POSTSECONDARY EDUCATION, TRAINING & WORKFORCE DEVELOPMENT: HOW POLICY AFFECTS ACCESS AND SUCCESS

Dr. Johan E. Uvin, President IEL

Institute for Educational Leadership

Leading Across Boundaries

OVERVIEW

Context

What Is Postsecondary Attainment Anyway?

What Is Policy?

What's Policy Got to Do with Postsecondary Educational Attainment?

What Is the Attainment Challenge for Appalachia?

What Does *Opening Doors* Recommend?

What Can You Do?

Context: Trends in Population Growth – Rural versus Urban

United States Census Bureau

MEASURING AMERICA

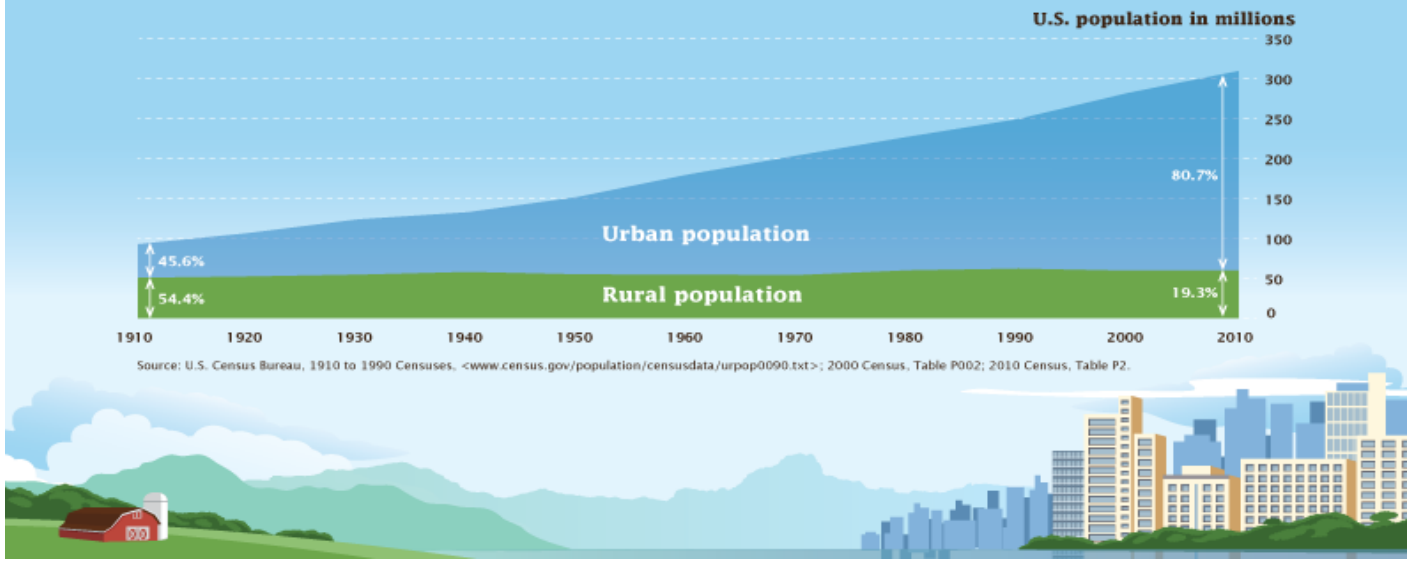
December 8, 2016

Our Changing Landscape

Over the past century, the urban landscape of the United States has changed, and with it, so have rural areas. As urban areas and the criteria used to define them have evolved, the share of the total population living in rural areas has decreased. In the 1910 Census, more than half of the total population (54.4 percent) lived in rural areas. In the 2010 Census, only 1 in 5 of the total population (19.3 percent) lived in rural areas.

The American Community Survey is part of the decennial census program and uses the same definition of rural geographies. It allows us to provide rich detailed statistics about the rural and urban populations in America each year, not just every 10 years.

Change in Rural and Urban Population Size: 1910–2010



Source: U.S. Census Bureau, 1910 to 1990 Censuses, <www.census.gov/population/censusdata/urpop0090.txt>; 2000 Census, Table P002; 2010 Census, Table P2.

Context: Urban versus Rural on Key Measures

RURAL		URBAN
	ADULTS (18 years and older)	
51	Median age (years)	45
61.9%	Now married	50.8%
11.6%	Lives alone	14.3%
65.4%	Lives in state of birth	48.3%
19.5%	Bachelor's degree or higher	29.0%
67.6%	Civilian employed (18–64 years old)	70.0%
11.7%	Poverty rate	14.0%
13.6%	Uninsured rate	15.3%
	CHILDREN (Under 18 years)	
22.3%	Percent of total population	23.5%
76.3%	Lives in married-couple household[1]	67.4%
8.9%	Grandchild of householder	7.4%
18.9%	Poverty rate	22.3%
7.3%	Uninsured rate	6.3%
	HOUSING AND HOUSEHOLDS	
$52,386	Median household income	$54,296
$151,300	Median home value	$190,900
81.1%	Homeownership rate	59.8%
78.3%	Single-family houses	64.6%
23.8%	No Internet access*	17.3%

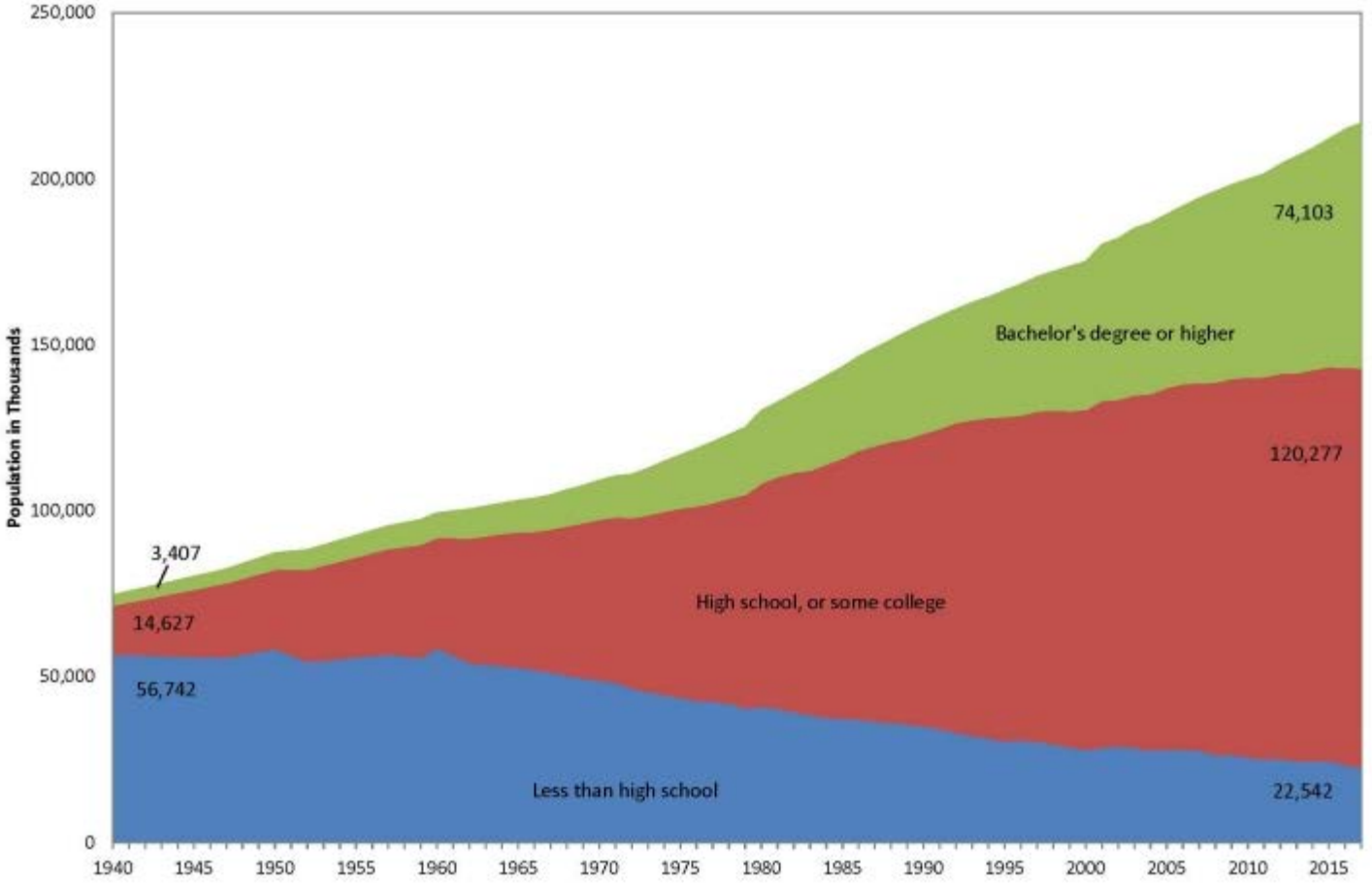
[1] Includes never-married biological, step, and adopted children of the couple

Context: Appalachia Education Snapshot

- 85.9% of adults ages 25 and older have earned a high school diploma in Appalachia compared to 87.0% of adults in the nation.
- 8.3% have an Associate's Degree versus 8.2% in the U.S.
- 23.2% hold a BA Degree versus 30.3% in the U.S. and 30.6% of BA holders have a STEM degree versus 34.7% in the U.S.

Postsecondary Attainment: The Traditional View

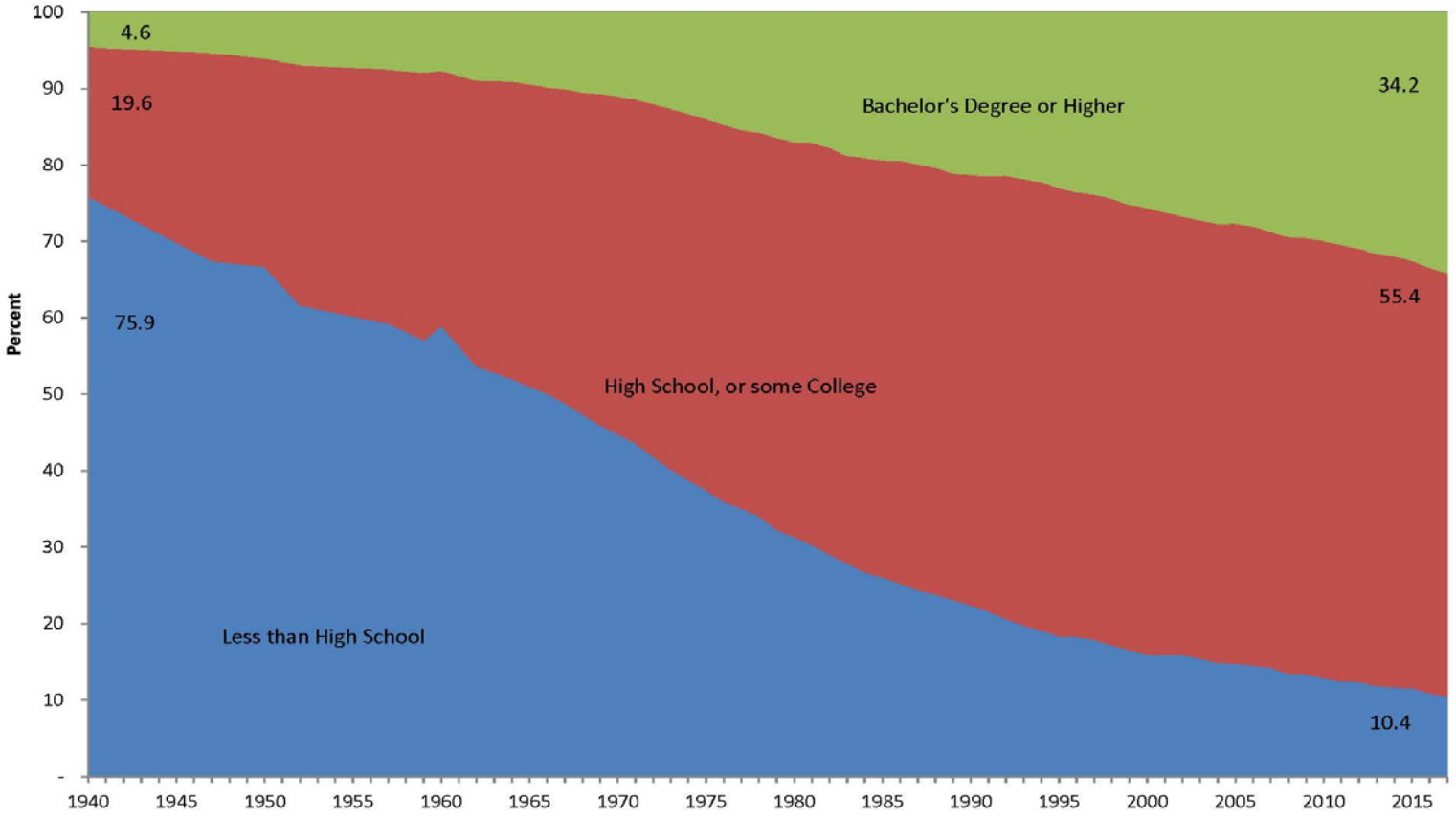
Figure 1: Population Age 25 and over by Educational Attainment: 1940-2017



Sources: U.S. Census Bureau. 1947, 1952-2002 March Current Population Survey, 2003-2017 Annual Social and Economic Supplement to the Current Population Survey; 1940-1960 Census of Population.

United States Census Bureau

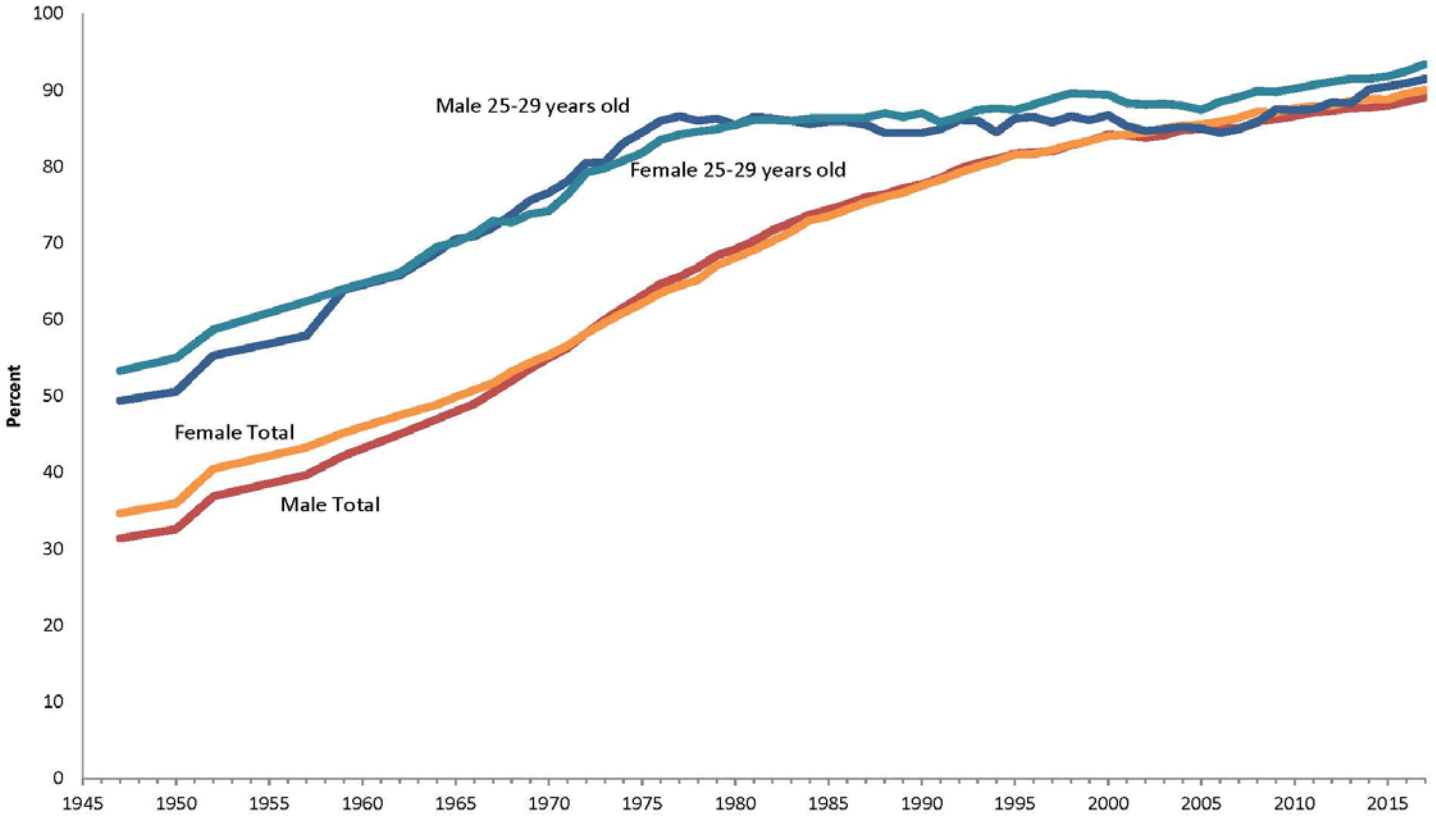
Figure 2: Percent of Population Age 25 and over by Educational Attainment: 1940-2017



Sources: U.S. Census Bureau. 1947, 1952-2002 March Current Population Survey, 2003-2017 Annual Social and Economic Supplement to the Current Population Survey; 1940-1960 Census of Population.

United States Census Bureau

Figure 5: Percent of Population 25 Years and older, and 25 to 29 Years old, with High School Diploma or higher by Sex: 1947-2017



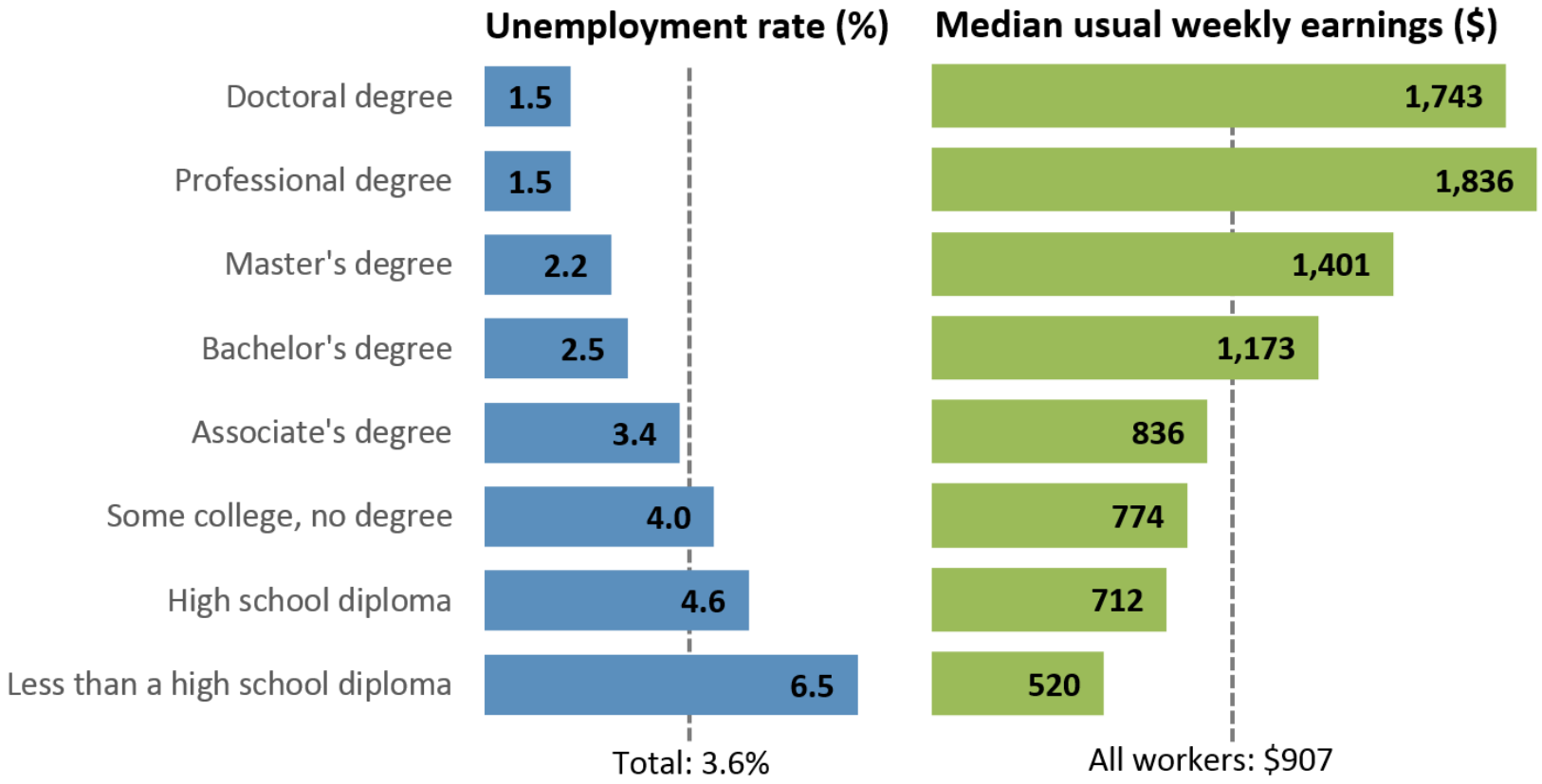
Sources: U.S. Census Bureau. 1947, 1952-2002 March Current Population Survey, 2003-2017 Annual Social and Economic Supplement to the Current Population Survey; 1940-1950 Census of Population.

United States Census Bureau

Postsecondary Attainment: A Broader View

Employment Advantage and Wage Premium Persist Even as Supply of Workers with Postsecondary Credentials Has Increased

Unemployment rates and earnings by educational attainment, 2017



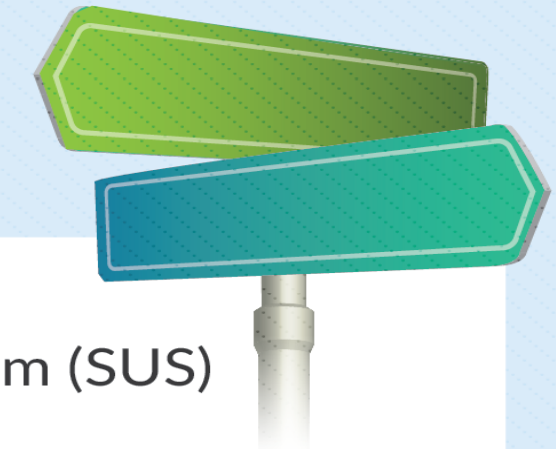
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

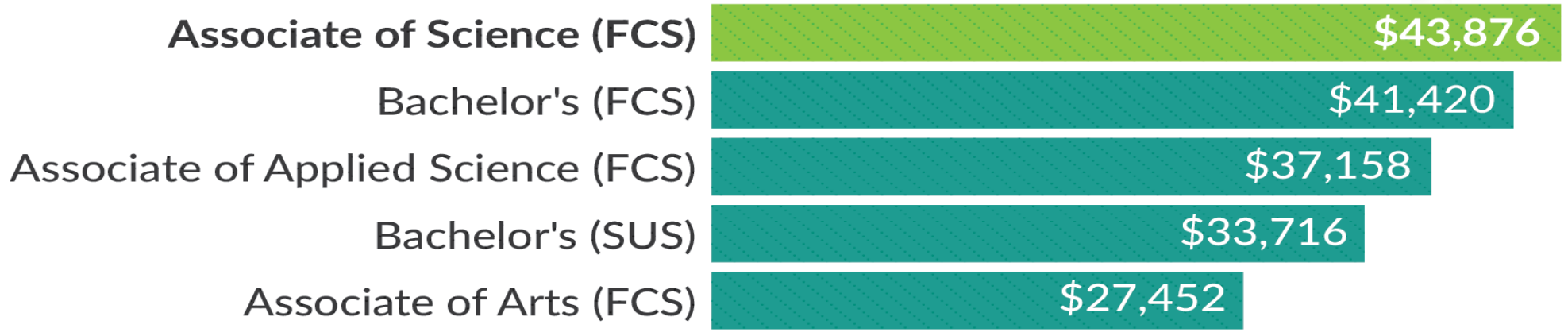
Variability In Returns: Field of Training and Sector Matter

FIRST-YEAR EARNINGS **FLORIDA**

Associate's vs. Bachelor's Degree



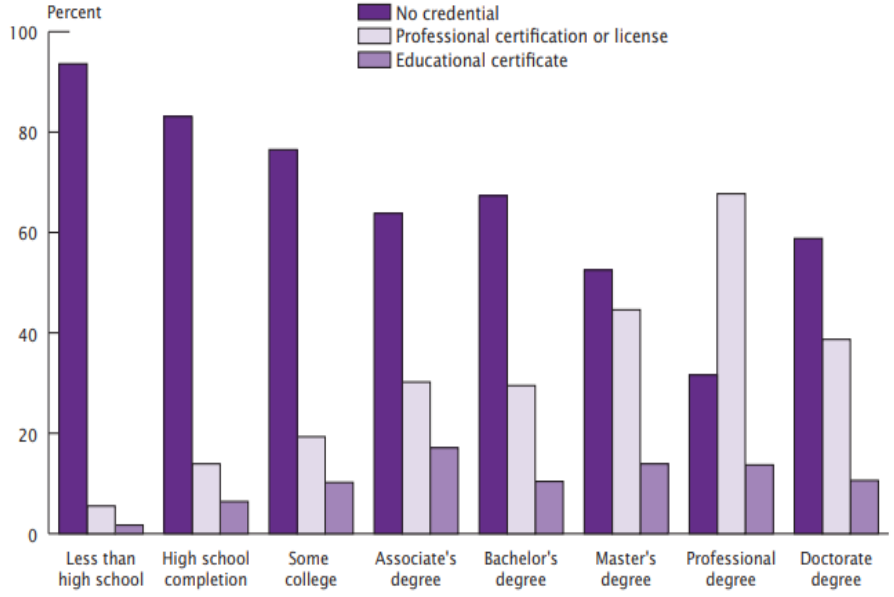
Median first-year earnings by degree type:
Florida College System (FCS), and State University System (SUS)



Source: *Labor Market Experiences After Postsecondary Education: Earnings and Other Outcomes of Florida's Postsecondary Graduates and Completers*, American Institutes for Research | www.air.org

Alternative Credentials Matter

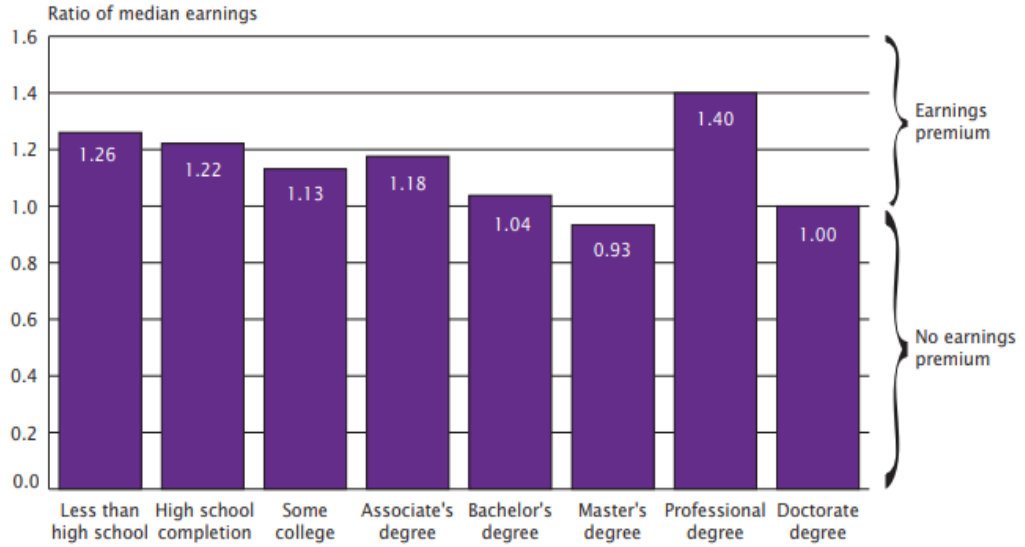
Figure 1.
Alternative Credential Status by Regular Education Level: 2012



Note: Nonrespondents are not included in estimates of alternative credentials.
Source: U.S. Census Bureau, Survey of Income and Program Participation, 2008 Panel, Wave 13.

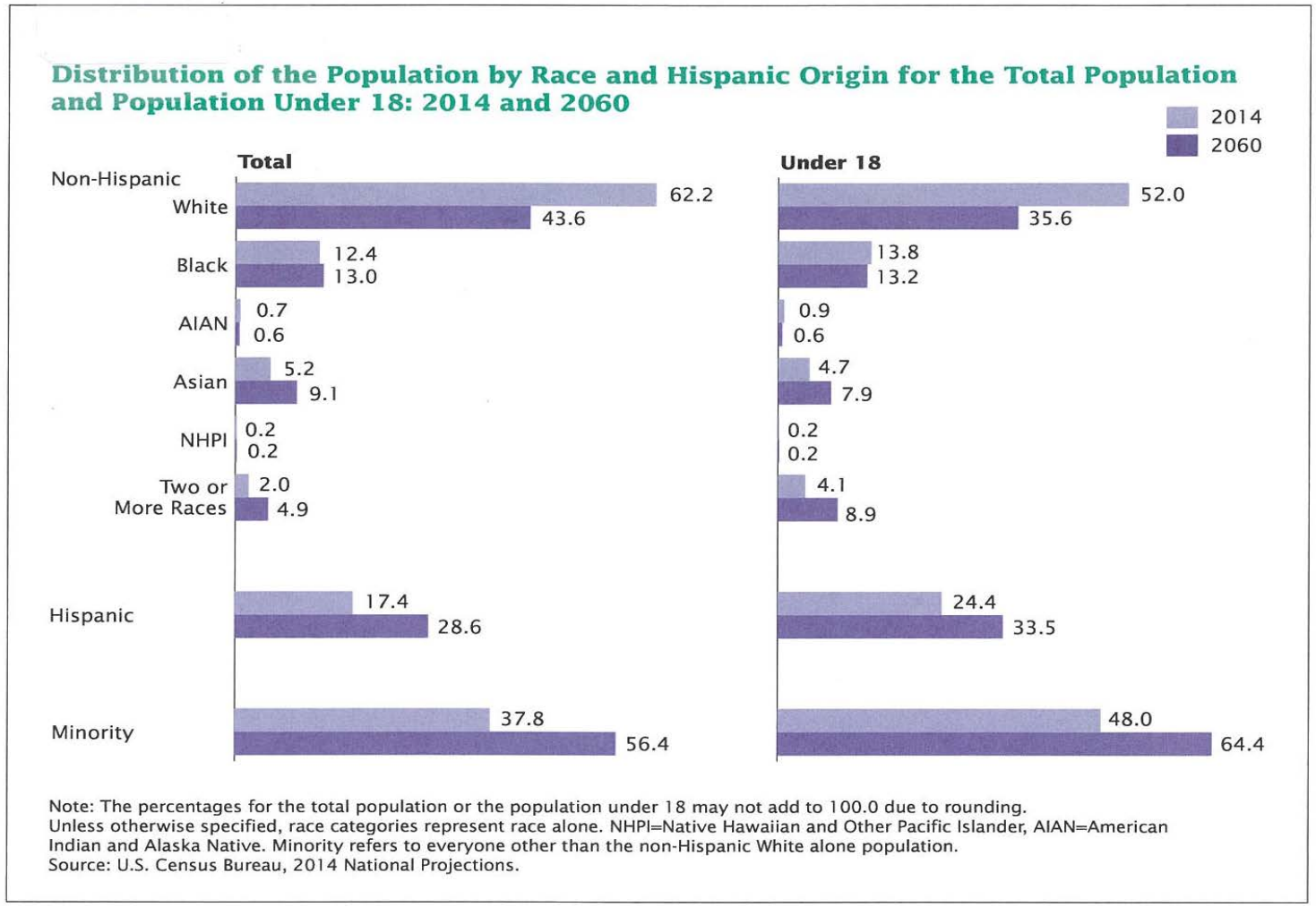
Alternative Credentials Pay Off

Figure 2.
Median Monthly Earnings for Professional Certification or License Relative to No Alternative Credential by Education Level: 2012



Note: Nonrespondents are not included in estimates of alternative credentials. Only people employed full-time for the 4 months before the survey with positive earnings are included in these analyses.
Source: U.S. Census Bureau, Survey of Income and Program Participation, 2008 Panel, Wave 13.

Postsecondary Attainment in the Context of Population Growth



Note: The percentages for the total population or the population under 18 may not add to 100.0 due to rounding.
Unless otherwise specified, race categories represent race alone. NHPI=Native Hawaiian and Other Pacific Islander, AIAN=American Indian and Alaska Native. Minority refers to everyone other than the non-Hispanic White alone population.
Source: U.S. Census Bureau, 2014 National Projections.

What is the Problem We Are Hoping to Solve with Policy?

How Might We Increase Affordable Postsecondary Access & Completion, and Meaningful and Rewarding Jobs, Careers, and Enterprises in Appalachia?

What's Policy Got to Do with It?

Policy Defined

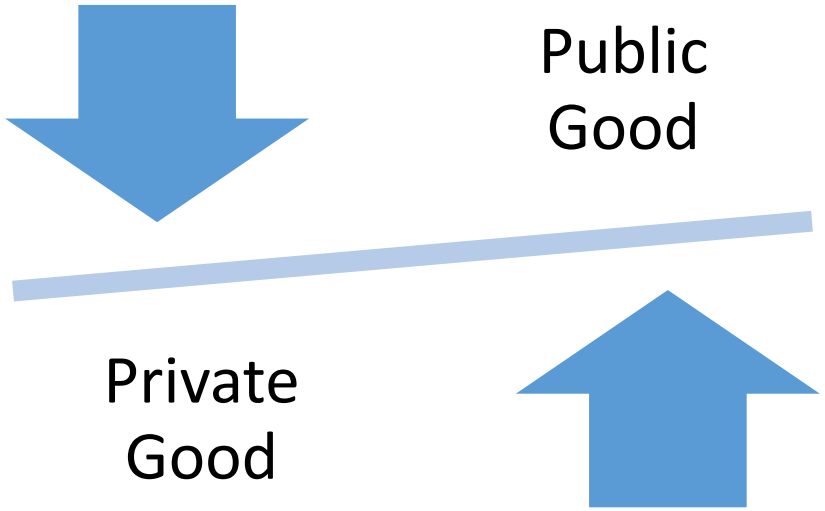
- Policy is everywhere. Public policy is a subset.

"Public policy is *a strategic action led by a public authority in order to limit or increase the presence of certain phenomena within the population" (National Collaborating Centre for Healthy Public Policy [NCCHPP], 2012)."*

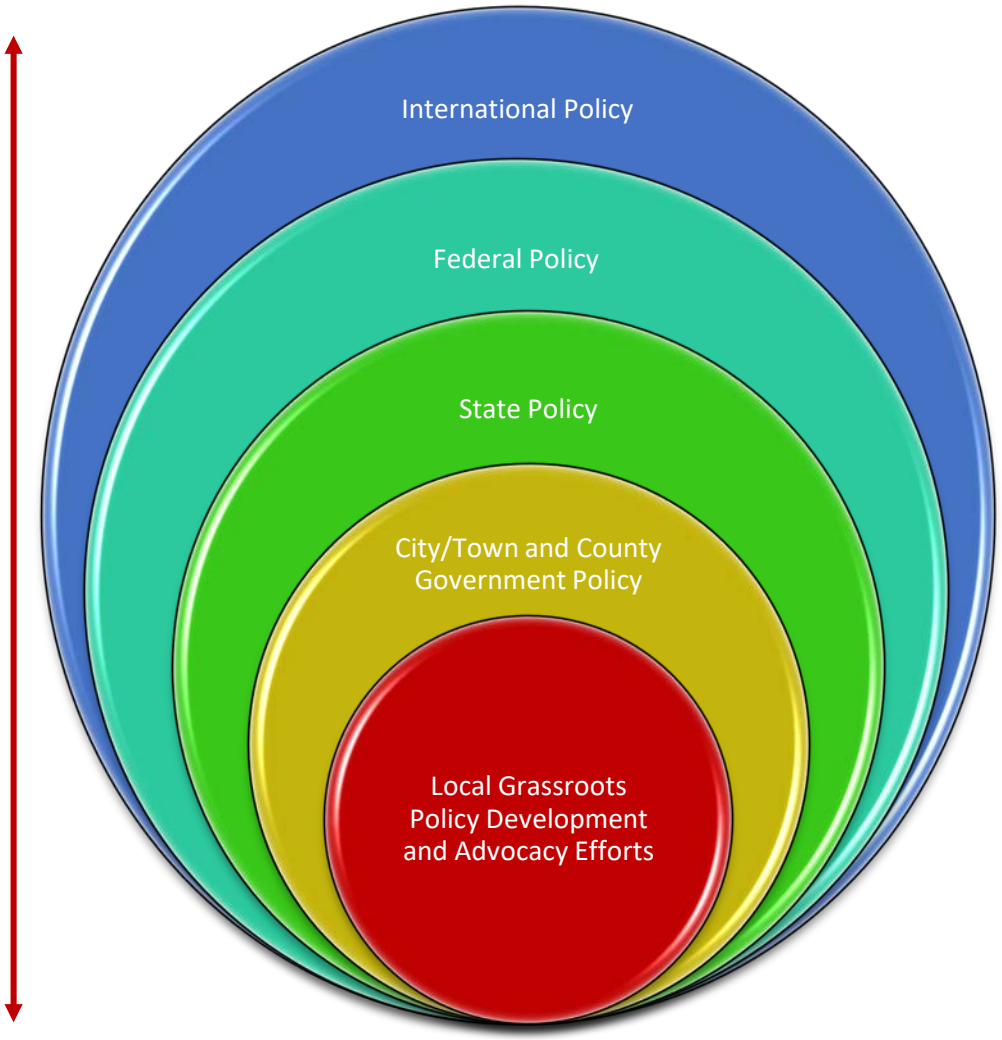
"Healthy" Public Policy

Healthy public policy improves the conditions under which people live: secure, safe, adequate and sustainable livelihoods, lifestyles, and environments, including, housing, education, nutrition, information exchange, child care, transportation, and necessary community and personal social and health services.

Values Matter and Drive Policy Development



Stylized Representation of Levels of Policy Making



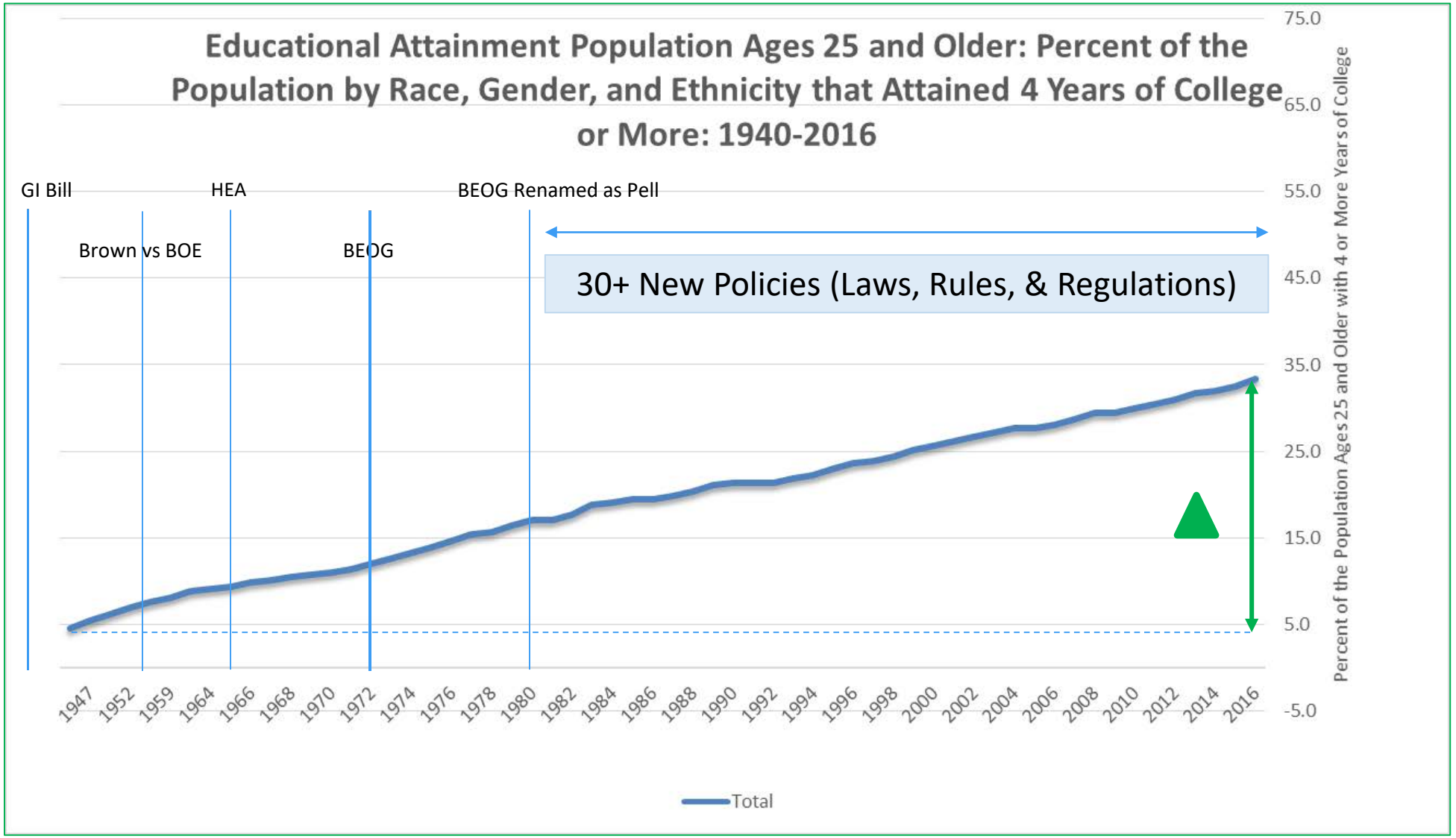
Need for Authentic Consultation and Partnership

Consultation & Agreements

Sovereign Nations

Tribal Governments

Public Policy Can Matter



Analyzing Public Policies: A Framework

Effects	Effects	What effects does this policy have on the problem it was designed to solve?	Durability
	Unintended Effects	What are the unintended effects of this policy?	
	Equity	What are the effects of this policy on different groups?	
Implementation	Cost	What does this policy cost (financially)?	
	Feasibility	Is this policy technically feasible?	
	Acceptability	Do the relevant constituents view this policy as reasonable/acceptable?	

Policy Effects Do Not Always = Policy Objectives

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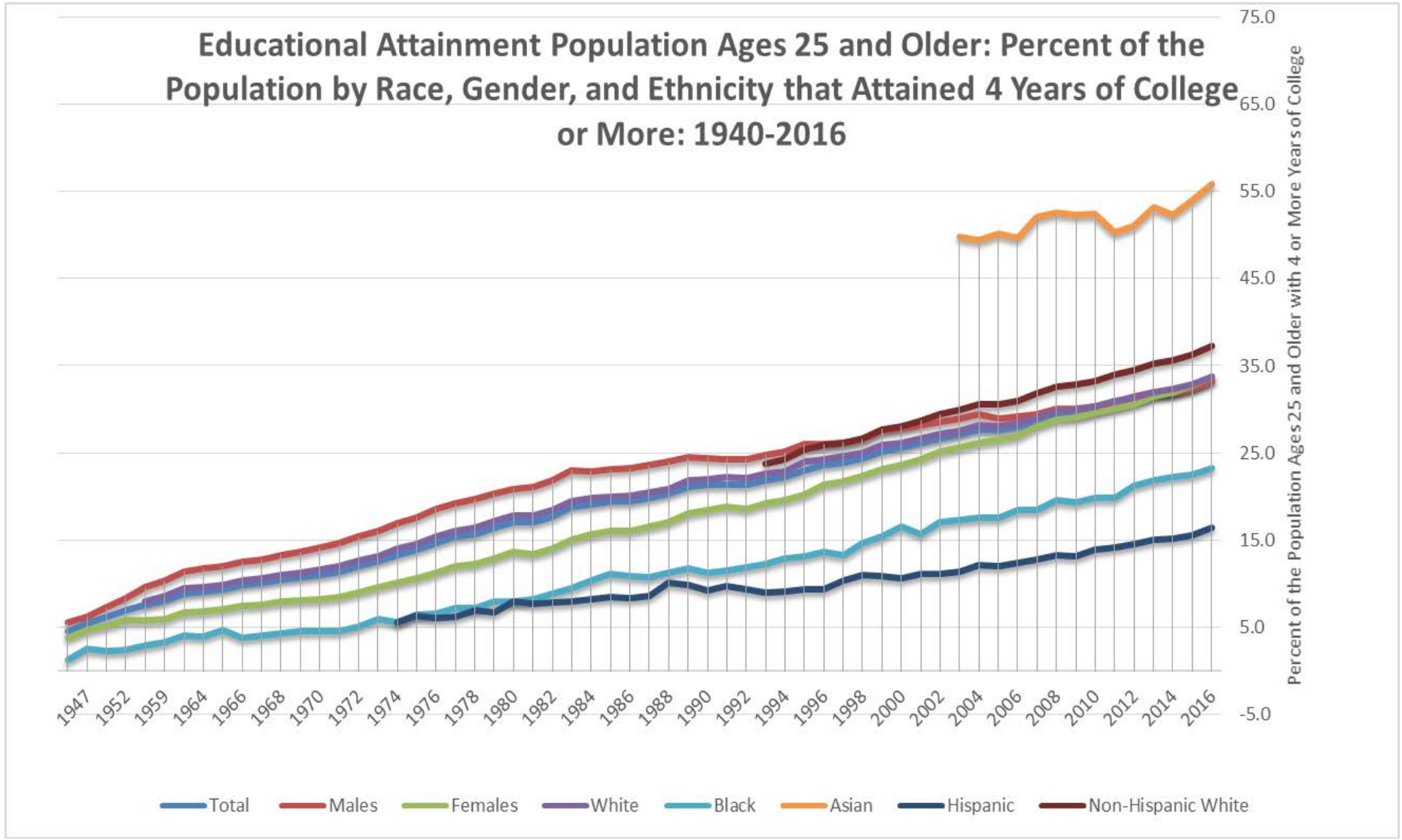
Overall Improvement But Huge and Widening Gaps



Family, Institutions, and _Community_ Must Partner if _Students_ Are to Succeed

Collaborative Structures and Processes

- Families: Partner with Schools and Teachers
- Institutions: Work Together
- Community: Re-establish the School as the Center of the Community

Policies and Practices that Expand Options

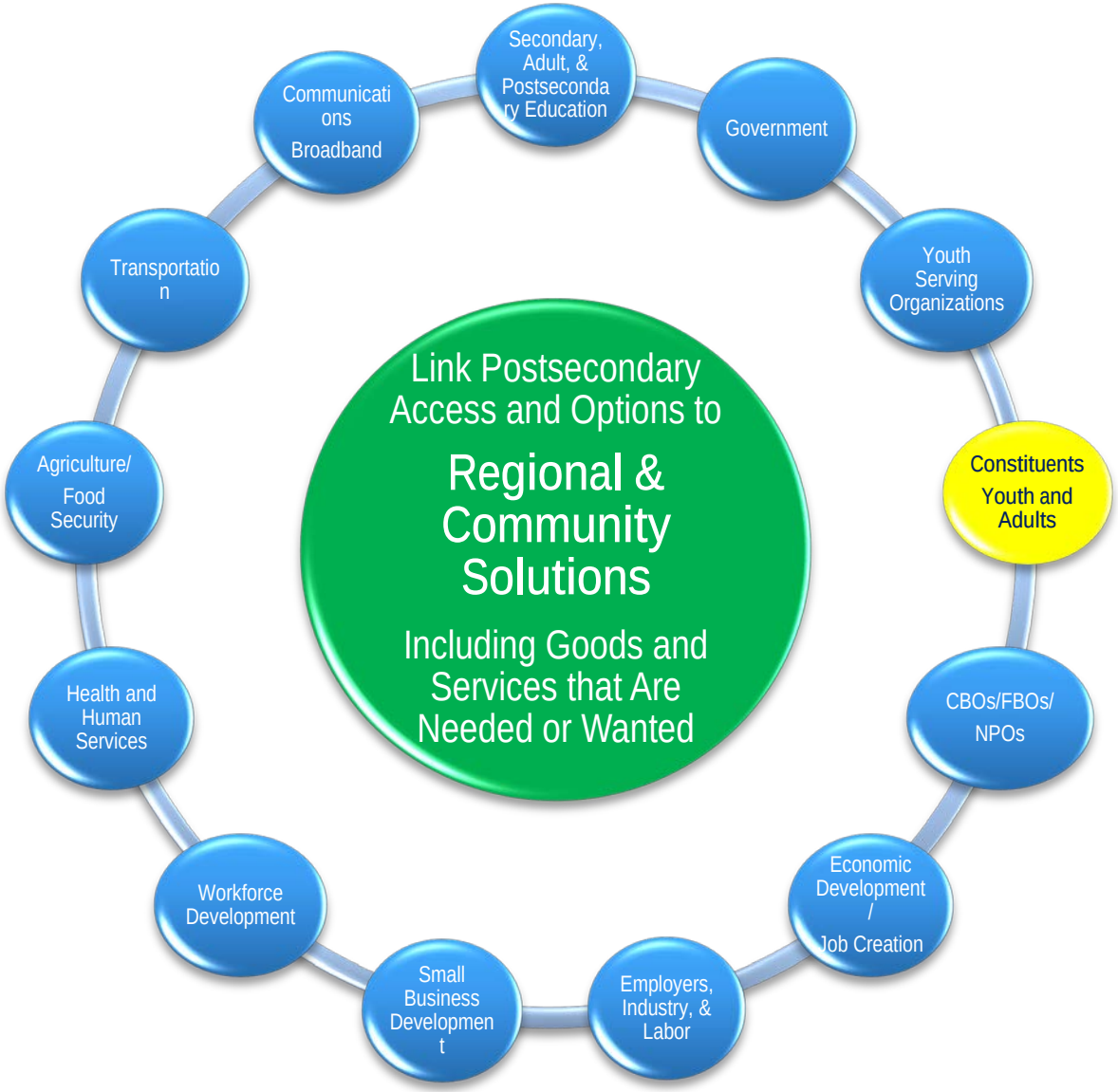
- Access to STEM Courses
- AP Courses access
- Dual Enrollment and Dual Credit Programs
- Accelerated and Extended High School Programs Leading to HSD and Associate's Degrees
- Career Pathway Programs: CTE+
- Apprenticeship Programs

Strategic Actions to Increase Postsecondary Education Opportunity and Attainment in Appalachia

Policy Actions: Leverage Existing Policy – Create New Policy

Maximize Federal Public Policy	Maximize State Public Policy	Maximize Local/County Policy	Challenge Policy	Create Your Own Policy
• Experimental Sites • Ability-to-Benefit • Career pathways	• Promise Programs • Merit-Based Free College Tuition or Scholarships	• Dual Degree High Schools	• File Complaints • Practice “Civil Disobedience” • Litigate	• Grassroots • Beyond Public Policy

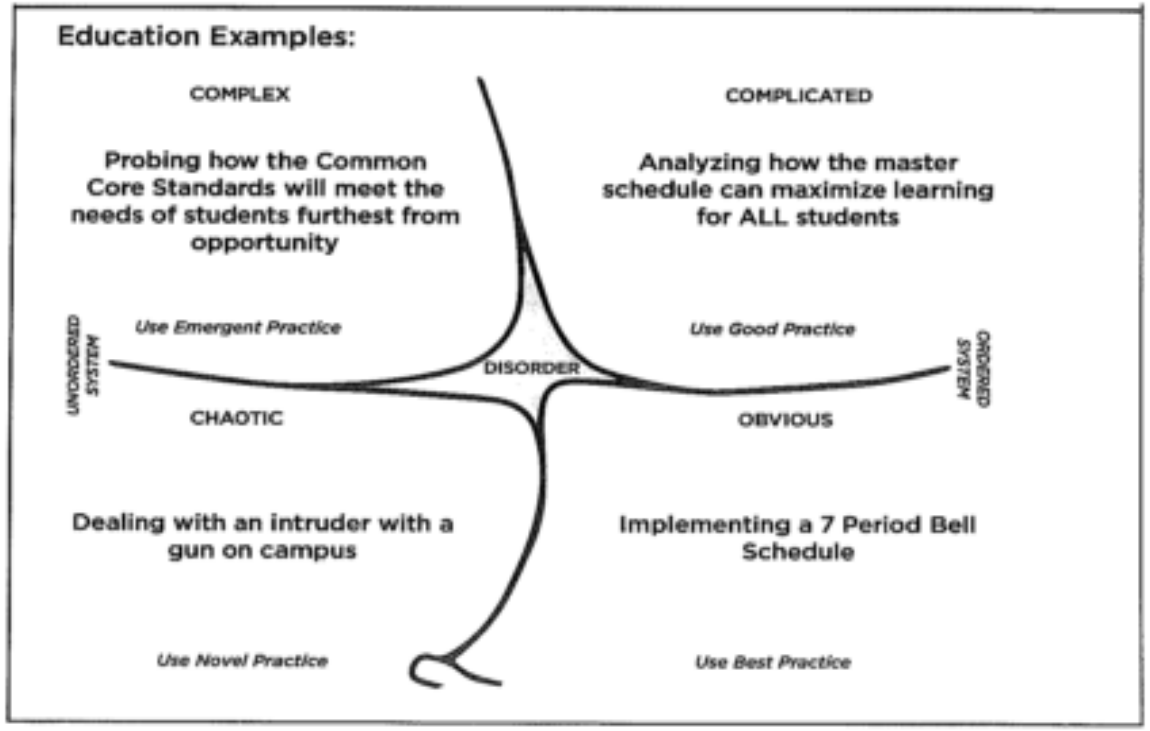
Create Your Own Policies: A Cross-Sectoral, Collaborative, and Community-Based Approach



Collective Identification of Barriers and Root Causes

Figuring out what type of issue you are facing

Leader's framework for problem solving and decision making (NEP)



IEL Institute for Educational Leadership
Leading Across Boundaries

Everyone is a leader!

IEL believes everyone can play a leadership role.

In our work, we focus specifically on youth and adult educational leadership, workforce sector leadership, youth development leadership, parent and family leadership, and community leadership through a range of initiatives and partnerships …

Everyone is a leader. Leadership resides inside all of us. Leadership development, then, is the process of nurturing and bringing out this ability to take responsibility and action steps to pursue changes that benefit individuals and the communities in which they live.

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Everyone makes choices!

We often underestimate how much discretion positional leaders have.

We often underestimate the power of our individual and collective choices and actions.

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