



# TRANSITION POINTS

The Education Strategy Group Newsletter

## NEW INITIATIVE: Serving Adult Learners and Accelerating Recovery through Credentials

Education Strategy Group is pleased to announce the launch of a new effort to equip higher education systems and institutions to better support adult learners. Projections indicate a significant number of adults will be looking to higher education as part of their efforts to replace careers lost in the pandemic. As these individuals enroll in postsecondary programs, higher education will need to adjust to address the critical need for reskilling and credentialing of displaced adult workers—

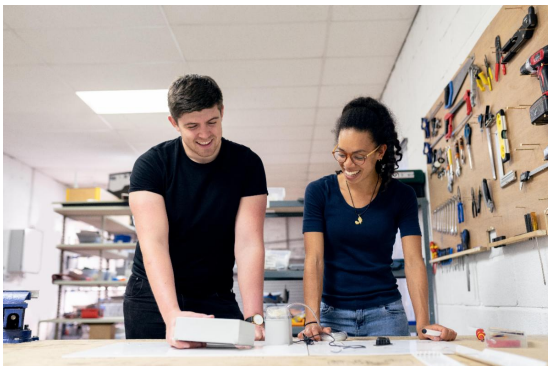


particularly low-wage individuals and individuals of color. Despite the fact that 38 percent of students currently enrolled in higher education are adults over age 25, institutions often aren't doing enough to address the different needs of adult learners. Equitable recovery through credential attainment will not be possible if higher education and its institutions do not engage in systemic improvement to develop adult-friendly systems and structures, provide supports to adults managing career transitions, and transform learning to emphasize relevance, affordability, and reduced time to completion.

With the generous support of Ascendium Education Group and The Kresge Foundation, ESG is developing Accelerating Recovery through Credentials (ARC), a scalable policy and practice framework with accompanying guides that will help higher education institutions become career transition hubs with systems and structures that are responsive to the needs of adults. This work will equip institutions to effectively promote acquisition of postsecondary credentials of value to ensure opportunities for wage gains and economic mobility.

Learn more about this new initiative [here](#).

## Connecting students with on-the-job learning: The Work-Based Learning Intermediary Institute



In the wake of COVID-19, how do we keep employers at the table to provide high-quality work-based learning experiences for high school students? And how do we help communities connect students to those experiences at scale? These are just a few of the questions that communities are tackling through the Work-Based Learning Intermediary Institute, supported by the Joyce Foundation. Across the work-based learning spectrum, intermediary organizations provide needed capacity and services to connect

employers and educators. They also manage and scale work-based learning programs to encompass more options that are accessible to more youth. Through their involvement in the Institute, cross-

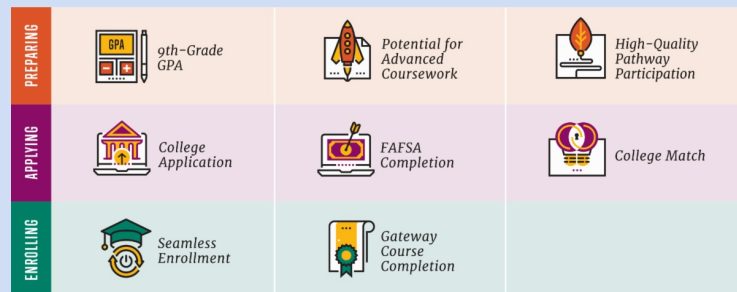
sector teams from communities across the country are coming together to build intermediary organizations to strengthen and expand work-based learning opportunities. The Institute, which continues through November, provides participants with the chance to learn about the services that high-quality intermediaries provide, and support in the creation of action plans to develop new intermediary capacity.

For more information about the Institute, please contact [Emily Passias](#). To learn more about the role of intermediaries in facilitating quality work-based learning for students, check out our 2019 report on [The Critical Role of Intermediary Organizations in Expanding Youth Apprenticeship](#), produced as part of our work with the [Partnership to Advance Youth Apprenticeship](#).

## ICYMI: How the Momentum Metrics can help prevent a “lost COVID cohort”

No one’s life trajectory should come down to a coin flip; but for black, brown, and low-income students at approximately 7,000 high schools across the United States, chances of successfully enrolling in higher education—and opening the doors to economic mobility that come

with postsecondary education—are 50 percent or less. With the current economic environment making higher education transitions even more challenging, millions of students are at risk of becoming a lost COVID cohort. The urgency to eliminate “coin flip” high schools and help students get to and through postsecondary education has never been greater.



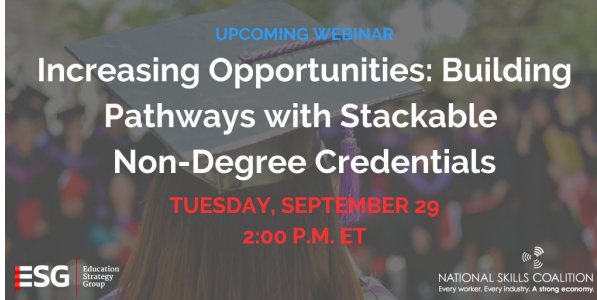
In August, ESG released a new report - [From Tails to Heads: Building Momentum for Postsecondary Success](#) - which offers a framework for a new set of postsecondary transition metrics for states and communities to prioritize in order to help more students successfully move to and through higher education. Collectively, the “Momentum Metrics” identified in the report represent eight of the most predictive indicators of postsecondary preparation, retention, and success. They are designed to help educators and administrators target resources and supports at the individual student level as well as to inform broader conversations at the aggregate level about advising policies and programs.

In addition to reading the [full report](#), don’t miss:

- Our [commentary piece](#) in The 74 Million on the equity imperative to use these metrics
- This [post](#) on the Fordham Institute’s Flypaper blog—co-authored with the Data Quality Campaign—on the critical importance of data transparency
- The [latest episode](#) of This Week in Education from Student Success Agency, in which ESG Senior Director Ryan Reyna discusses the metrics

## WEBINAR: Building Pathways with Stackable Non-Degree Credentials

In the face of high unemployment and economic uncertainty, there is growing interest from policymakers, business leaders, and workers alike in the potential of non-degree credentials to help support rapid transitions to family-supporting jobs. But



evidence on “stackable” credentials is mixed, and there are clearly more steps that practitioners and policymakers can take to strengthen opportunities for workers, particularly those who have been most heavily impacted by the current crisis and those who were already facing systemic barriers to economic opportunities.

In this [webinar](#), hosted by ESG and the National Skills Coalition, we’ll be joined by three leaders to discuss why some credentials stack and others don’t and how to better ensure that more workers and students have access to career pathways that lead to family-supporting jobs. Institutions and states need to change their policies so that the stackability of non-degree credentials is not an empty promise.

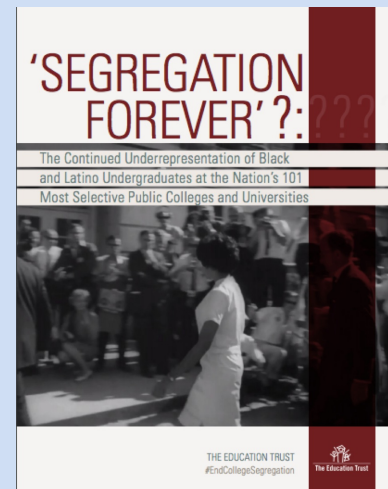
Featuring:

- **Dr. Lindsay Daugherty**, Senior Policy Researcher, RAND Corporation
- **Dr. Girard Melancon**, Vice Chancellor for Workforce Solutions at Baton Rouge Community College
- **Dr. Mark Mitsui**, President, Portland Community College (OR)

Register

## “Segregation Forever?” The Continued Underrepresentation of Black and Latino Undergraduates at the Nation’s 101 Most Selective Public Colleges and Universities

Earlier this summer, the Education Trust released an important [new report](#) examining the continued and systematic exclusion of Black and Latino students from the most selective public colleges and universities in the country. The report relies on federal education and U.S. Census data to show that most of the prestigious and best-funded public colleges enroll a smaller percentage of Black students today than they did 20 years ago. While the numbers of Latino students on these campuses has increased, Latino enrollment is not keeping pace with the Latino population growth in most states. The report outlines 10 key action steps for campus leaders and policymakers to improve access to these institutions for Black and Latino students.



In nearly every state, closing the gap between students of color and their White peers is the surest path to meeting the state’s postsecondary attainment goal and providing economic opportunity for millions more individuals. We appreciate the Education Trust’s efforts to keep this issue front and center, and look forward to supporting states in our [Attainment Academy](#) and beyond in increasing postsecondary access and success for people of color.

## Equitable Transitions Through Pandemic Disruptions

Education Commission of the States recently released a [series of six briefs](#) exploring various facets of the transition from

## Equitable Transitions Through Pandemic Disruptions

Explore different facets of the transition from high school to college, plus the opportunities and challenges for states, during the pandemic.



secondary to postsecondary education, which are now complicated by the COVID-19 pandemic. The series pays special attention to the student populations already underserved in our nation's education system, including Black, Latinx, and Native American students and students from low-income families or high-poverty schools. Each brief provides actionable steps and

examples for state policymakers to consider as they address the transition from high school to college and the workforce.

ESG authored one of the briefs in the series, focused on *Establishing a State-Level Postsecondary Advising Network*. The brief outlines the ways in which “near peer” advisors, or recent high school graduates, can help ease the transition and steer students toward success, as well as the role that the state can play in developing these networks.



*Education Strategy Group is a mission-driven consulting firm that works with K-12, higher education, and workforce leaders to achieve greater impact. We work across sectors to move the needle on issues that are critical to improving student success and advancing equity.*

[Contact us](#) to learn more and work together