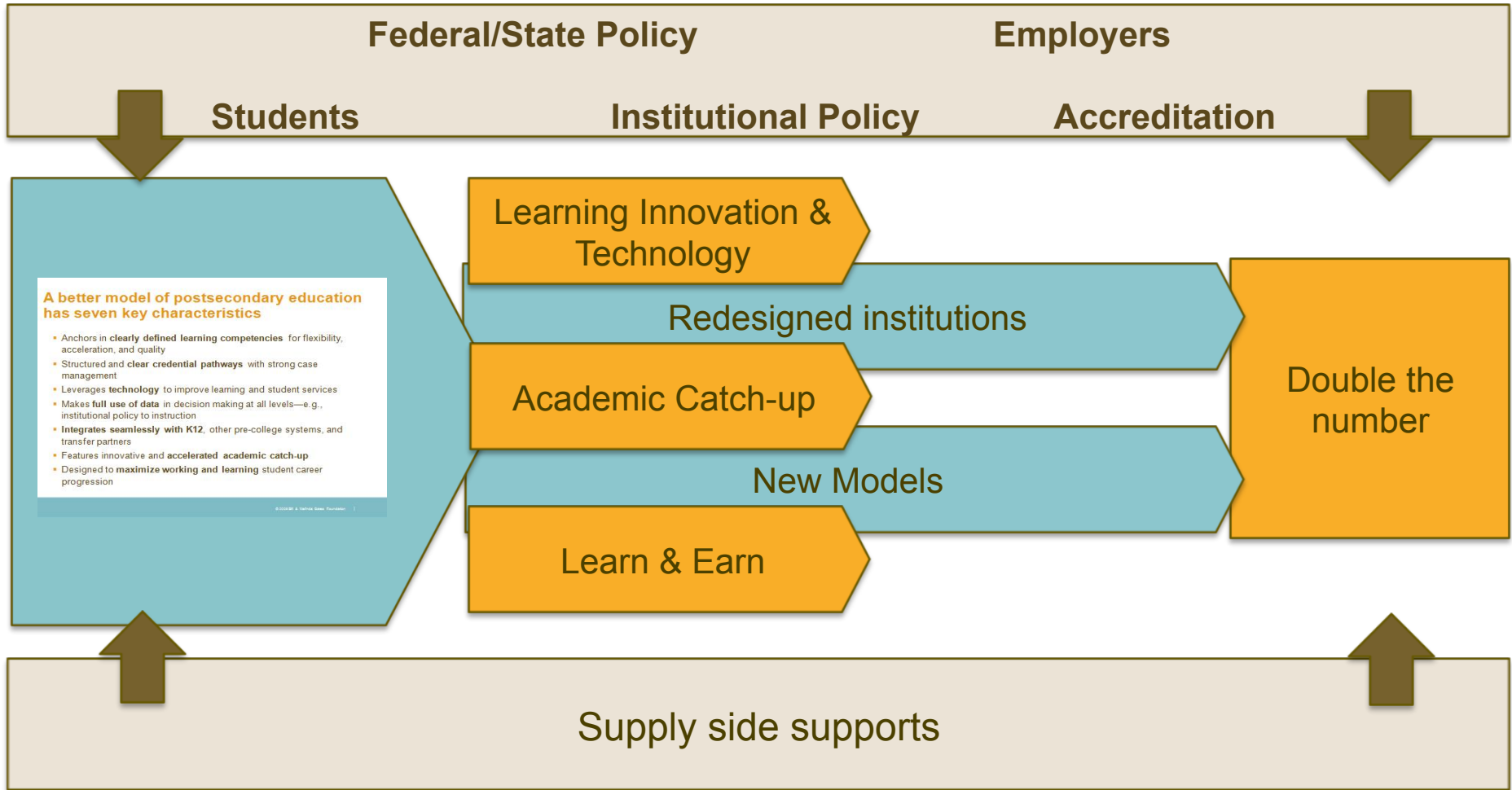
Engineering Solutions



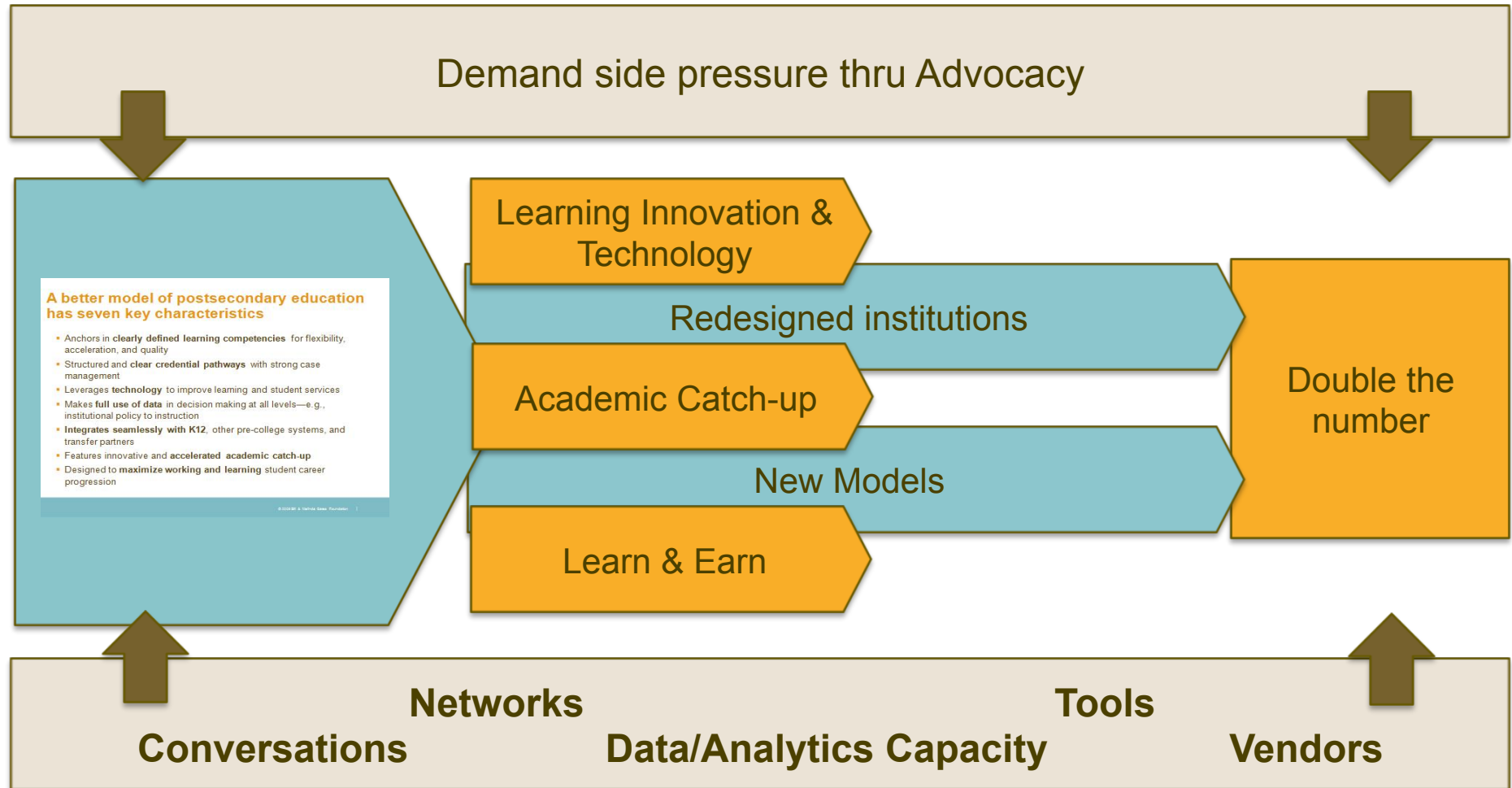
Success is not possible without pressure to change and the supports necessary to do the work



Demand side pressure through advocacy



Supply side supports necessary to do the work



Learn & Earn

Accelerated, Competency-based, Flexible Pathways

Employers and Employer Groups

Learning Innovation & Technology

Redesigned institutions

Academic Catch-up

New Models

Learn & Earn

Double the number

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Postsecondary Education Institutions

Goal

MAXIMIZE working and learning progression through accelerated, competency-based, flexible pathways

Barriers:

- **#1 Juggling Act: 75% of Low-Income Young Adults (LIYAs) work while attending school and they note the balancing of work and school as the top barrier to their success.**
- **#2 Access to Credentials and Experiences: pathway that arms the student with knowledge/competencies plus essential work-related experiences that allow working students to build their “resumes.”**
- **#3 Affordability: The difference in this regularly-debated discussion is in “how” low-income young adults define their own affordability issues.**

Barriers

#1: Juggling Act: 75% of Low-Income Young Adults work while attending school and note the balancing of work and school as the top barrier to their success (e.g., www.PublicAgenda.org www.TakeAmericaToCollege.com).

- ◇ Working while going to school slows and often stops LIYA's progress toward degrees. For example, “life happens” for working students and often they leave half way through a 2-year program with no credential and few opportunities (www.Demos.com).
- ◇ Employer AND Community College practice and policy impacts working LIYA's access to, completion rates in, and time to completion in higher education.

#2: Access to Proof: students need broad access to synced education and career pathways that results in credentials that count and can document the student's acquisition of knowledge, competencies and the real-world work experiences.

#3: Affordability: Employers are spending billions* engaging LIYA in workforce-centric learning/training. More progressive employers are beginning to link these experiences to credit and credentials—often in partnership with community colleges or national associations like ACE. These programs are showing promise as onramps to credential and completion pathways.

Design Principles

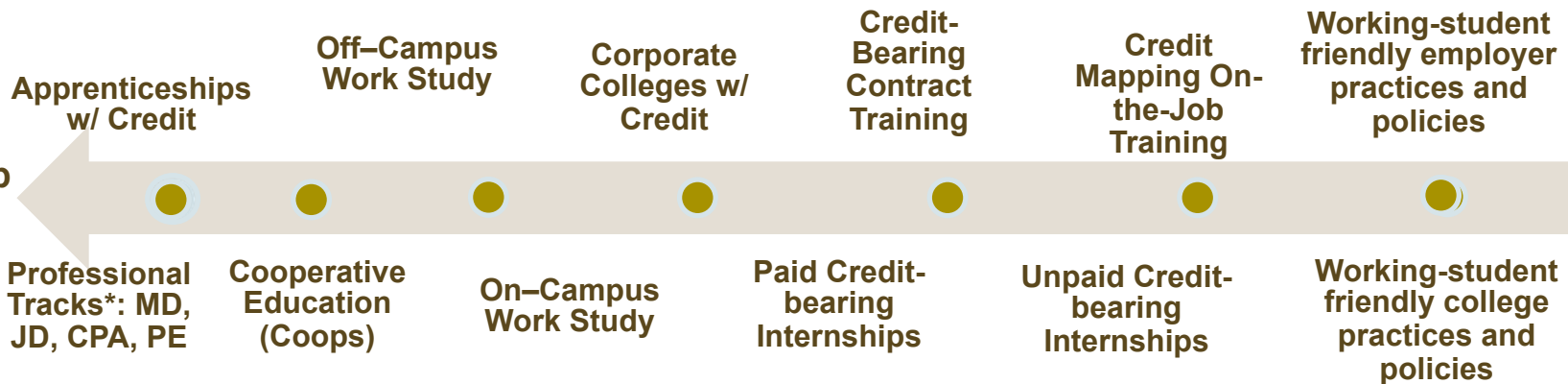
“Credits & Dollars”

- 1) **Strategic Alignment:** synchronizes colleges and employers resulting in structured, clear and flexible credentialing pathways
- 2) **Rigor:** anchors in clearly defined learning competencies for acceleration and quality
- 3) **Career Relevancy:** accelerates portable career rewards by including interim certificates/certifications that are recognized by employers with wage increases and/or promotions
- 4) **Financial & Non-financial Supports:** leverages employer benefits and student services so BOTH are aligned for working students

Learn & Earn Continuum

...for ALL students who work while going to college

EMPLOYERS

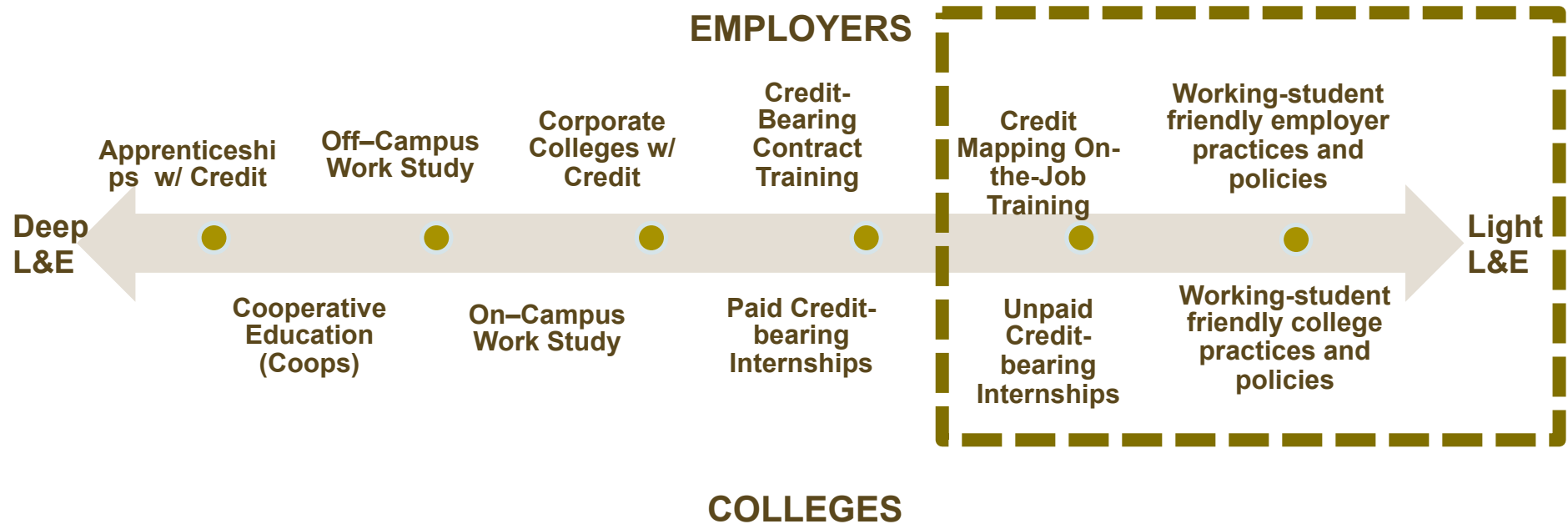


COLLEGES

*MD-medical doctor; JD-juris doctor; CPA-certified public accountant; PE-professional engineer

Light Learn & Earn

Institutional practices, programs and policies that can be modified to be “working student friendly”



Light Learn & Earn

Working-student
friendly
EMPLOYER
practices,
programs and
policies



- Tuition assistant plans
- Tuition deferment
- Discounted procurement for educational materials
- Internet access for studying
- Clear, concise career lattices
- Career support (counseling/mentoring)
- Recognition/reward for attaining credentials
- Credit mapping workplace learning

Working-student
friendly
COLLEGE
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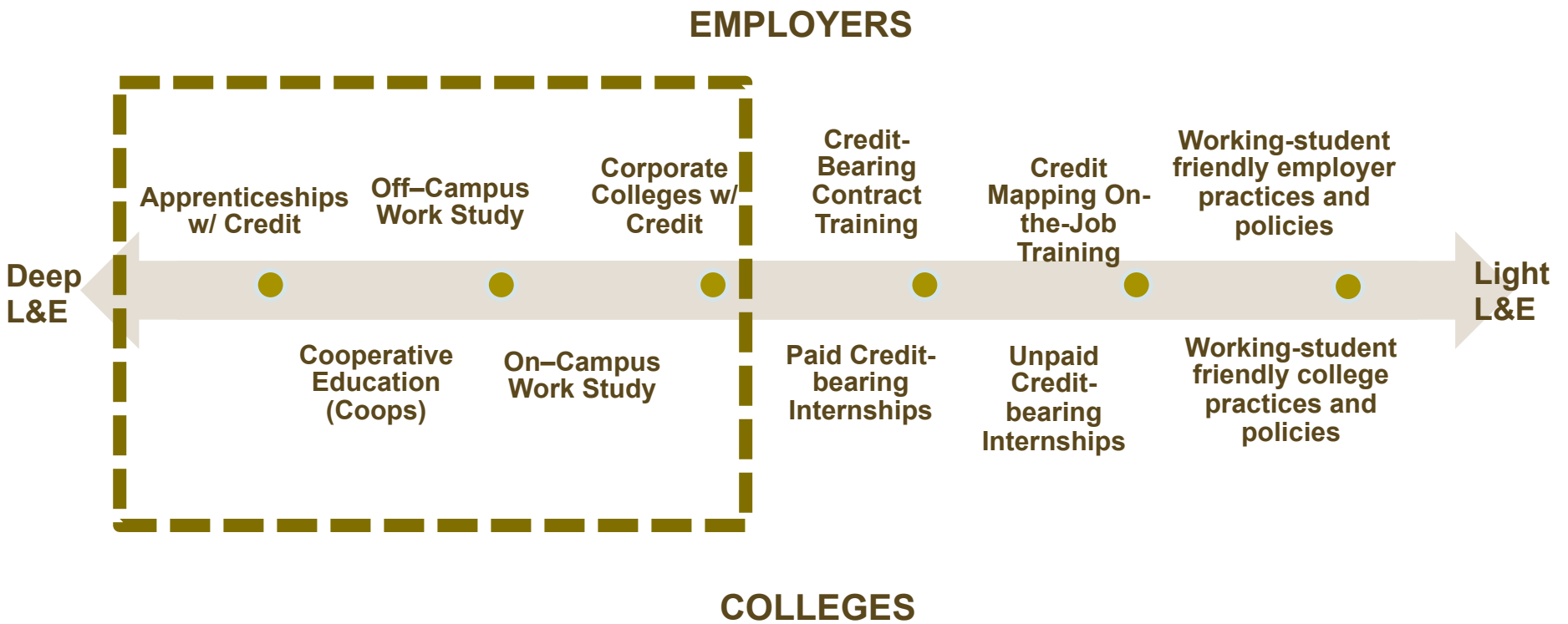


- Career services (i.e. planning , counseling)
- Acceptance and credit for learning on the job and elsewhere
- Credit for all coursework
- Pro-active on-boarding assessment to evaluate learning attained
- Cost-effective pricing options
- Understanding of local companies education benefits
- Emergency relief fund
- Program Environment

Learn & Earn

Deep Learn & Earn

Formal structured relationships



Deep Learn & Earn

- Educational program includes paid, integrated work experience reflecting the career goals of the student.
- Work experience is relevant to the educational program and supports the student's educational goals.
- Work experience is both “pay- and credit-” worthy.
- The experiences focus on seeding social and professional relationships to build a “network” for the student.
- Cost of education is subsidized by business resulting in lower overall PSE cost for student.

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Design Features

- Innovative and **accelerated academic catch-up**
- Leverages **technology** to improve learning and student services
- Makes **full use of data** in decision making at all levels—e.g., institutional policy to instruction
- Strong **case management** (tracking) and **accountability tracking**
- Cost-efficiencies for stakeholders, **most importantly the student**
- **“Built-in” career guidance, counseling, mentoring** – “what” and “which” education is required to attain career aspirations
- **Student pace** dependent upon demonstrated mastery of competencies, not wholly on inputs such as seat time
- **Places value on ALL education and training (no non-credit) through durable, nationally-portable credentials**
- **Integrates seamlessly** with K12, other pre-college systems, and transfer partners

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