

Michigan Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab



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USING THIS RESOURCE GUIDE

The [MI-RAISE Design Lab](#) was designed to support post-secondary institutions seeking to design innovative solutions to improve Michigan's adult college success and adult learner attainment with the intent to prepare institutions to submit proposals for the Michigan Center for Adult College Success's (MCACS) [Innovation Investment Awards](#) and the Office of Sixty by 30's [Student Success Grants](#). This resource guide will serve as a living document to highlight key resources shared during MI-RAISE meetings and a few additional resources identified by the MI-RAISE Design Team.

If you have additional questions not addressed on the [Frequently Asked Questions](#) (at the bottom of the webpage) or informational webinar ([register here](#)), please contact the representatives below.

General Questions About the Design Lab and Innovation Investment Awards (IIA)

- [Michelle Burke](#), Director of Postsecondary Programs and Partnerships, MCACS

Labor Market Information and Leveraging Data

- [Matt DeMonbrun](#), Research Director, MCACS
- [Eric Cherrie](#), Associate, Education Strategy Group

College App Data, Recruitment, and Marketing

- [Andy Carlson](#), VP Strategic Partnerships, College APP

Evaluation Plan for Proposal (IIA)

- [Matt DeMonbrun](#), Research Director, MCACS

Coaching, Project Design & Technical Assistance

- [Bruce Vandal](#), Project Director and Coach, SOVA
- [Jennifer Johnson](#), Coach, SOVA

Adult Learner Strategies & Technical Assistance

- [Christine Barrow](#), Director, Education Strategy Group

MICHIGAN LANDSCAPE

Understanding the goals, priorities, and challenges identified by the funding agency can prove helpful in framing your team's proposal. Achieving Michigan's attainment goal will not occur overnight or in one year. Below are some sources that give an overview of the Michigan Attainment Landscape. Additionally, your team may find it helpful to visit the agencies' websites for additional updates or new reports.

Michigan's Attainment Goal: By 2030, 60% of working-age Michiganders will have a certificate or college degree.

Key Facts:

- Almost 50% of Michiganders lack a postsecondary credential.
- Only 30% of adults enroll in a community college complete within six years.

Data Sources

- Talent First's [Regional Dashboard](#)
- [MI School Data](#)
- [Post-Secondary: Progress Toward Sixty by 30](#)
- [National Reporting System for Adults: Michigan's Data](#)
- [Michigan Labor Market Information](#)
- [Michigan Department of Technology, Management, and Budget](#)

Key Reports

- [Adult Postsecondary Education in Michigan](#)
- [Restoring the Promise of Adult Education in Michigan](#)
- [Michigan's Shrinking Workforce](#)
- [Michigan Regional Career Outlook](#)
- [List of Top Credentials Desired by Occupation Group \(MCACS\)](#)

Michigan Agencies & Programs

- [Michigan Center for Adult College Success](#)
- [Talent First](#)
- [Office of Sixty by 30](#)
- [Michigan Reconnect](#)
- [Department of Lifelong Education, Advancement, and Potential \(MiLEAP\)](#)
- [Michigan Center for Student Success](#)

National Adult Success Reports & Resources

- [From Setback to Success: Meeting Comebacker Students Where They Are - California Competes](#)
- [CAEL: ALLIES Framework](#)
- [Building on Completion Gains](#) - Complete College America
- Race and Ethnicity in Higher Education's [2024 Status Report](#)

INTERVENTION/OPPORTUNITY IDENTIFICATION

Through the MI-Design Lab, institutions have been asked to identify opportunities to improve adult learner (25+) enrollment, persistence, and completion. The [Loss/Momentum Framework](#) provides a useful lens to view different institutional touchpoints where students may gain, maintain, or lose momentum toward completion. Institutions can use qualitative and quantitative data to understand if students are experiencing barriers and loss is occurring. Below are some options and tools, some of which your institution may already be employing, that could be used to identify opportunities to improve student success.

Student Engagement & Student Services Usage Surveys

- [National Survey of Student Engagement \(Four-year institutions\)](#)
- [Community College Survey Student Engagement \(Two-year institutions\)](#)

Other Holistic Student Improvement Frameworks, Models, & Strategies

- [Complete College America Strategies](#)
- [Strong Start to Finish's Evidence-Based Strategies](#)
- [The Ask-Connect-Inspire-Plan Framework for Student Onboarding and Success](#)
- Completion by Design's [Building Guided Pathways](#)
- Civita's [Data-Activated Strategies: Uncovering What Works to Advance Student Success](#)

Institutional Assessment & Reform

- Student Ready Strategies' [Institutional Policy Report](#)
- [Information Gathering as the First Step to Reform](#)
- Community College Research Center's [Redesigning America's Community Colleges: A Clearer Path to Student Success](#)
- National Student Clearinghouse's [2024 SCNC Student Outcomes Report](#)
- The Project on Workforce's [Redesigning Postsecondary Accountability Measures to Promote Student Success](#)

ON-RAMP/ON-BOARDING TOPIC-SPECIFIC RESOURCES

In the early stages of considering college and enrollment, there are a variety of situations, experiences, and factors that can implement adult learner enrollment and persistence through the first semester. Setting students on a path toward success may include identifying the correct math and English gateway courses and accelerating students' time to completion by assessing and acknowledging learning that has occurred before enrollment (e.g., non-credit training, workforce training, military training). Institutions may also work with workforce training programs and two-year colleges to improve the transfer of credit between institutions and awarding of credit for workforce training.

Developmental Education

Select Reports & Articles

- [Why Adult Learner Advocates Must Embrace Developmental Education Reform](#)
- [The Long-Term Effect of Multiple Measures Assessments](#)

Math Pathway Design Initiatives

- Charles A. Dana Center [Math Pathways](#)
- [Carnegie Math Pathways](#)

Assessment Tools

- [Michigan Developmental Education Scale of Adoption Assessment Tool](#)

Examples of State and Institutional Initiatives

- [Adult Numeracy in the Digital Era: A Technology-Based Quantitative and Digital Literacy Course for Adult Learners](#) (Pennsylvania)
- Rio Salado Community College's [Custom Academic Readiness and Essential Employment Reskilling \[CAREER\] Program](#)

Credit for Prior Learning (CPL) & Prior Learning Assessments (PLA)

Select Reports & Frameworks

- American Council on Education's [Credit for Prior Learning: Charting Institutional Practice for Sustainability](#)
- [Learning Recognition and the Future of Higher Education – A Vision for a Post-Pandemic Learning Ecosystem](#)
- [Equity Paradoxes in the PLA Boost](#)
- American Council on Education's [CPL Implementation Framework](#)
- American Council on Education's [Additional Resources](#)
- American Association of Collegiate Registrars and Admissions Officers's [2024 Landscape of CPL in the U.S. and Canadian Higher Education](#)

Toolkits

- [Council for Adult and Experiential Learning \(CAEL\) Resource Kit](#)
- [Lumina's State Policy Toolkit](#)

Using Stackable Credentials to Create Pathways to Associate's and Bachelor's

- Education Strategy Group's [Stackability Guide](#)
- Credential As You Go's [Incremental Credentialing Framework](#)

Examples of State and Institutional Initiatives

- [Washington Student Achievement Council](#)
- Ohio Department of Education [CPL Strategies and Institutional Policies](#)
- The City University of New York [ASAP](#)

Transfer Student Pathways

Select Reports & Resource Websites

- American Council on Education's [Reimagining Transfer for Student Success](#)
- [Effective Practices that Support Transfer Students](#)
- [Degree's When Due](#) (DWD) (reverse transfer pathways) Report and [Playbook](#)
- Community College Research Center's Tracking Transfer: [New Measures of Institutional and State Effectiveness](#)
- Community College Research Center's [Transfer Resources Site](#)

Examples of State and Institutional Initiatives

- [Anoka-Ramsey Community College](#) (DWD Cohort Member)
- [Bowling Green State University](#) (DWD Cohort Member)
- [Ohio Guaranteed Transfer Pathways](#)
- Cuyahoga Community College [Transfer Resources Page](#)

COMPREHENSIVE SUPPORTS

As adult learners are considering enrolling in college, there are several moments when students [experience barriers and may make decisions](#) to stop pursuing entry or withdraw from the institution. These barriers may include the cost of education, family or work responsibilities, and other life emergencies. Through the use of proactive, and sometimes intrusive, support services, institutions can aid students in navigating academic support, student services, basic needs, social services, and career support.

Holistic Academic & Student Support Services

Models & Frameworks

- [SSIP Holistic Student Supports Model](#)
- [The Ask-Connect-Inspire-Plan Framework for Student Onboarding and Success](#)

Select Articles & Websites

- [Career Navigators in Adult Education: What Experts Say About their Role and How to Support their Success](#)
- Results for America's Economic Mobility Catalog Section on [Guidance and Supports for Post-Secondary Students](#)
- J-PAL's [Reducing Community College Dropout Through Comprehensive Supports](#)
- [The Value of Purposeful Communication to Adult Learners](#)
- [Designing Online Advising Options](#)
- Inside Higher Ed's [Q&A with "Raising Up" Filmmaker - a Docuseries on Student Parents](#)

National and Regional Organizations

- [NACADA \(National Academic Advising Association\)](#)
- [Advising Success Network](#)
- The Graduate Network @ Center for Adult and Experiential Learning

Examples of State and Institutional Initiatives

- Georgia State University's [GPS Advising](#)
- University of North Carolina, Charlotte [49er Finish Program](#)

Basic Needs & Financial Supports

Support for Working Parents

- [Head Start-College Partnerships as a Strategy for Promoting Family Economic Success](#)
- [Recommendations to Understand and Improve the Parent-Student Affordability Gap](#)
- The Hope Center's [Parenting While in College: Basic Needs Insecurity Among Students with Children](#)

Basic Needs

- National Community College [Provost's Perspectives on Basic Needs](#)
- The Hope Center's [Basic Needs Survey](#)

Sample Institutional Intake Forms & Services

- [San Diego Mesa College](#)
- [Modesto Junior College's Basic Needs Website](#)
- [Irvine Valley College Website](#)

Examples of State System Initiatives

- Washington State's [Basic Food Employment & Training Program](#)
- Virginia Community College's use of [Single Stop](#)
- The California State University [Basic Needs Initiative](#)

Course Design, Scheduling, & Flexibility

Examples of Institutional Initiatives

- Texas Success Center's [Webinar on Implementing and Scaling 8-week Classes](#)
- Odessa College converted [16-week courses to two 8-week terms](#)
 - [Using video to boost student retention and engagement](#)
 - [Supporting data for Odessa](#)
 - [Community College Daily on Odessa](#)
- Houston Community College's [Weekend College](#)
- CUNY College of Staten Island [Evening & Weekend Services](#)
- Oregon Community College's [CTE Focused Math Courses](#)

CAREER-ALIGNED GUIDED PATHWAYS & CAREER PREPARATION

While completion is important in achieving Michigan's attainment goal, it's also equally important that adult learners attain certificates and training in high-wage, high-demand jobs. Part of this process is ensuring academic programs teach students the knowledge, skills, and abilities to be successful in their chosen careers.

Guided Career Pathways Frameworks

- Jobs for the Future (JFF) [Guided Career Pathways Framework](#)
- Inside Higher Ed's [A Deeper Look at Guided Pathways](#) (March 14, 2024)
- Education-to-Workforce Indicator Framework's section on [Intentionally Designed Career Pathways Programs](#)
- Competency-Based Education Network's [Programs Framework](#)

Work-Based Learning

- Strada's [The Power of Work-Based Learning Report](#)
- The Aspen Institute's [Unpacking the Work of Work-Based Learning](#)
- Rand's [How Work-Based Learning Can Bring Employers and Students Together](#)
- JFF's [Center for Apprenticeship & Work-Based Learning](#)
- Strada's [Building Better Internships Report](#)

Career Pathways & Work-Based Learning Toolkits

- [Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development](#)
- [Work-Based Learning Toolkit](#)
- The Project on Workforce's [Expanding Equitable Work-based Learning Opportunities](#)

Examples of State and Institutional Initiatives

- [Alabama Talent Playbook](#) and [Alabama Talent Triad](#)
- [Talent Strong Texas Pathways](#)
- Arizona State University's [Work + Program](#)
- [Texas Credentials for the Future](#) (embedding microcredentials into bachelor's programs)

Holistic Institutional Career Supports

- The Project on Workforce's [Strengthening College-Employer Partnerships](#)
- The Project on Workforce's [Preparing Students with the Skills to Navigate the Future of Work](#)
- National Association of Colleges and Employers' [Report on Faculty Attitudes Regarding the Integration of Career Readiness into the Curriculum](#)