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“Stranded” Working Adults

Working adults who, because of an inability to access job skills, feel displaced in today’s workforce and have difficulty envisioning personal prosperity in the technology-driven workforce to come, specifically:

49%

49% from Spanish-speaking households cannot access traditional higher education (US Census)

2.5 million

2.5 million CA adults ages of 25 to 34 years old who have only a HS diploma or some college but no degree (US Census)

6.2 million

Another 6.2 million CA adults ages of 35 to 65 years old have a high school diploma but no college degree (US Census)
Why “Stranded” Working Adults Cannot Access Traditional Higher Education

- Work and family obligations
- Scheduling challenges
- Transportation time and costs
- Cost of education + prior education debt
- Length of time to complete program
- Lack of credit for prior learning

- Inability to navigate higher education system
- Lack of academic preparedness
- Emotional barriers
- Lack of proper support system
- And more, as no two situations are identical
Stranded Workers by Region

- Redding: 13,543
- Chico: 15,025
- Sacramento: 153,878
- Stockton/Lodi: 52,426
- Sonora: 3,908
- San Francisco: 233,983
- Stockton/Lodi: 52,426
- Salinas: 28,501
- Fresno: 73,847
- Los Angeles: 856,471
- Riverside/San Bernardino: 352,395
- San Diego: 229,029

Who Are California’s Stranded Workers?

- **2.5 MILLION** MEN AND WOMEN
- HIGH SCHOOL GRADUATES, NO COLLEGE DEGREE
- AGES 25-34
- **80%** ARE CURRENTLY WORKING

Stranded Workers by Ethnicity

- Latino: 49%
- White: 31%
- African-American: 7%
- Asian: 9%
Governor’s proposal: 
*Fully online community college*

A more accessible, affordable alternative for adult working learners

- Targets the 2.5 million adult who otherwise could be stranded
- Industry valued credentials
- Affordable alternative to expensive for-profit options
- Self paced – *competency based education*
- Flexible start times – *uncoupled from academic calendar*
- R&D Unit – *data science and learning science*
Get involved

Pass along and take Employee/Employer Survey

Employee survey: bit.ly/DWMES2

Employer survey: bit.ly/DWMES1
Appetite for online education is growing:

• 1/3 of students in the California Community Colleges system now take at least one class online

• Other states already have one: AZ, CO, KY
  • Arizona State University Online offers six different start dates per year and ample student support programs; enrolled nearly 75,000 students in just seven years since launching
  • Rio Salado College (AZ) has 40 Monday starts per year
Quality of a fully supported online education is improving:

• No gap when comparing campus and online for ‘completion’ and ‘mastery’; small for ‘passing’ (less than 2 ppts)
• **At-risk students fare no worse – and in some cases substantially better** – in online than in on-campus environments

Source: ASU Online Performance Gap Analysis, 2018
1.3M student course observations; 280,000 unique students; includes 21,000 California students
Quality of a fully supported online education is improving:

- Students in the RioAchieve cohort (5k first time, Pell-eligible students) have 7% higher term-to-term retention, 4% higher year-to-year retention, and slightly higher course-level success and GPA over comparative cohort.

Listening and Learning Forums
for stakeholder feedback

- Future of Work MeetUps
- Futures Design-Thinking Lab
- CTE Faculty Webinars (open to all)
- Working Learner Listening Sessions
- Faculty Expert Engagement Session

Learn more at ccconlinecollege.org
On Your Mind...

- High-support student experience
  - Culturally appropriate
  - Faculty interaction
  - Onboarding for non-digital natives

- Enrollment impact

- Online Education Initiative (OEI)

- Access to technology and equipment

- Rollout
  - Three pathways
  - Dual accreditation

- Benefitting the other 114 colleges
  - Faculty professional development
  - R&D sharing
  - Student referral
  - Revenue sharing?