

Keeping California's Workforce Competitive through Education, Training & Savings

Amy Sherman

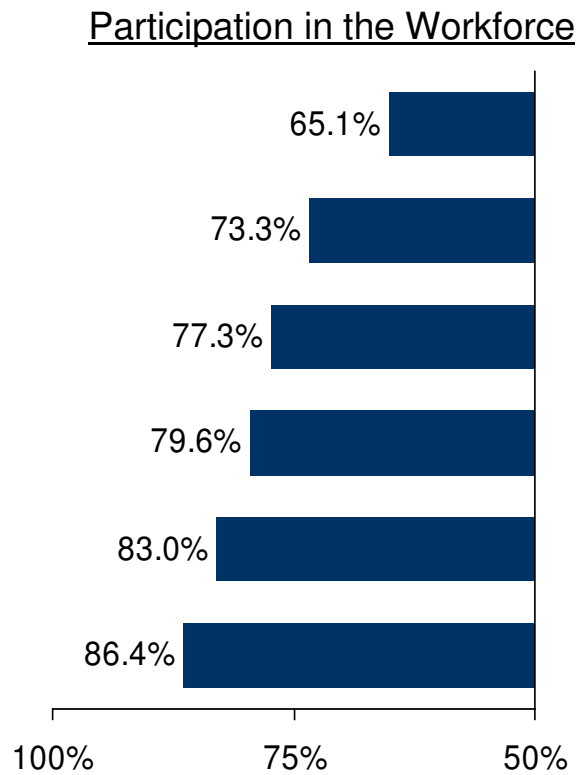
CAEL

October 20, 2008

This event is sponsored by the New America Foundation, the Asset Policy Initiative of California and the California Research Bureau, in association with Senator Alex Padilla (D-Pacoima), and Assembly members Roger Niello (R-Sacramento), and Jose Solório (D-Santa Ana).



Education is an Asset in California



Education

Less than High School

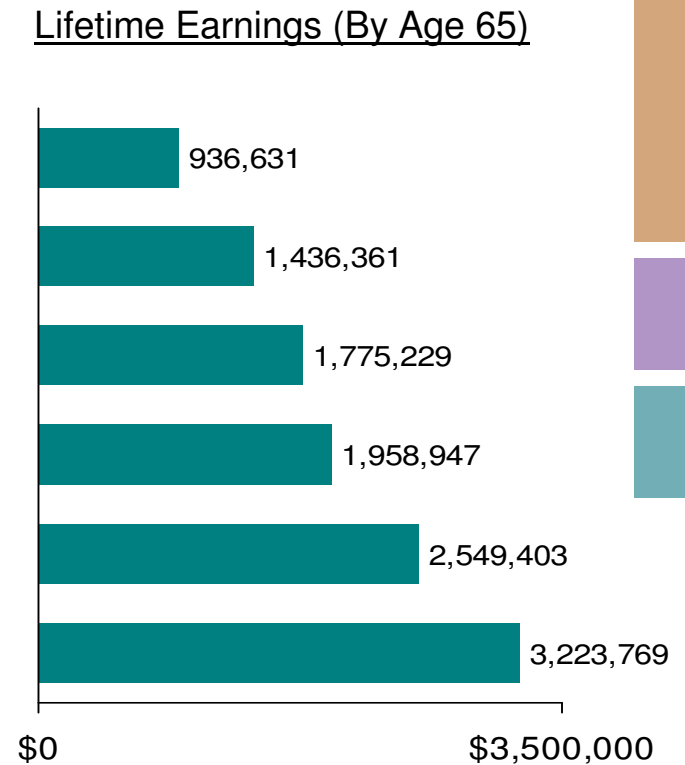
High School

Some College

Associates Degree

Bachelor's Degree

Graduate/Prof. Degree



The Challenge: California's Working-Age Adults (18 to 64) with No College Degree



... **15,184,766** have not completed college
(associate's degrees or higher)

66 percent of all working-age adults in California.
Of these:

4,286,501 have not completed high school (or
equivalent)

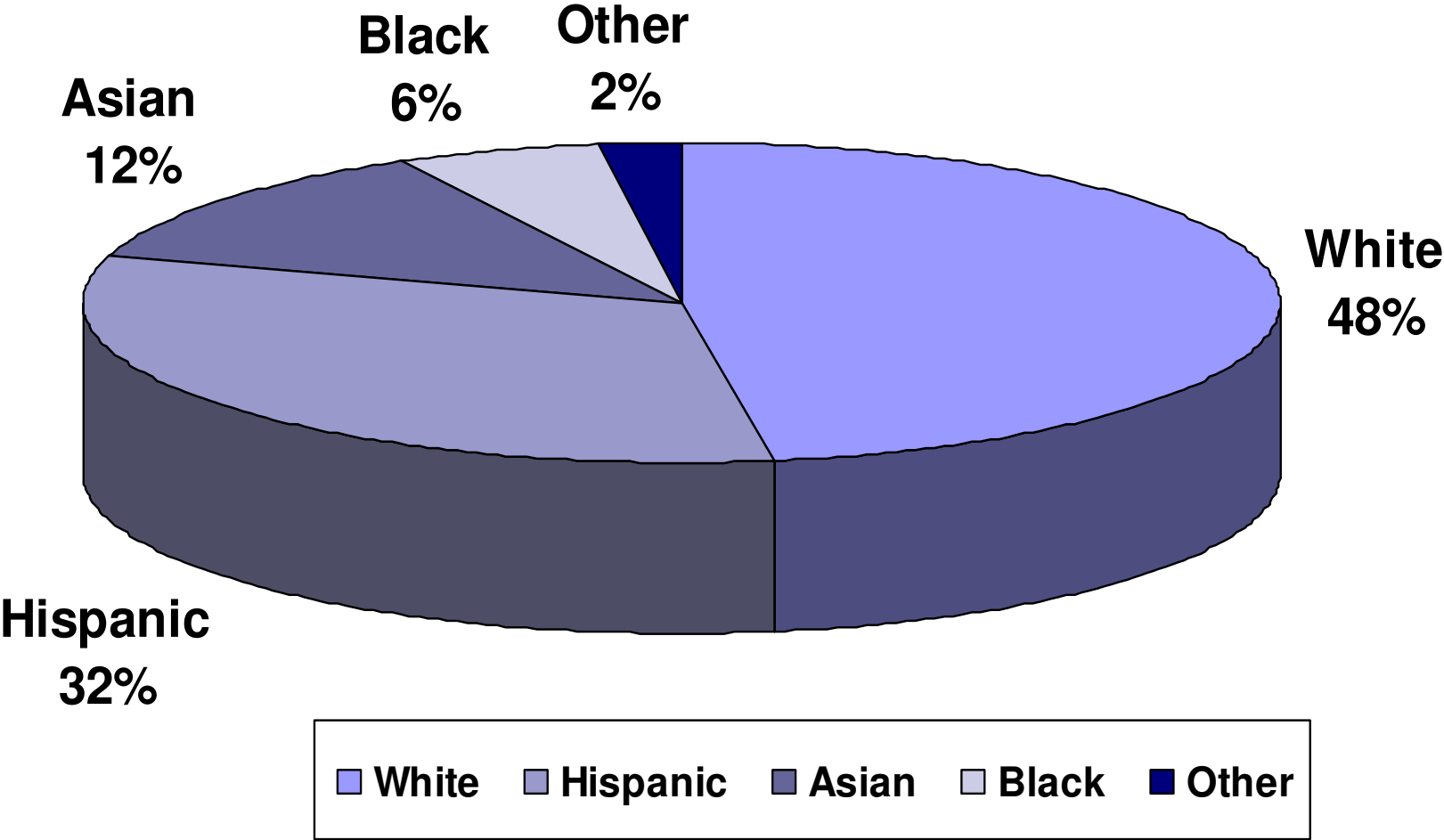
5,640,094 have completed just a high school
diploma but have not
entered college

5,258,171 have completed some college but
no degree

2,610,801 speak little or no English

4,181,724 are living in families whose
combined incomes are less than a living
wage (twice the level of poverty)

California's Diverse Labor Force



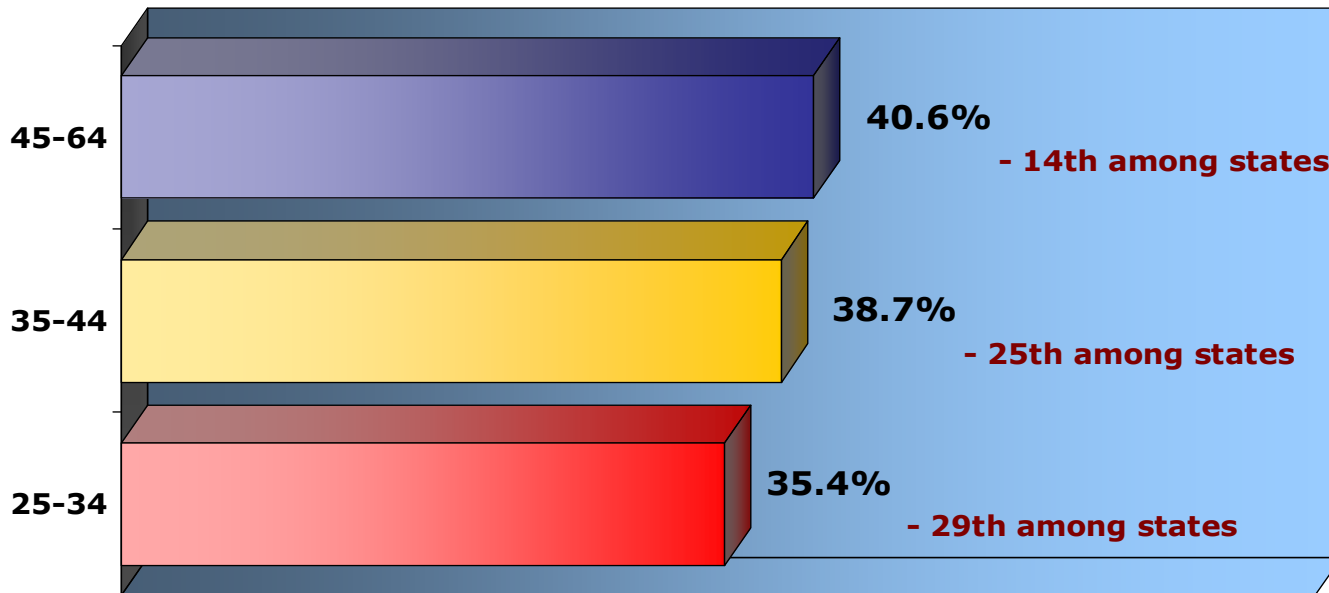
Source: State of California, Department of Finance, *California Current Population Survey Report: March 2006*. Sacramento, California. September 2007.

California's Aging Population

- 75% projected increase in the percent of Californians over age 65
 - 2000: 10%
 - 2020: 17.5%

Source: Institute of Medicine, *Retooling for an Aging America: Building the Health Care Workforce*. (2008)

Baby Boomers have Higher Education Levels than Younger Workers



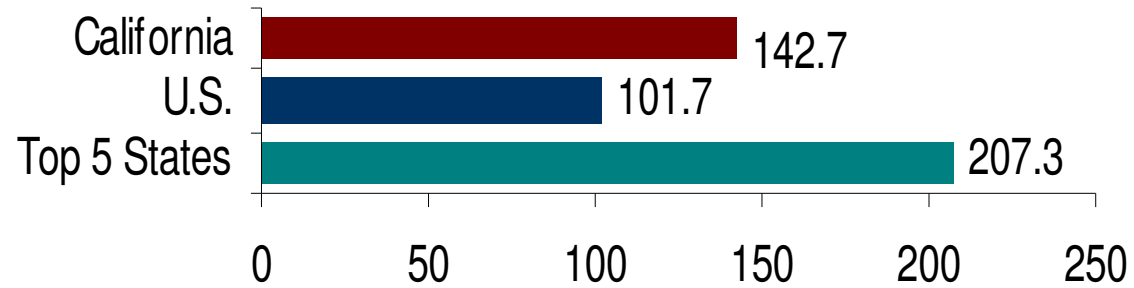
Percent of California Adults Who Have Attained Associate Degree or Higher

Source: California EDGE Campaign, U.S. Census Bureau, Institute for Higher Education Leadership and Policy

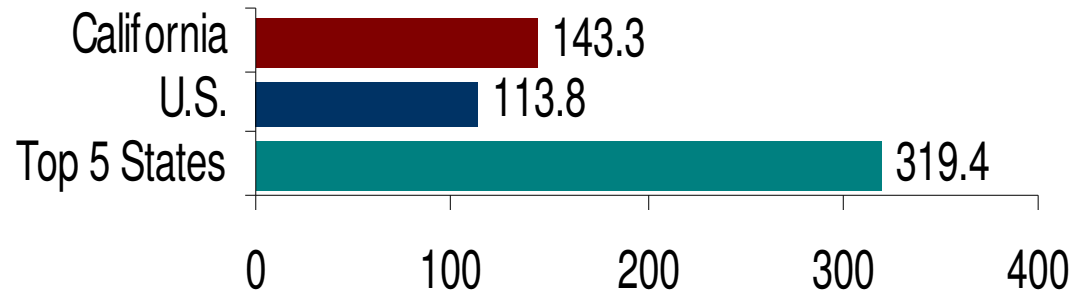
California Performs Better than U.S. Average in Adult Education and ESL

Adults Served per 1,000 Adults Age 18-64:

Enrolled in State-Administered Adult Education Programs with Less than a High School Diploma



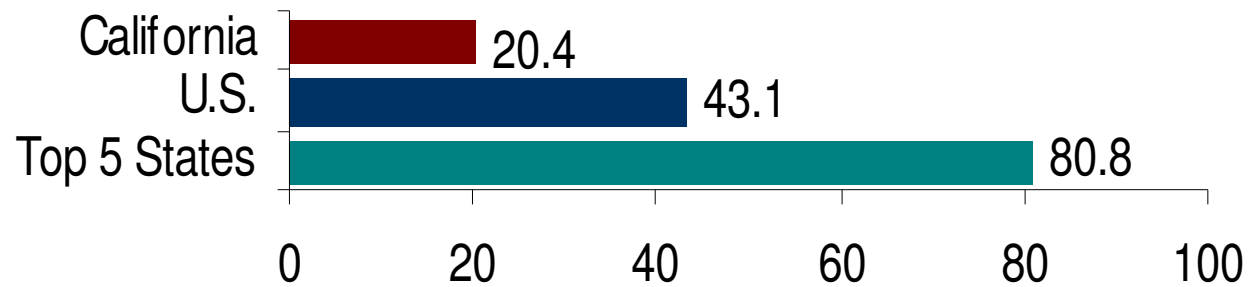
Enrolled in English as a Second Language Programs with Little or No English Proficiency



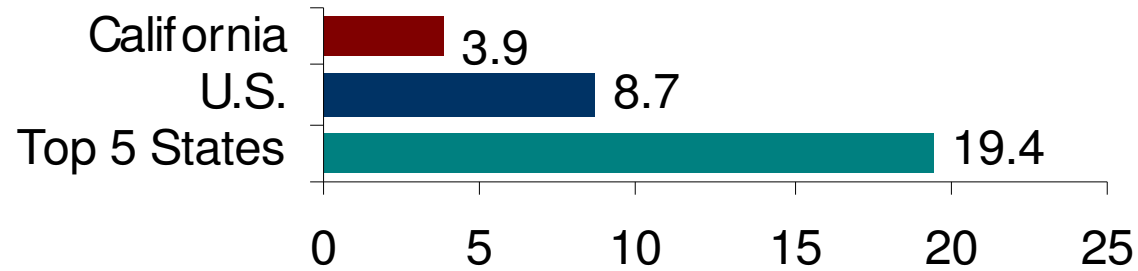
California Lags Behind U.S. Average in Drop-outs Earning GEDs

GEDs Awarded per 1,000 Adults:

18 to 24 Years Old with No High School Diploma



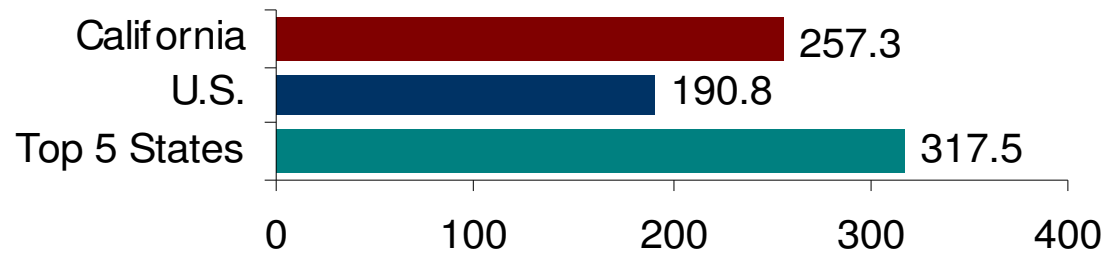
25 to 44 Years Old with No High School Diploma



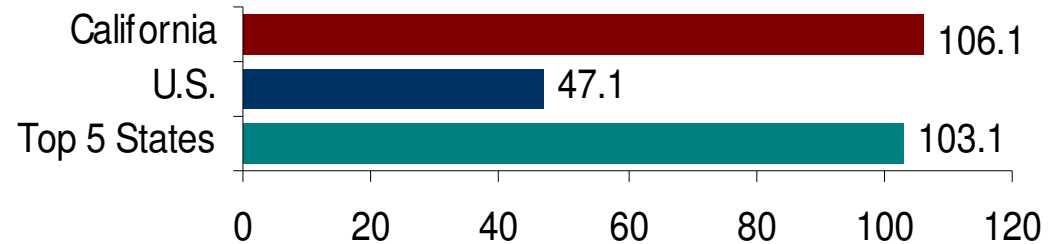
California Outperforms U.S. Average in Postsecondary Participation

College Participation per 1,000 Adults:

Age 25-39 with Only a High School Diploma

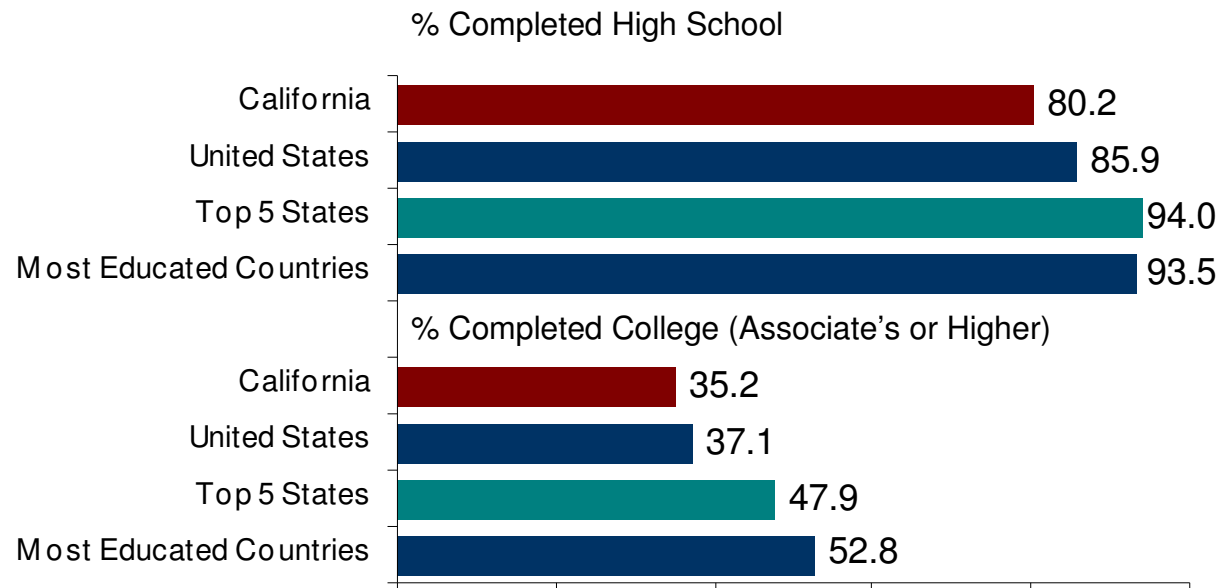


Age 40-64 with Only a High School Diploma



There is Room for Improvement in Degree Completion by California's Young Adults

California's Young Adults Compared to the U.S. and Best Performing Countries (Age 25 to 34)



Note: The most educated countries in 2005 include Korea, Japan and Canada.

Attainment rates and race/ethnicity

□ High school attainment

- 29.8% difference in rates between whites and minorities in California
- U.S. average is 19.2% difference

□ College attainment

- 32.5% difference in rates for whites and minorities in California
- U.S. average is 22% difference

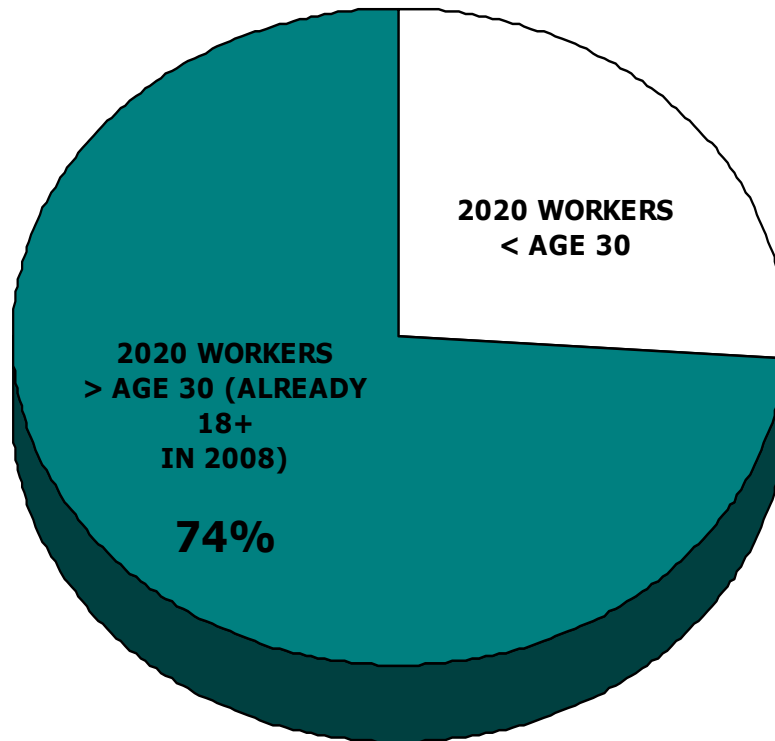
Kelly, Patrick J., *Beyond Social Justice, The Threat of Inequality to Workforce Development in the Western United States*, Western Interstate Commission for Higher Education, July 2008.

What Lies Ahead for California

- For every 100 new jobs created in the next ten years, there will be 150-200 replacement or retirement job openings in CA
- California will need to increase number of workers with associate degrees and higher by 50% every year to be competitive in 2025

Source: Center for Continuing Study of the California Economy, *Opportunities and Challenges for the California Economy: California Economic Growth Chapter 2* (2008 ed.) and Shulock, Nancy et al., *It Could Happen: Unleashing the Potential of California's Community Colleges to Help Students Succeed and California Thrive*, Institute for Higher Education Leadership & Policy at California State University (2008).

The Future California Workforce Is Now



Sources: California EDGE Campaign, Bureau of Labor Statistics, California Dept. of Finance, Monthly Labor Review.

Policies and Practices That Help Adult Learners

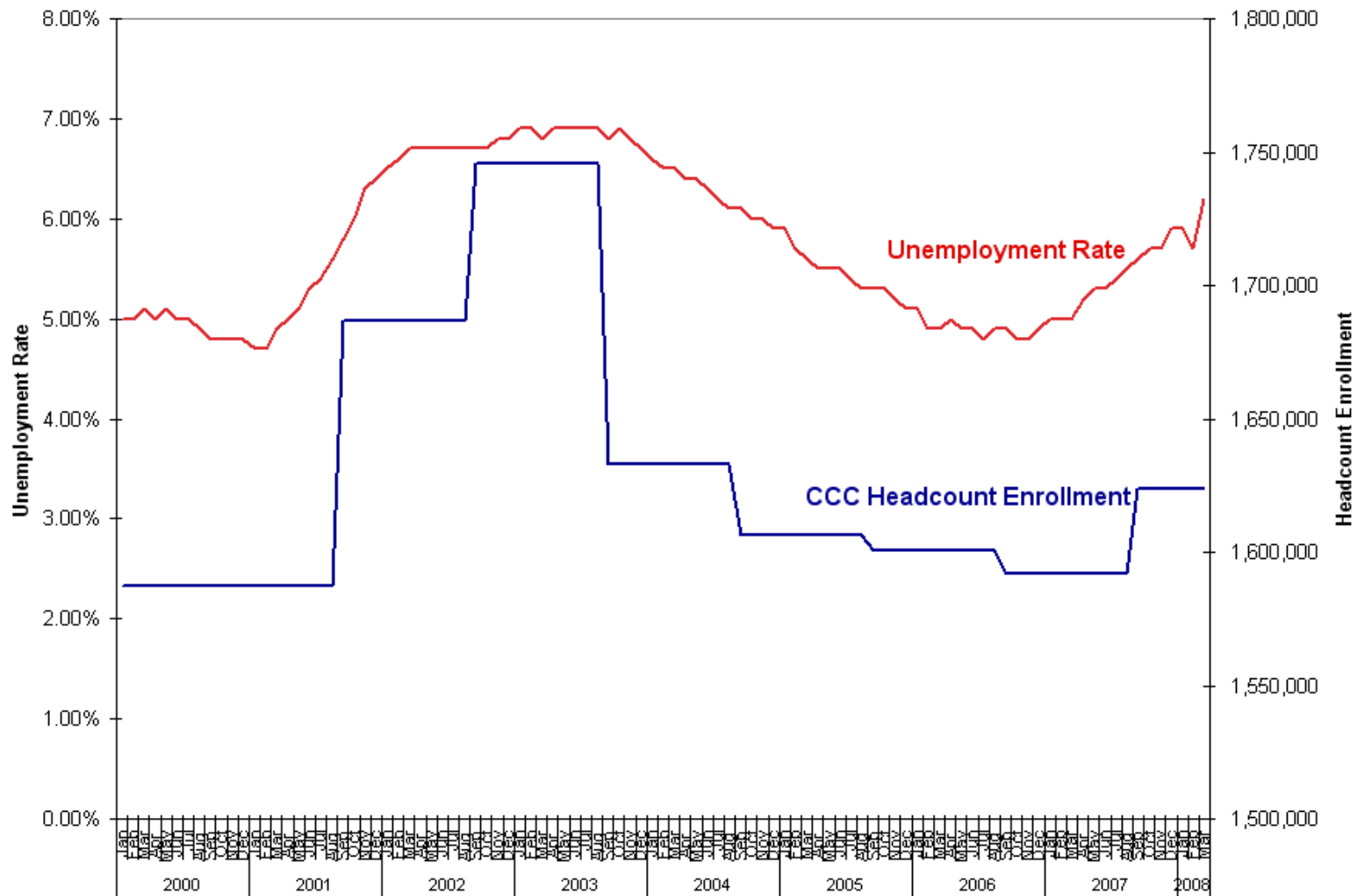
- Make Lifelong Learning Affordable
- Accelerate Time to Earn A Meaningful Credential
- Link Learning to Work
- Develop a Data-Driven Approach
- Promote a Culture of Lifelong Learning



Keep Community Colleges Affordable

- 2008 California Postsecondary Education Commission study
 - Cost of community college in the past decade have risen faster than inflation
 - Cost of living is greatest expense

Community College Headcount Enrollment Tracks Unemployment Rate



Source: Analysis from the Community College League of California



Employer Co-Investment in Lifelong Learning

➤ Lifelong Learning Accounts (LiLAs)

- Employer-matched, portable individual accounts to finance employee education and training



Key Characteristics of LiLAs

- Sponsored by Employer
- Employer Matched
- Optional 3rd Party Matches
- Portable (Employee Owned)
- Universal
- Voluntary Participation
- Broad Use of Funds
- Career & Education Advising

LiLA Initiatives Moving Forward

- **Federal**
 - **Lifelong Learning Account Act of 2008 (national)**
 - **Lifelong Learning Account Act of 2007 (up to ten-state demonstration)**
- **State and Regional**
 - State-based programs (Maine and Washington)
 - Mature Worker pilot (San Francisco)
 - Legislative initiatives
 - Illinois
 - 2007-08 bills introduced in HI, IA, MN
 - WIRED – US Department of Labor
 - Coastal Maine
 - Kansas City region
 - Planning grants for NYC, MI and PA LiLA initiatives



Accelerate timeline to earn meaningful credentials

➤ Prior Learning Assessments

- PLA is the rigorous evaluation for college credit of the knowledge and skills gained from life and work experiences (or from non-college instructional programs) including employment, parenting, travel, hobbies, and volunteer service.

PLAs Promote Retention and Success

□ Increased retention

- 2001 Simpson College study: 75% retention for those students with PLA vs. 38% for those without PLA

□ Better performance

- Portfolio PLA students tend to show higher cumulative GPAs
 - Studies in 1992 at University of Maryland University College (UMUC), and in 2003 among 1600 students in 4 Illinois public colleges

Link Learning to Work

➤ Arkansas Career Pathway Initiative

- Statewide effort at two-year colleges
- Partners:
 - SEARK College
 - Southern Good Faith Fund
 - AR Association of Two-Year Colleges
 - AR Adult Education Program
 - AR Department of Higher Education
 - AR Transitional Employment Assist. Board
- \$11 million per year (TANF \$)
- 2006: Rolled out in five sites with an enrollment of 2,200
- 2008: All 22 of Arkansas's 2-year colleges participating with enrollment approaching 10,000

Source: Interview with Mike Leach, Policy Director of Southern Good Faith Fund

AK Career Pathways

- Mapped pathways of noncredit and credit programs tied to targeted high-demand occupations
- Connects and merges developmental education with credentialed training
- Bridge program for students with very low academic skills
- Fast Track Developmental Education Program to college-ready
- Intensive student support services: dedicated counselors, vouchers for transportation and childcare

Leverage Foreign Experience

□ CCSF, Welcome Back Center and JVS Nursing Refresher Programs

- **LVN**

- Four month course: academic and clinical rotations
- Vocational ESL for Medical Professionals
- Intro to U.S. healthcare system
- Preparation assistance for board exam
- Job placement assistance

- **RN**

- 11-week program with clinical rotations at 3 medical centers
- Individualized coaching
- Preparation assistance for NCLEX licensure exam as needed
- Job placement assistance

Source: Jewish Vocational Service at jvs.org

Develop Data-Driven Approach to Adult Education Policy

➤ “Achieving the Dream” Initiative

- States: CT, FL, NC, OH, TX, and VA
- Extended time frame for tracking student outcomes from 3 years after initial enrollment to 6 years
- Tracked the performance of students who initially enrolled in college part time
- Expanded the list of successful outcomes to include
 - transfer to a four-year institution
 - having made substantial progress toward a degree by a student's sixth year.

Source: Jobs for the Future, Test Drive: Six States Pilot Better Ways to Measure and Compare Community College Performance (2008)



Promote a Culture of Lifelong Learning

□ Kentucky: Go Higher

- Education Pays! Campaign
- Project Graduate
- KnowHowtoGoKY.org

Advancing the California Agenda for Adult Learning

➤ Step 1: Recruit high level representatives from diverse sectors

- State policymakers
- State agencies
- Postsecondary education leaders (including community/technical colleges and universities)
- Education leaders focused on adult literacy, English language learning, and high-school equivalency
- Educational foundations and non-profits focused on economic and workforce development
- Business leaders and associations that will benefit directly from an improved workforce

Advancing the California Agenda for Adult Learning

- Step 2: Uncover more information to explain the data. Use activities described in CAEL's Policy Framework to learn more about:
 - Demographic realities and trends
 - The number and location of education providers
 - Economic conditions in different regions of the state
 - State policies that create incentives for or barriers to adult learning participation and success
 - Ascertain areas of program overlap and lack of coordination, or collaboration

Advancing the California Agenda for Adult Learning

➤ Step 3: Develop a plan of action

- Create a legislative agenda for adult learning
- Engage employers in vetting and moving the agenda
- Establish data collection processes to monitor changes over time
- Create benchmarks by which future efforts can be evaluated
- Publicize results

Contact Information

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Resources

- Achieving the Dream Initiative, www.achievingthedream.org
- California EDGE campaign, www.californiaedgecampaign.org
- California Postsecondary Education Commission, <http://www.cpec.ca.gov/>
- California Workforce Association, <http://www.calworkforce.org>
- Center for Continuing Study of the California Economy, <http://www.ccsce.com/>
- Council for Adult and Experiential Learning, www.cael.org
- Institute for Higher Education Leadership and Policy, <http://www.csus.edu/ihe/>
- Jewish Vocational Service, www.jvs.org
- Jobs for the Future, www.jff.org
- Kentucky Go Higher Campaign, www.GoHigherKy.org
- Kentucky KnowHow2Go, <http://www.knowhow2goky.org/adults/index.php>
- Southern Good Faith Fund (Arkansas Career Pathways), <http://www.southernngff.org/index.php>