



# Exploring the Re-entry Pipeline

ETS Symposium:

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# CAEL

The Council for Adult & Experiential Learning



# CAEL is the Council for Addult and Experiential Learning

- Non-profit, international organization; 33 years of experience
- Nearly 700 college and university members
- CAEL works to expand lifelong learning opportunities for adults
- CAEL partners with community colleges and universities, employers, labor organizations and government



**Why are adult learners now getting more attention?**



# Implications for Employers & Educators

- Pipeline of young college graduates will not meet workforce skills demands
- Many current entry/mid-level workers have necessary skills, but lack credentials
- Baby boomers will “retire” from current job, then launch into “encore” career

(2005 Merrill Lynch “*The New Retirement Survey*”)



# What We Know about Older Workers

- 79% of baby boomers won't stop working at 65
- 30% want to pursue a degree/certificate to advance in career
- 55% want to learn to improve job skills

**Source: 2000 American Association of Retired Persons (AARP) Survey**



## **We need an alternative pipeline**

- Many limitations in the “pipeline” metaphor as it applies to adult postsecondary learning.
- Relying solely on the traditional path from high school directly into college will not be enough to close our growing postsecondary “attainment gap.”



## To examine state performance on adult learning, we will look at:

- Linkages between economic prosperity/success and high levels of educational attainment.
- Projections of the numbers of citizens with an associate and baccalaureate degree needed to achieve attainment levels of the world's best-performing countries.
- Shortfalls in attaining this target number if a state relies only on its 'traditional' higher education pipeline.
- Number of adult learners needed for associate or baccalaureate attainment if the state is to achieve its goal.



# An Alternative Pipeline

## CAEL/NCHEMS/Lumina Project

- Level of educational attainment
- The current size and shape of adult provision and participation
- Barriers to adult participation
- Policy framework



# I. Level of Educational Attainment

1. Population with a high school credential or postsecondary degree by age group and the change in this percentage from 2000 to 2005.
2. The adult population with less than a high school diploma and no college - and the change in this percentage from 2000 to 2005.
3. GEDs awarded as a percent of the population with less than a high school diploma.



## II. Current Size and Shape of Adult Provision and Participation

Adult participation in postsecondary learning and training, as well as the mechanisms through which participation is accomplished.

1. Provision
2. Participation
3. Completion

# Provision

Describe providers, including for-credit and non-credit programs offered by regular colleges and universities, state/public efforts like ABE and vocational training, corporate and contract training, the for-profit sector, etc.

- Descriptions or diagrams of the “infrastructure” for adult learning including organization and governance, principal programs and their sources of funding (e.g. ABE, GED, WIA, etc.)
- Numbers of providers receiving federal and state grant funds to support adult education (ABE, ESL, ASE)
- Numbers of participants by type of provider or provision



# Participation

## Describe *how* adults currently participate

1. Enrollment of 25 to 39 year olds as a percent of the adult population aged 25 to 39 with a high school diploma but no college degree; also for 40 to 64 year olds.
2. Characteristics of the adult learner population in postsecondary institutions by gender and race/ethnicity as a percent of adult population with no college credential.
3. Enrollment in Adult Basic Education programs (federally funded) as a percent of the adult population with less than a high school diploma.
4. Enrollment in non-credit programs.
5. Enrollment in employment-related training provided by employers or other providers.



6. Enrollments in literacy, ESL, or similar non-college training provided by public agencies (training centers, prisons, etc.) as a proportion of adults in the population with less than a high school education.
7. College-going rates of GED recipients.
8. Proportion of non-credit enrollees that subsequently enroll for credit in a postsecondary program.
9. Reasons for adults participating in postsecondary education.
10. Participation of employed adults in work-related training by selected forms of employer support.



# Completion

1. Bachelor's degrees awarded to students aged 25 and above.
2. Associate degrees and less than associate-level credentials awarded to students aged 25 and above.
3. Completions as a proportion of numbers enrolled in adult non-credit literacy programs (i.e., ABE, ESL)
4. Certificates awarded as a proportion of total enrollment in non-credit job-related certification programs
5. Adult GED completions.
6. Progression by level in basic literacy training.



## III. Barriers to Adult Participation

Indicators will be concentrated at the national level to describe:

- Academic Preparation
  - Affordability
  - Accessibility and Availability
  - Aspiration
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1. Scope of the problem.
  2. State policies/activities intended to address the problem.



# Academic Preparation

## Scope of the Problem:

1. Proportion scoring at the top two levels of literacy on the National Assessment of Adult Literacy (NAAL) by domain for the population aged 25 to 44 and 25 to 64.

## Policies/Activities to Address the Problem:

1. Enrollment in Adult Basic Education programs as a percent of the adult population with less than a high school diploma.



# Affordability

## Scope of the Problem:

1. Percent of income by quintile required to attend various types of institutions, confined to the postsecondary-eligible adult population.
2. Ratio of cost of attendance at the state's lowest priced postsecondary institutions to family income by quintile.
3. Cost of attendance to students for ABE, ESL, and other literacy programs as a proportion of income by quintile for adults without a high school credential.
4. Share of institutional instructional expenditures represented by part-time attendance at accredited institutions by sector.



## Policies/Activities to Address the Problem:

1. Proportion of state grant aid devoted to part-time (especially less than half-time) students.
2. Proportion of Pell Grant aid devoted to adults 25 or older.
3. State support for ABE, ESL, and other literacy programs as a proportion of all postsecondary spending.
4. State support for non-credit programs related to vocational training or otherwise covered by state funding formulae.



5. Percentage of employees participating in any form of postsecondary training receiving partial or full support from employers.
6. Expenditures by employers per employee on training.
7. Expenditures on Individual Training Accounts and incumbent worker programs.
8. Union contributions to employee training as a percent of the total cost of attendance for such programs.



# Accessibility and Availability

## Scope of the Problem

- Percentage of employed adults participating in education for work-related reasons.
- Percentage of population aged 25-44 without a postsecondary credential living more than xx miles from an accredited postsecondary provider.
- Access-related reasons for not participating in postsecondary learning or for discontinuing study.



## Policies/Activities to Address the Problem

- Number and percentage of bachelor's programs at public universities offered through community colleges or jointly-administered learning centers.
- Number and percentage of bachelor's and associate's programs offered in an evening, weekend, or accelerated format.
- Number and percentage of public institution associate's and bachelor's programs offered on line.
- Number and percentage of workplaces offering literacy, basic skills, or occupational training.
- Percentage of adults participating in distance education by type of program.



# Aspiration

Assess the extent to which adults who lack postsecondary experience would like to seek such credentials and the specific barriers they see to doing so.

## Scope of the Problem

- Reasons for not participating in postsecondary learning or for discontinuing study related to self-esteem, family and peer opinion, etc.

## Policies/Activities to Address the Problem

- No indicators currently proposed.



**For more information:  
[www.cael.org](http://www.cael.org)**



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