15:02:38 CC, you kept turning it on or off.
15:02:40 It is an automatic feature. So there are some errors,
15:02:43 obviously that happens every so often.
15:02:45 So would that again,
15:02:46 encourage you to introduce yourself and the chat.
15:02:49 And.
15:02:50 For those.
15:02:51 I'll start, I guess, by introduce myself.
15:02:53 Nicholas you at strategy director.
15:03:02 Big college America.
15:03:03 And it's my pleasure to welcome you to today's webinar on adult
15:03:07 learner engagement with two of my colleagues from the graduate
15:03:10 network, Bridget Strickler and Kathy's of Dona.
15:03:12 I was very excited to partner with them.
15:03:15 And to hear a little bit more about how we can best support
15:03:18 our adult learners.
15:03:20 To return and complete their degrees at this time. So with this,
15:03:24 I'll turn the floor over to Bridgette.
15:03:26 Hi, everybody.
15:03:31 Thank you Nicholas NCCA for inviting the graduate network to
15:03:34 participate on CCA line. This is very exciting.
15:03:38 I'm Bridget Strickler I'm the senior vice president for learning and
15:03:40 impact.
15:03:41 The graduate network.
15:03:43 And what that means is my portfolio is really around research to
15:03:46 action.
15:03:50 And we have a large body of original research that I'm going to be
15:03:54 talking to you about today.
15:03:56 Called data that move us.
15:03:58 So if you'd go to the next slide.
15:04:05 So as everybody on the call here today probably knows there's
15:04:08 36 million adults in the us.
15:04:15 With some college credit,
15:04:17 but no degree in that comes from the national student clearing house,
15:04:20 2019, some college, no degree we report.
15:04:23 And we had the graduate network honor.
15:04:26 These determined individuals.
15:04:28 Who are intent on completing their degrees by designating them as come
15:04:32 backers.
15:04:33 The graduate network coined this term.
15:04:36 To underscore their potential and their tenacity in college.
15:04:40 Time around and come back. Hers are our heroes.
15:04:47 As you'll be hearing more about that for me,
15:04:49 as I advanced through the slides. Don't don't go yet though. Nicholas.
15:04:54 So we,
15:04:56 we believe our w our vision is really that every adult who aspires to
15:04:59 earn a college degree,
15:05:01 Has access to the resources and the supports that they require.
15:05:04 Just start and complete.
15:05:09 And equity as at the heart of our mission,
15:05:11 we believe everyone should have an equitable chance to achieve the
15:05:14 education and career that they desire.
15:05:16 Next
15:05:17 slide
15:05:22 .
15:05:26 And this is a map of where we do our work and you’ll hear
15:05:30 more about specific bodies of work that we are doing.
15:05:34 In states and communities from my colleague. Kathy's Dan donuts.
15:05:37 A little later in the presentation.
15:05:39 But basically.
15:05:40 We work with.
15:05:41 Civic leadership partners in higher education.
15:05:45 Economic and community development, workforce development.
15:05:51 Businesses labor and comeback or towards a future.
15:06:08 Where there are established and sustainable services and every
15:06:12 community for adults.
15:06:13 So sort of at the center of our model is a community
15:06:17 based institution,
15:06:19 neutral navigator that helps adults.
15:06:21 Figure out every step of their education journey.
15:06:25 If you'll go to the next slide, please.
15:06:27 And as I said, equity as at the heart of the graduate model.
15:06:30 This is some demographic information about the comeback.
15:06:33 That our community served.
15:06:35 90% Of our comeback occurs.
15:06:38 Earn less than $42,000 a year and half earn less than
15:06:42 $24,000 a year.
15:06:47 And our comeback, hers skew female 70% are women.
15:06:50 Most are the first in their families to attend college.
15:06:53 70% Are black.
15:07:00 And an Albuquerque and San Antonio most are Latin X.
15:07:03 So our communities are serving primarily non-white and low-income
15:07:07 populations.
15:07:08 Next slide, please.
15:07:09 So, as I mentioned, our original.
15:07:15 Body of research is what we refer to as data that move
15:07:18 us.
15:07:22 And we annually produce reports that are mined
15:07:25 from across.
15:07:27 About a dozen communities who are using the same.
15:07:32 Methodology and tracking mechanism to document their
15:07:36 interactions with comeback offers.
15:07:38 This report.
15:07:45 The comeback story was published last September in partnership
15:07:49 with new America, it was funded by Lumina foundation.
15:07:52 And it represented a two year joint investigation and I'm going
15:07:56 to drop a link.
15:07:57 Oh, great. Thanks Nicholas.
15:08:01 That's where you can read the full report,
15:08:03 but the information I'm sharing with you today.
15:08:05 Comes from the comeback story.
15:08:17 And our findings are helping to shape policy,
15:08:20 drive institutional change and change the way that practitioners,
15:08:24 researchers and those inside higher education.
15:08:27 Think about the some degree are some college,
15:08:30 no degree population.
15:08:31 I also wanted to.
15:08:33 Plug that in later this summer,
15:08:35 we will be releasing an updated report that we're calling.
15:08:38 The comeback.
15:08:40 Odyssey. So that's very exciting.
15:08:41 Next slide.
15:08:50 So here are a few of the top level findings have come about the
15:08:53 comeback and our study set.
15:08:55 Who graduated.
15:08:56 69%.
15:09:16 Stayed continuously enrolled after they re-enrolled on their way to
15:09:19 graduation,
15:09:20 but one in five had additional starts and stops along the
15:09:24 way.
15:09:25 So the concept that I'm going to be talking to you more about is that
15:09:29 perseverance.
15:09:30 And we think that the language that we use around.
15:09:34 Come backers.
15:09:35 Should.
15:09:36 B one, a perseverance and not.
15:09:39 The traditional term of persistence.
15:09:41 One in 10 come backers.
15:09:43 Who graduated were able to move to.
15:09:46 They faced an administrative hurdle on their way to graduation.
15:09:50 And most of the time, once that administrative hurdle was overcome,
15:09:54 they were able to move on.
15:09:56 To graduation very quickly and.
15:09:58 Examples of that are things, you know, bureaucratic tangles.
15:10:01 Like they didn't apply.
15:10:03 They didn't do their graduation application.
15:10:05 They may have had an unpaid balance or something of that nature.
15:10:23 We also know that come backers motivations for wanting to complete
15:10:26 their degree are deeply personal. They,
15:10:30 they cite intrinsic reasons like wanting to be a role model for their
15:10:34 family,
15:10:35 or just a personal sense of satisfaction for completing.
15:10:38 And interestingly, even more than family.
15:10:42 The top factors cited.
15:10:44 By comeback or others.
15:10:45 For, for their ability to complete their degree.
15:10:47 Was that,
15:10:49 that they had a supportive faculty member or key staff person in the
15:10:52 institution.
15:10:53 That encouraged them to complete when the going got rough.
And that was 88% of respondents to us,
Cited, this supportive institutional faculty and staff.
Next slide, please.
And so I'm hoping that the two key takeaways you have from this presentation today are these two things.
We need to tell a new story.
About stop-out.
The story is not one, a person persistence, but one a perseverance.
And we also need to tell a new story, not one.
A failure or shortcomings.
But one of untapped potential.
Next slide.
So again, this data comes from the comeback story.
You can read more about it and the full report.
But the majority of the comeback.
Hers who engaged with the network and who went on to graduate, stayed continuously enrolled the whole time.
That's 69%.
Come backers.
By definition,
I've already taken a non-traditional pathway on their higher education journey. And so we really wanted to dig in and understand.
What were the pathways that they did did take it is really an amazing story of determination. And especially.
If you've considered that.
Of those in our study said the average age of the comeback.
Who re-enrolled was 33.
And they had been, and it had been an average of 3.7 years since their last enrollment.
Next slide.
So now let's look at the 20%.
Who had additional starts and stops along the way. So you can see that one in five.
Had at least one additional stop-out.
And.
And that, and 15% had one stop-out and two,
our 5% had two or more additional stuff out.
And for those of you who are curious about the 11%.
They are that's.
Those are the ones that overcame an administrative hurdle and went on to immediate graduation.
But in our qualitative research,
which consisted of focus groups and one-on-one interviews,
we asked comeback.
About those additional starts and stops and why they were needed.
And the,
the reasons that they gave us fell into three different categories.
So one was a change in personal situation.
A change in marriage.
The examples of this are a change in marital status.
Oftentimes a divorce.
A change in caretaking responsibilities for someone in their family,
whether that was an older person or children.
And, also illness was another thing they cited.
The second category of reasons for stopping
again.
Really clustered around balancing school and work.
So things like coordinating their work in class schedules was not
easy thing to do.
And the third category was financial difficulties.
So running out of financial aid,
no longer being eligible for employer provided.
Tuition assistance.
Losing their job or an unexpected.
Large expense, like medical bills.
And not surprisingly the lower the income bracket,
the more likely to come back or was to have stopped out again.
But of the combat furs who did stop out.
A hundred percent of them.

Said that they wanted to go back.
So again, underscoring this concept of perseverance. Next next slide.
So in the higher education world,
there's a lot of focus on the metric of persistence.
And for sure.

There's just a ton of research out there that shows that students who
start college their freshman year and are enrolled again the
fall of starting their sophomore year,
that they're more likely to make it to graduation.
But that's the story for traditional students who start directly after
high school.
And matriculate matriculate full-time on campus.

We need a new story for comeback, firs.
And if I just think about the word persistence.
That really makes me think about like nonstop movement and progress
towards a goal.

And it's very firm and unrelenting and an obstinate
almost, but for comeback spurs.

Just think about the word perseverance,
which really brings to mind overcoming obstacles and navigating
detours towards their goal. It's steadfast.
Despite difficulties and delays.

So again, I encourage you to read and our comeback story.
These amazing stories.
It's filled with a comebacker quotes that animate this idea of
perseverance.

So now I want to move to the concept of untapped potential.
So, if you look at the bars,
The thins that have bars on the left are representing the universe of some college, but some college, no degree population and the thicker bars on the right are representing our study set or the comeback. That we work with. So there's a whole pipeline of comeback or others who the national student clearing house has dubbed potential completers, meaning that they've completed two years of more of academic progress during their first try at school. And so the, if you look at the comeback hires who are coming through the door of the graduate network communities close to half or 44% were potential. Completer. So you can see that's a larger proportion of those potential completers that our communities are working with. So, this is a huge. Untapped potential of, of, of students. Next slide, please. So now let's dig in a little bit more on this potential completer population. And so of all the potential completers who engaged with the network. Three and five or 61% already had close to four years of academic progress under their belt. Again, underscoring the concept of untapped potential. Next slide. Before I handed off to Cathy, I just want to say that we, we really at the network want to tell this, this new story about adults. One of perseverance, not persistence, but also not want to fail your short shortcomings, but one of untapped potential. And so with that, I'll turn it over to Kathy. Zandona. Great. Thank you so much. Bridget. That was an excellent presentation. And it's so interesting that we just given you a lot of debts. And information about what we know about those come back. And whole and how they get through school. And Nelson's going to talk to you about how can we get them into the door of, of that institution in the community so that they can fulfill their dreams and get that degree or that program. So a little. Reminding you that. We've got 36 million individuals out there that we can have an opportunity to change their lives. And I think that's what all of us, I'm sure everybody on this call. Really out there to do is to really help support adults returning.
15:19:46 as Bridget mentioned that I was going to talk to you about is the
15:19:49 graduate network ambassador program. And next slide.
15:20:04 So what is the ambassador program and what do they do?
15:20:07 I'm sure many of you can think of the term ambassador and think, well,
15:20:11 maybe those folks,
15:20:12 people in the community going out and talking and you'll be absolutely
15:20:15 right about that next slide. This is one of those progression slides.
15:20:18 So bear with me.
15:20:19 So,
15:20:20 what we do is we identify individuals in communities that want to be
15:20:23 ambassadors.
15:20:24 And that they'll commit it to having intentional conversations with
15:20:28 potential comeback who's in their networks.
15:20:34 The friends, the family, the coworkers, their neighbors,
15:20:37 whomever that may be because it's so important to have a trusted
15:20:41 friend or someone that, you know,
15:20:42 talking to you about what potential that you have and where to go to
15:20:46 fulfill your dream. Next slide.
15:21:04 They encourage potential comeback who's to persevere and share with
15:21:07 them about available resources. I,
15:21:10 this will be my fifth time today talking about the ambassador program.
15:21:13 And I think that those available resources, right there are key.
15:21:17 It is so amazing. How many communities,
15:21:19 regions and states have services and resources available
15:21:23 that is sort of like the hidden secret,
15:21:24 but no one really knows what's out.
15:21:26 Out there.
15:21:27 And that's what the important part of what we equipped an ambassador
15:21:30 with is what are some of those things that are in your community that
15:21:34 maybe folks don't know about? And if they just knew that was there.
15:21:36 They would be willing to go start that conversation either in a
15:21:39 graduate network community with our navigator or if the community or
15:21:42 for your institution.
15:21:44 Next slide.
15:21:45 Now our ambassador program.
15:21:46 We, we, we really want to have some qualifications.
15:21:49 Of who can become a graduate network ambassador.
15:21:51 And I want everybody to just kind of realize that our ambassadors are
15:21:54 people that are talking to their neighbors and friends about
15:21:57 resources.
15:21:58 So next slide.
15:22:00 They are not.
15:22:16 Required to be experts in the field of adult education or higher
15:22:20 education. In fact, I know this will sound kind of crazy.
15:22:23 We don't want them to be that we know that we want to make sure when
15:22:26 that adult hears about those services that are available at a college
15:22:30 or higher education institution,
15:22:31 that they go to the source to get the right information.
15:22:34 And so we want to ambassadors to be equipped with exactly what we want
15:22:37 them to know about to talk to their friends and neighbors.
15:22:40 And who do we throw them?
15:22:41 To or what website to look at, whatever it might be.
15:22:44 Next slide, please.
15:22:45 Ambassadors or catalyst who opened the door to the conversation.
15:22:48 And I think that word catalyst says it all. If, think of it,
15:22:52 if you just had,
15:22:53 if you knew someone in the neighborhood and you talk to them about
15:22:55 these opportunities,
15:22:56 You're sparking an interest in that individual so they can make a
15:22:59 difference and they can go back and fulfill their dreams and get the
15:23:02 education.
15:23:03 Next slide, please.
15:23:05 So hero marketing,
15:23:06 what is pure marketing and how does it work? First of all,
15:23:09 let me just say that digital marketing experts.
15:23:12 Estimate that most Americans.
15:23:19 Are exposed to 4,000 to 10,000 ads every day.
15:23:22 That's pretty darn scary in my mind, but it is a fact. And it's,
15:23:26 I think it's also a fact that we've become a Bolivia's to all these
15:23:28 messages that we're getting and they're not going,
15:23:30 they're not coming through.
15:23:32 So next slide, please.
15:23:33 What we do know is in this slide, this.
15:23:36 Fat to me is just, it's kind of like, oh my gosh,
15:23:40 but it does make sense.
15:23:41 33% Of consumers trust paid advertisements.
15:23:44 But 92% trust, pure recommendations.
15:23:47 And as I was preparing for this, I just, Hey.
15:23:50 Went on a little vacation.
15:23:51 And I was thinking about how we look at trip tech a week.
15:24:06 We, you know, look at the restaurant reviews and see, you know,
15:24:09 where should we go? But you know,
15:24:10 what we really want to hear is where somebody else's already been what
15:24:13 they said about it, and that's what we usually go.
15:24:15 So I usually pick I'm a foodie.
15:24:16 So I usually pick restaurants that somebody has already been to.
15:24:18 And they told me it was just wonderful. So.
15:24:20 92% Trust pew recommendation.
15:24:22 Consumers pay more attention to their friends and advertisements.
15:24:25 Next slide.
15:24:26 And he was where the ambassador program comes in.
15:24:29 Word of mouth is five times more effective than traditional
15:24:32 advertising.
15:24:33 Paid search email, et cetera. So think of this and again,
15:24:36 it's someone talking to someone else. How do we get the message out?
15:24:39 And it really is that trusted friend that trusted.
15:24:42 Person that you, you know, in a club with you go to avid.
15:24:45 Charged with whatever it might be.
15:24:46 And then the final bullet from the American association of national
15:24:49 advertiser.
Is word of mouth is the most impactful and trusted marketing.
So again,
the importance of our ambassador program and what our ambassador
program does in communities.
So next side, please.
Next slide is going to take us back to the.
Ah, ambassador ripple effect.
Is so in Kentucky.
We worked with the ARP group and we trained some of their
ambassadors. In fact, we trained five and next slide.
So, excuse me, ADA ambassadors.
Let's see if I can get my slides straight. My apologies.
Eight ambassadors and those eight ambassadors.
Had conversations with around 500 potential comeback.
Now think of this. So if in fact, eight people reached 500 people,
and if we did a little pyramid effect and started thinking about how
many people, let's just say 500, talk to three people,
that's another 1500 people that became aware of the
resources that were available in Kentucky.
And the messages we had were free GED with community colleges had some
special technical schools that were available, tuition free.
And then we had a Donovan scholars program and a four year
institutions that we were able to talk to people about.
So you can see that really in a community.
Utilizing an ambassador program is one surefire way
of getting the word out so that we from a graduate network
different perspective.
I can hope to get more and more come backers into our.
Come back on track so that we can get even more data that Bridgette
told you about in the beginning of this,
that helps all of us better understand who these comeback was,
are so that we can a messaging message to them and support them with
in their, in their journey.
To completing their degree.
And next slide, please.
So I'll stop there.
Just bought the mat back up again to just kinda,
maybe talk a little bit about the work that we do.
And I don't think we have any questions at this time. So.
And the map is color coded in some different ways to talk about
where we actually have graduate network communities.
We're organization has come together to create a vision and a mission
on the adults. They want to reach.
Those are the green ones.
The blues are the states that we're working in.
And the purple ones who are going to be the states and the higher
education institutions that we work with.
So in Michigan, for example, we're working with.
Leo.
I'm going to do this really labor and economic opportunity who began
15:27:48 is managing the Michigan we connect program,
15:27:51 which we have been partnering with that staff and train their
15:27:54 navigators. And I'm, I'm proud to say that.
15:27:56 When Michigan reconnect launched on February the second from February
15:28:00 the second two, I think my data goes through yesterday.
15:28:02 Over 70,000.
15:28:03 Individuals in Michigan who were eligible,
15:28:06 have applied for and will be had the opportunity a 10 to a 10.
15:28:10 Community college tuition free.
15:28:14 This is how we're going to make a difference and economic prosperity
15:28:17 for individuals and for adults.
15:28:19 And I think we can take the PowerPoint off now.
15:28:22 Thank you.
15:28:23 Thank you for this Kathy, that.
15:28:24 And by the way,
15:28:25 Full disclosure.
15:28:28 And before I asked you a quick question about one of those states that
15:28:31 were highlighted in blue.
15:28:33 My colleague and I met with representative.
15:28:39 It was hazard Madisonville and Jefferson community colleges. And.
15:28:46 In Kentucky and they participated and the ambassador program. And,
15:28:50 you know, like I asked that like,
15:28:51 So.
15:28:52 What do you think?
15:28:53 You know, how'd it go? And they, they loved it.
15:28:56 I think they really appreciated the resources.
15:28:58 That they, they received the, the connection, like the, I guess.
15:29:01 They just felt, I think.
15:29:03 Better prepared to, you know, to reach out to them network.
15:29:05 And you said, I am.
15:29:06 I don't really talk about.
15:29:12 The value of higher education and then like, you know,
15:29:14 bring them to the resource like you said, and I really appreciate the,
15:29:16 the aspect that you mentioned that.
15:29:18 They don't need to be the expert. And I think that, you know, like,
15:29:20 I think that when I was at, at that.
15:29:27 That's one thing that I was always a little bit worried about training
15:29:29 other people. It was like,
15:29:30 but they need to know everything in this case.
15:29:32 No, they don't just make sure that.
15:29:34 You, you talk to them.
15:29:39 And then bring them back to the college,
15:29:40 the colleges we'll we'll we'll talk about the resources that they have
15:29:43 and go, go ahead and get.
15:29:47 Well, one of the things that, that we at hazard community college.
15:29:50 So that's in Kentucky. Yes. It's in rural Kentucky. So let's just put,
15:29:53 put the.
15:29:54 The demographics, the.
15:29:55 Amount that they were able to through the.
15:30:11 The college president was so excited about the program that they
15:30:15 actually use part of their staff training for the beginning of the
15:30:18 school year to train the faculty and staff on what they were doing
15:30:22 at their own community college. So think of this.
15:30:24 So now that we've got everybody knowing, wow, we're doing this.
15:30:27 I work here now. I know what's happening in our community.
15:30:29 It was really powerful. And actually hazard
15:30:32 took a step.
15:30:44 Father and went ahead and started a debt forgiveness program.
15:30:46 And that was another, you know, again, you know,
15:30:49 it's so important how we need these ambassadors to get this message
15:30:53 out because it wasn't known. And you know,
15:30:55 that's one of the big reasons why many,
15:30:58 many individuals who have stopped out don't return because of the
15:31:01 prior debt that they have.
15:31:02 Bridget mentioned.
15:31:03 The, the academic hurdles and.
15:31:05 Obviously the other responsibilities that they have.
15:31:06 And I think that's why I like the so hazard would.
15:31:08 The loan forgiveness to Madisonville.
15:31:10 Like their accelerate program. That really, again, to me,
15:31:13 work around the schedules that makes it much more flexible.
15:31:16 Smart schedules.
15:31:17 To help the students and the same way.
15:31:19 Jefferson had their work ready scholarship. So again,
15:31:21 Connecting.
15:31:22 You know, just coming back to get a degree because it's a check box.
15:31:25 I've got my degree.
15:31:30 Making sure that we're connecting them with like,
15:31:32 so what can you do with that degree?
15:31:33 And I think that that really helps.
15:31:35 I think it resonates a lot more and makes the purpose of a degree
15:31:42 Much more like concrete that I'm not just going back to school because
15:31:45 I have to go back to school.
15:31:46 I want to go back to school because you know,
15:31:48 better job opportunities grow with social mobility and.
15:31:51 You know, all of that stuff. That's so important.
15:31:53 Or it can be personal growth as well.
15:31:55 But all of these play, obviously with this. And one thing that I,
15:31:58 I appreciate what these three institutions and exactly kind of what.
15:32:01 Bridget mentioned earlier, is that.
15:32:02 Before we reach out to these adults.
15:32:04 We need to make sure that we are ready.
15:32:06 Right.
15:32:07 To welcome them back.
15:32:08 Cause if it's like theirs.
15:32:16 There are some reasons why they left in the first place they could be.
15:32:18 So if you're not addressing those reasons that we're just repeating
15:32:21 the same mistake over and over again.
15:32:23 So I think that, so I really appreciate that.
Like I said,
What they were saying,
they were really happy with the ambassador program. I was like, well, good. I need to tell them that.
And I don't mind doing that.
On camera.
Talk about that.
Before I jumped into the next.
All the attendees.
Now folks, if you have questions, please feel free to use.
The QA and all the Q and a feature, or even.
Put it in the chat. We're happy to.
To talk about that.
But Kathy, I was,
you mentioned a little bit about Carolina work in Carolina as well.
South Carolina.
It was only to talk about if you could talk a little bit about that.
So it's has we'd look at the graduate network and we look at different models that will, that we're working in communities with.
We've been pleased in the last year or so with.
We've gotten some in Greenville, South Carolina.
There.
Their chamber of commerce really had started to look at the data for the economic prosperity of the individuals and the educational attainment.
And I had made some connections with the staff there and they reached out to Bridget and I to talk about what they really wanted to do.
was to create a Greenville education,
commitment to improve educational outcomes.
So we were able to say to them, okay, well,
here's some places that have done that Louisville, Kentucky.
St. Louis, Missouri.
The Troy, Michigan. And that I,
I said those three communities for a purpose.
Cause they were all chamber communities.
So they could talk chamber talk to one another.
So we were able to connect in April to help them.
See what the potential was in Greenville and they have now.
Joined the graduate network.
So then that'll be interrelated into all of a professional learning communities that we have, and there'll be able to learn from others.
In the graduate network community in order to proceed with their work and they're starting their work using one of the networks.
Premier programs, which is bridging the talent gap.
Which is our employer and employee survey.
So they're actually going to go out there to your point on colleges being adult friendly.
We also need some businesses to step up and see what they are doing to provide, not just tuition, tuition, reimbursement, excuse me, but also other services within adult education, friendly workplaces,
So these are the adults. And then with the employee survey, it helps identify adults. Who will employees who want to further the education. It may be a career ladder that they can use or whatever. So they're going to launch that in July, and we're just really excited about that. We've now done bridging the talent gap. And over. 30 Communities across the country and we are. Now that COVID.

What we'll post almost. We'll be getting to see the survey world pick up again. We kinda, very flexible as a network. We've put everything pretty much pause that so that everybody could. You know, move through how they dealt with the pandemic in their community. So that's, that's pretty exciting while also working in Spartanburg. They have a cradle to career. Community. They were one of the strive. Strive communities and they have identified, they need to support adults going back to school too.

So that's just some of the startup work that we do. We're really excited about it. So that was just why I bought those up. Thank you.

I, I love the connection with the employers. I think that that. Again, it's where, where are.

Where are those come backers? Well, a lot of them are at work. So how do we, how do we. How do we make sure that we, we partner with, with the employers? I think to me, that something that really. Excites me, would that connection with the employers? Is that also by connecting with the employers, you kind of know like, well, what do you want, what are you looking for? At a worker.

So that you can basically something that what you're doing with the survey and also it's connecting and sharing those learnings with the institution so that the institutions are able to, again, communicate with the compactor is like, well, this is, these are the skills that the employers. Are asking this, these are the skills that my program or our programs are able to provide you. So you're going to be able to actually, you know, you're, you're much more marketable. Not again, not just because.

The degree, but the skills in the company, all the competencies that you've learned. Coming back in.

You know, Mastering him in our program. So I'm really excited about that. That aspect of it. Yeah.
And one of the,  
one of the goals in working with the employers is to get them to  
really think about their frontline and entry level incumbent  
workers,  
because so often the tuition benefits programs or the education  
assistance programs are not going to those employees who could most  
benefit from that resource.  
So bridging the talent gap is an opportunity for employers to think  
about the way that they promote their educate.  
Education program and how can they get more employees  
utilizing that and pro that program in a way that’s mutually  
beneficial to the, to the business and to that individual.  
I love that.  
Because I was wondering if you could talk a little bit more about the,  
the, the work in Michigan. You, you started talking about that.  
Cause I think that too is, is really exciting about,  
you mentioned like what 70,000.  
That participated. So I was wearing,  
To just talk a bit more about that.  
So the Michigan reconnect program,  
the governor passed into law in February of 2020.  
For tuition free community college,  
then Michigan was hit obviously by COVID like the rest of us and then  
very, very wisely.  
They went to a program called futures for frontliners.  
And so they actually provided tuition free.  
Community college for frontline workers who were displaced.  
And that program launched in may of 2020,  
also was very successful.  
And I know someone from Michigan is on the call and they may be able  
to put into chat how many future frontliners actually applied in our  
own school. But when they launched in February,  
that community college for adults.  
Blue 25 years of age and older,  
who did not have an associate's degree or a bachelor's.  
The flood gates open and you know,  
over at now over 70,000 adults.  
Or in a pipeline to return to school.  
What Michigan did that we partnered with them on.  
Was they so lightly provided and  
recruited?  
A total of 10 individuals that are navigators that were trained in.  
On not just graduate network, advising methodology.  
But again,  
more has important on the resources available for  
adults in the state of Michigan,  
for all sorts of different organizations.  
And that to me is so powerful that they literally.  
Recognize the importance of the need for wraparound services.  
And those wraparound services are gonna.
Even be going to be as important as the navigation to help.  
Adults make the move and get back into school.  
And I think we just saw in the chat, the answer to my question, right?  
So Brandy, thank you very much. A hundred thousand plus apply.  
15,000. Very good. Everybody can read that. So this is wonderful.  
It is. I mean, what we really do talk about Michigan a lot,  
just as we talk about Tennessee a lot,  
because they Tennessee really started this.  
I think they started the movement.  
I don’t know from if I'm correct or not, but drive to 55,  
which was the governor's initiative back in 2010 to get  
55055%.  
Of the Tennessee population with two year four year high quality  
credential by 2025 was pretty darn powerful.  
Tennessee use the graduate network model to create the Tennessee  
reconnect communities. And then once again, in 2019,  
the governor put into play.  
Free community tuition for it.  
I keep needing to say that word tuition first,  
because that's what it is. It's tuition free community college.  
And they then brought in their navigators into the system  
so that they could.  
They could manage and be able to report on and know.  
At any moment, how many.  
People in the pipeline and we're getting this going directly to the  
community college and all through the navigation process.  
There are 12 navigators in Tennessee today,  
about two years later,  
manage a caseload of about 800 individuals who are indifferent.  
Places.  
In the inquiry to inactive,  
to pre enrollment enrollment to graduation.  
So we know the navigation system.  
Both Tennessee.  
And Michigan is key to an adult success. So two things we heard,  
you know,  
we know that we got to get the word out and we know we need them to  
have that trusted friend or that individual that they could count on  
to give them the information they need.  
Again,  
the navigators in both places are not taking the place of a community  
colle or a college financial aid representative, or any of that.  
They have to lead and navigate the adult to the right location.  
Yeah, I think that's the responsibility.  
And obviously we're trying to get them back into it.  
And I think that again,  
then it becomes the institution's role to, to reconnect.  
And I think to two bridges point about like how many, you know,  
some of them have multiple stop outs.  
I think this is where the, the relationship from a coach,
an advisor, a faculty member at the institution can, again,
You know, like if there's a, stop-out like continue,
the conversation is like, you know, and encourage them to come back.
If like when there's something or again, to me, it's all about like,
It's communication.
And relationships. And I think that I, I love the, you know, the.
The perseverance much more than persistence.
Because it.
You know, like if there's a, stop-out like continue, the conversation is like,
and encourage them to come back.
If like when there's something or again, to me, it's all about like,
It's communication.
And relationships. And I think that I, I love the, you know, the.
The perseverance much more than persistence.
I'm an English major.
So I think that the Odyssey I'm thinking of like how long did it take,
you know, this has to come back to finally.
Divorced.
To reach back home.
I get to see that a lot of students.
About students are going through that and they need the help.
They need the support and the communication from the institutions.
And they're there.
They're their network to encourage them.
I think the other thing that Bridget brought up in the slides was that
that slide on untapped potential.
Yeah, absolutely.
I would just say,
if we could all start thinking in those terms that it's an untapped
potential.
What a difference we can make in the conversations that we have with
individuals who need that encouragement and that nudge,
they are untapped potentials.
Absolutely.
And I, I love the, the term because again, it's, it,

it is not a deficit language. It's really looking as like, you know,
who are our potential students and we know they can do.
You know, do do wonders.
With this.
So would this.
Again, I'd like to thank you both again for,
for your time and your expertise and the knowledge that you're able to
share.
Like I said the PowerPoint presentation as well.
The recording will be on our website later tonight or tomorrow at the
latest.
Please feel free to.
I'll continue to connect either through our website.
Twitter, LinkedIn is my email address. If you have any questions,
I'm happy to.
Did the go-between also strongly, you know,