

UPSKILLING NEW ENGLAND

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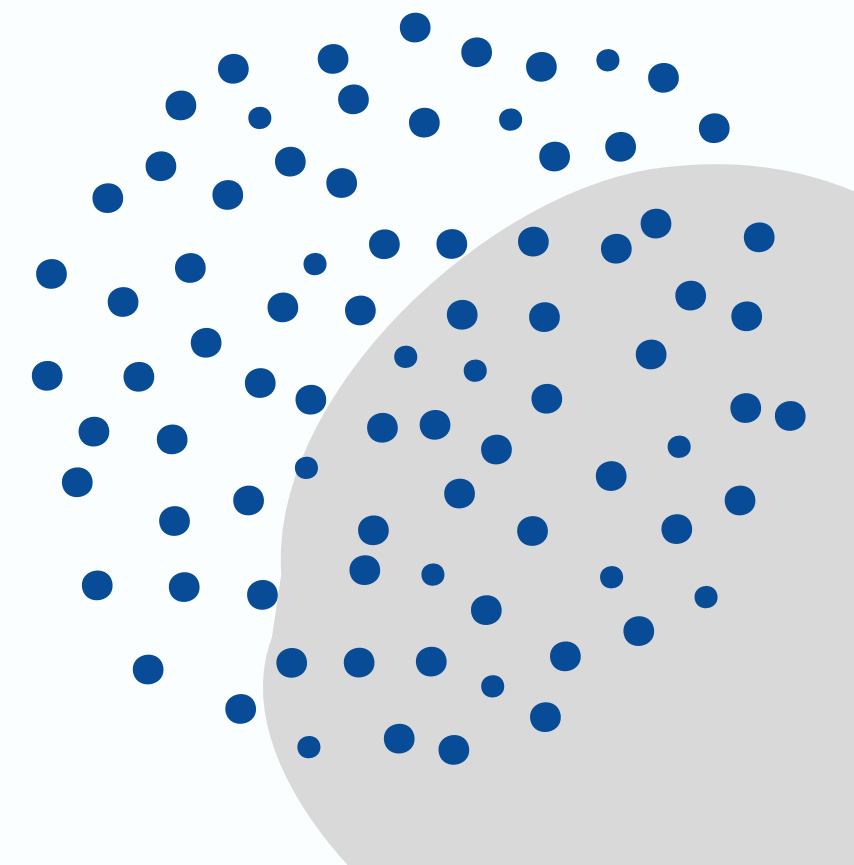
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NEBHE

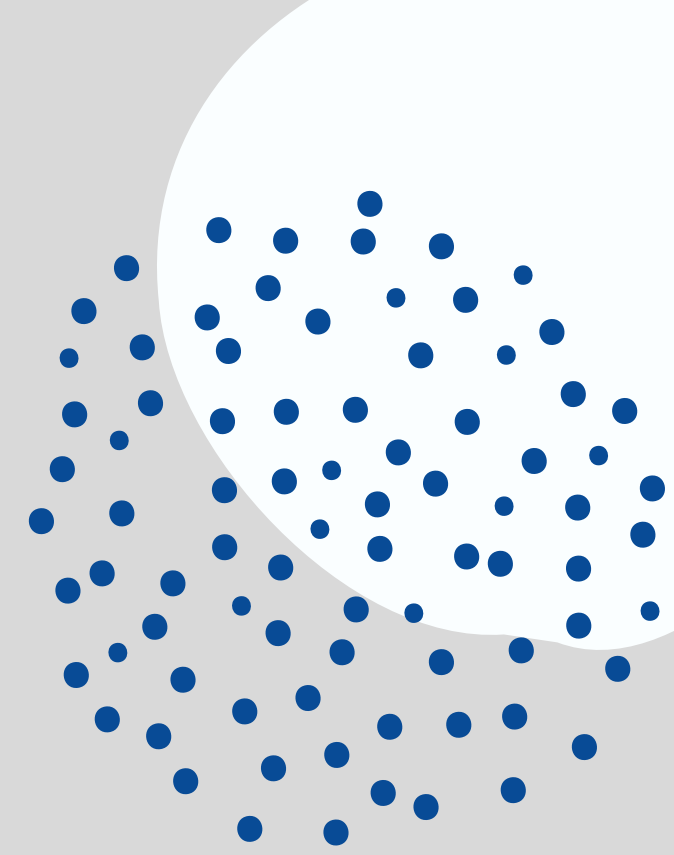
**CONNECTICUT STATE
COLLEGES AND
UNIVERSITIES SYSTEM**

GOODWIN UNIVERSITY

TRINITY COLLEGE



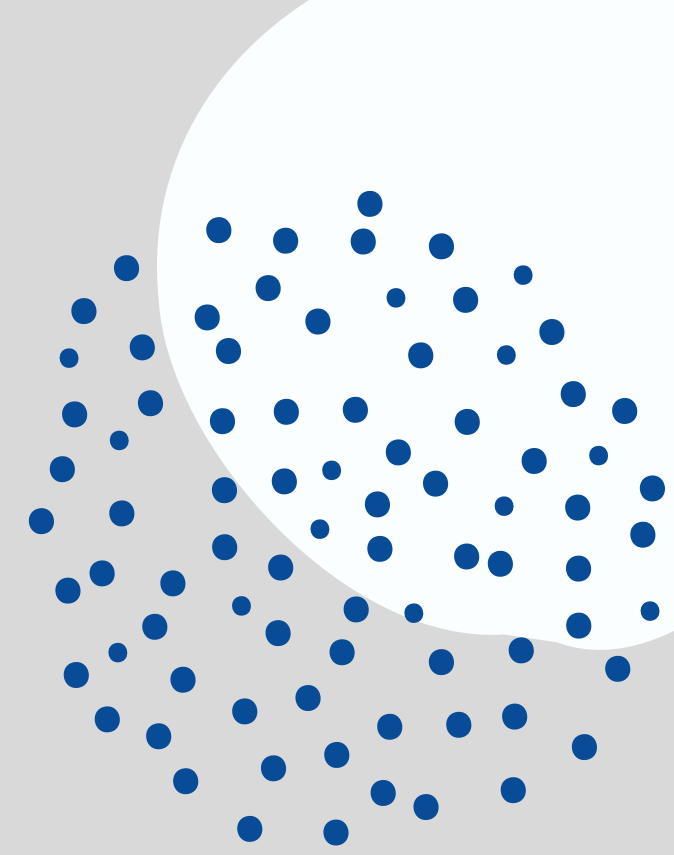
About NEBHE



NEBHE promotes greater education opportunities and services for the residents of New England and its 250 colleges and universities. It works across the six New England states to:

- Help leaders assess, develop and implement sound education practices and policies of regional significance;
- Promote regional cooperation and programs that encourage the efficient use and sharing of educational resources;
- Strengthen the relationship between higher education and the economic well-being and quality of life in New England.

Effects of COVID-19



25% of adults plan to enroll in an education or training program within the next six months

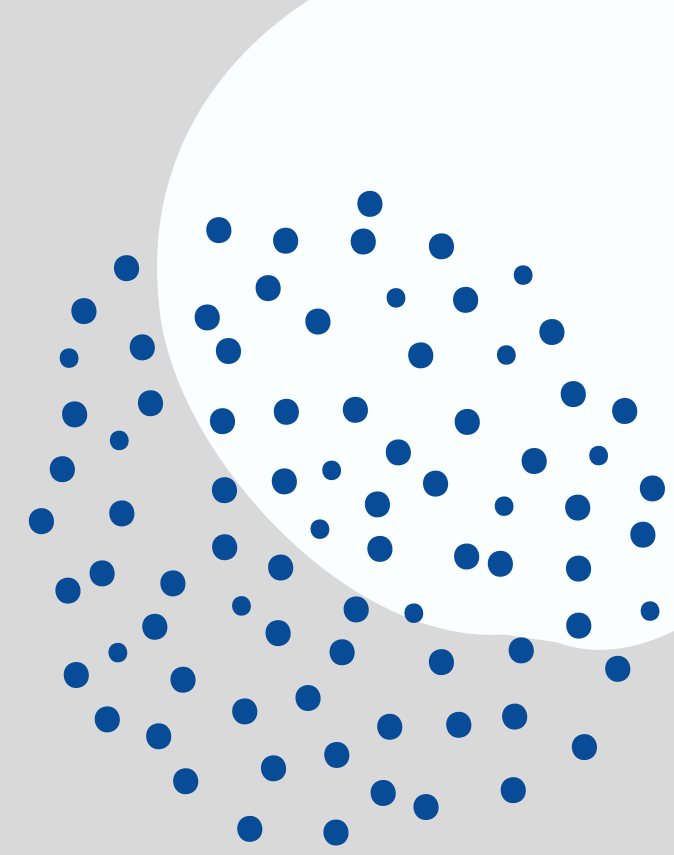



Less than half of Americans have access to the education and training they want




62% of Americans prefer non-degree programs and skills training to degree programs

Effects of COVID-19



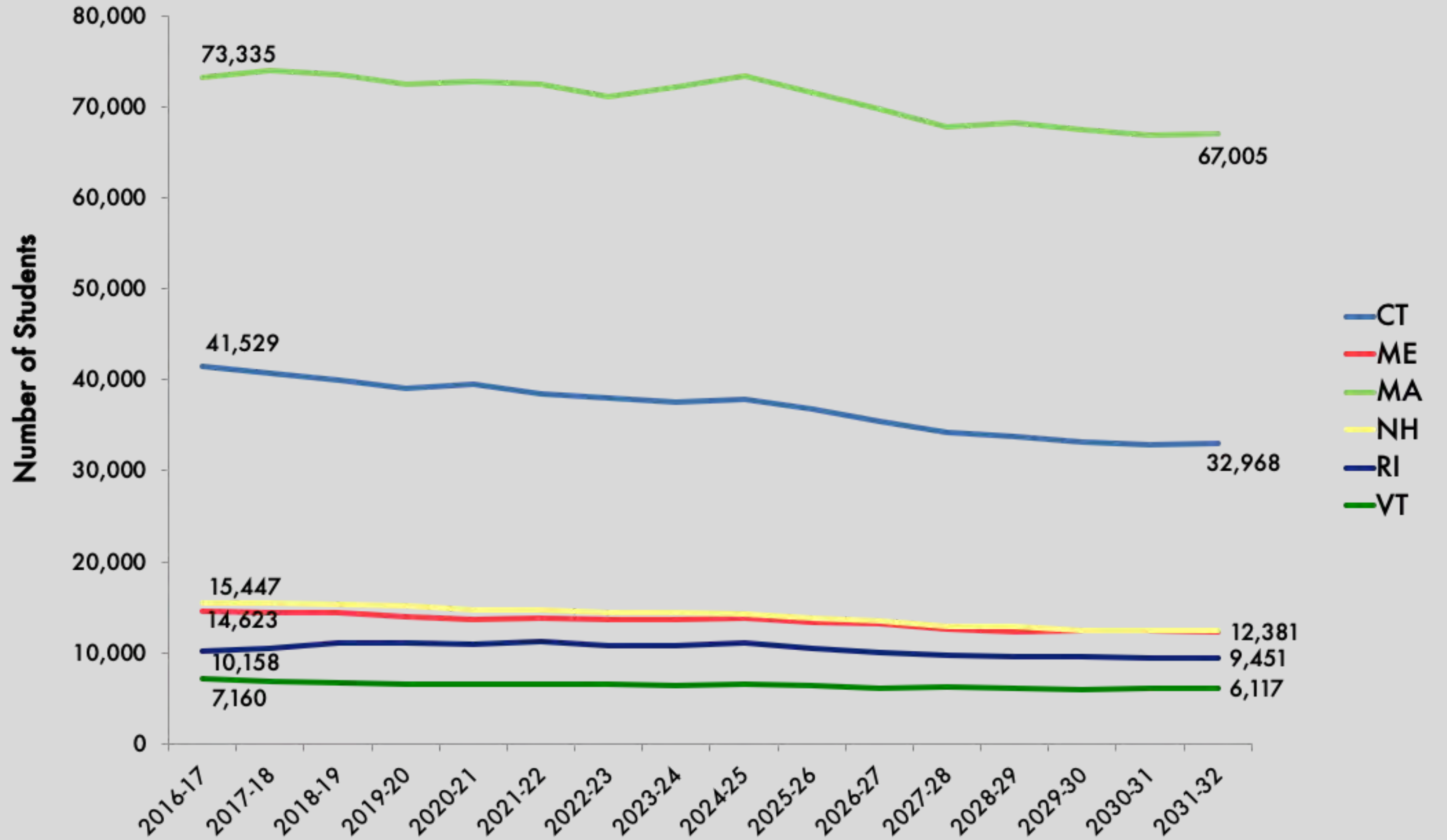
 56% of New Englanders believe that COVID-19 has impacted their perception of the need for additional education and training

 A lower proportion of Vermonters (compared to other New England states) agreed that short-term training has become more of a necessity in light of the coronavirus pandemic.

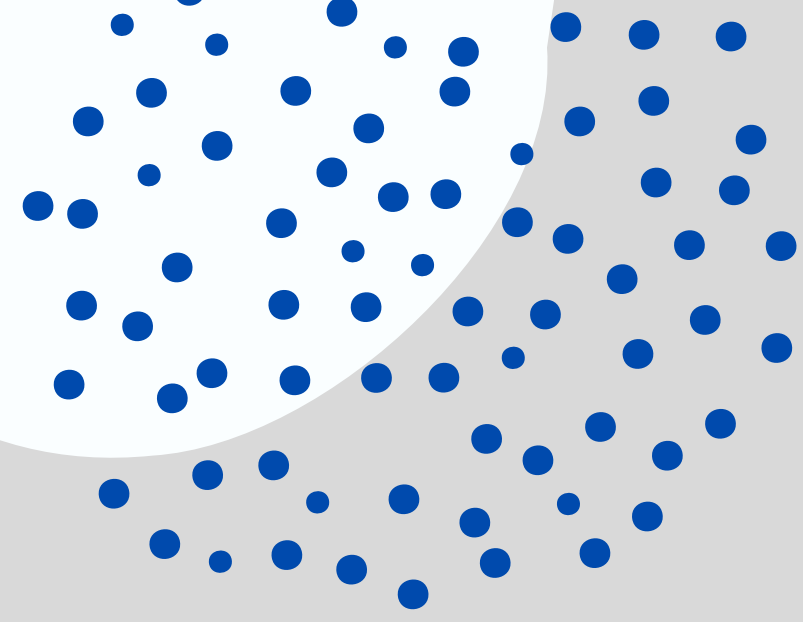
 Half of New Englanders are in need of additional financial assistance to pursue further education

 Half of New Englanders are concerned about the stability of their employment

PROJECTED NUMBER OF HIGH SCHOOL GRADUATES



Source: NEBHE analysis of the *Knocking at the College Door*

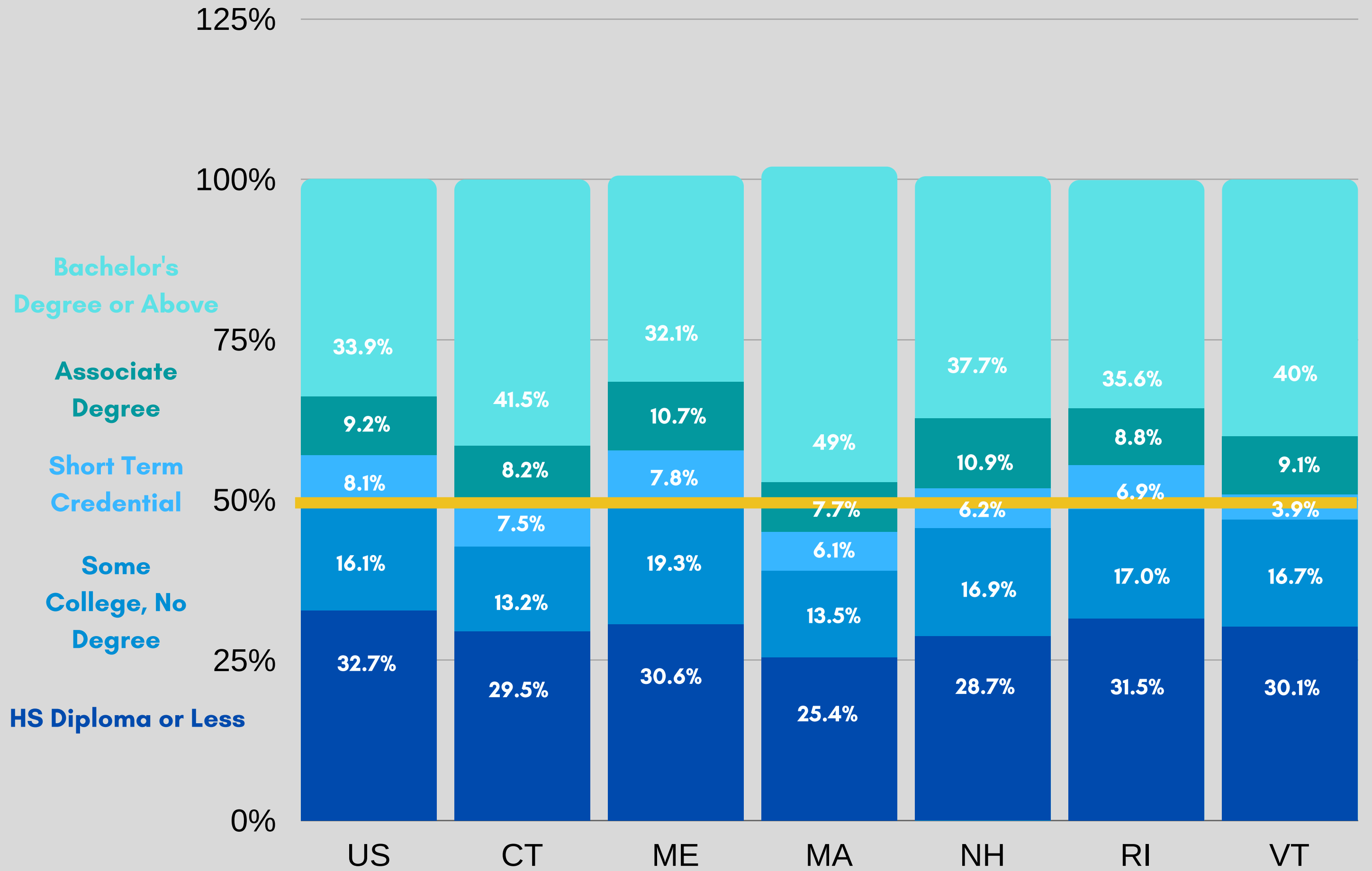


WHAT THE DATA TELLS US...

70% OF JOBS IN CONNECTICUT
REQUIRE A POSTSECONDARY
CREDENTIAL

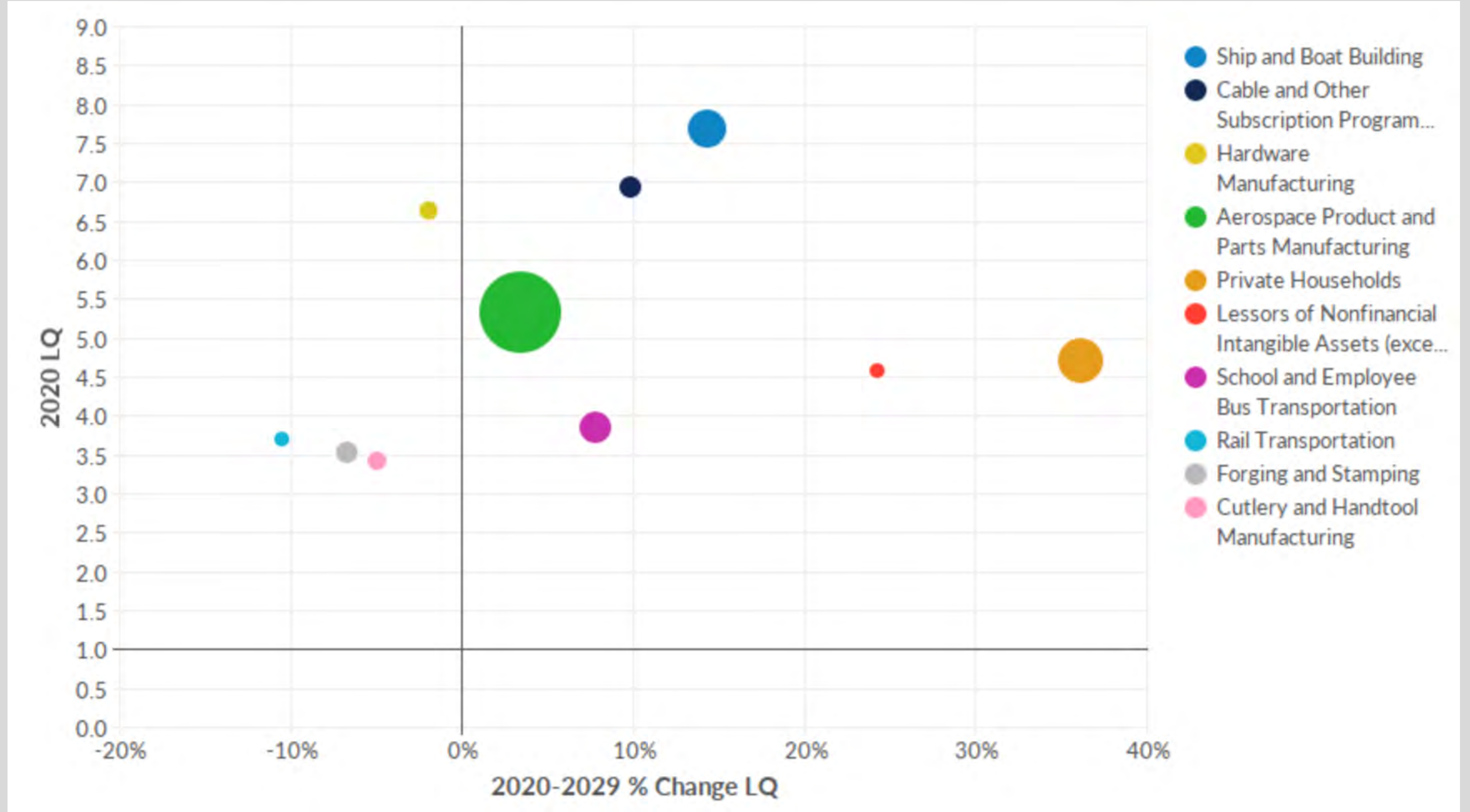
CONNECTICUT'S CURRENT
ATTAINMENT RATE OF
POSTSECONDARY CREDENTIALS IS
57.3%

ATTAINMENT OF ADULTS IN NEW ENGLAND



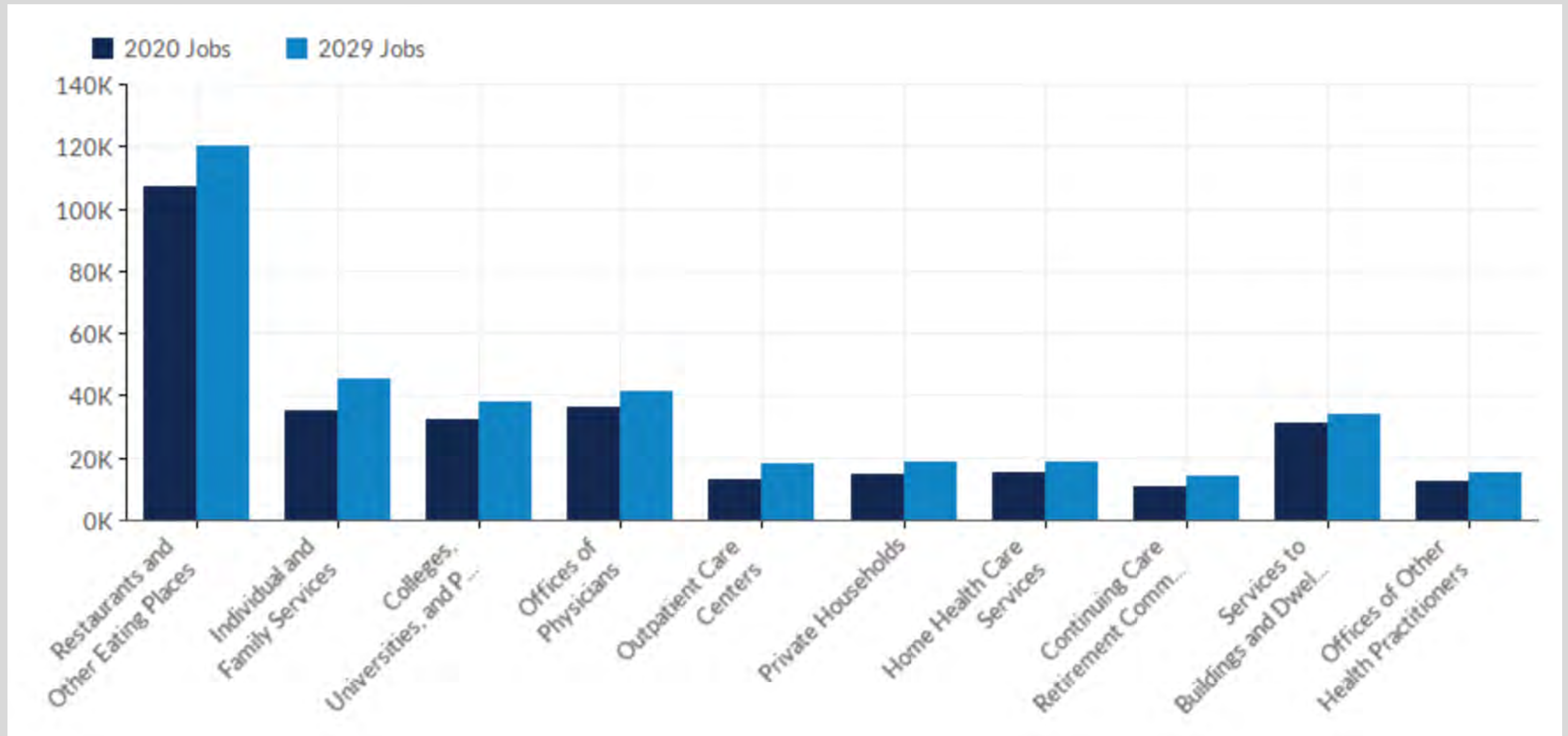
Source: Lumina Foundation Stronger Nation 2020

INDUSTRIES UNIQUE TO CONNECTICUT



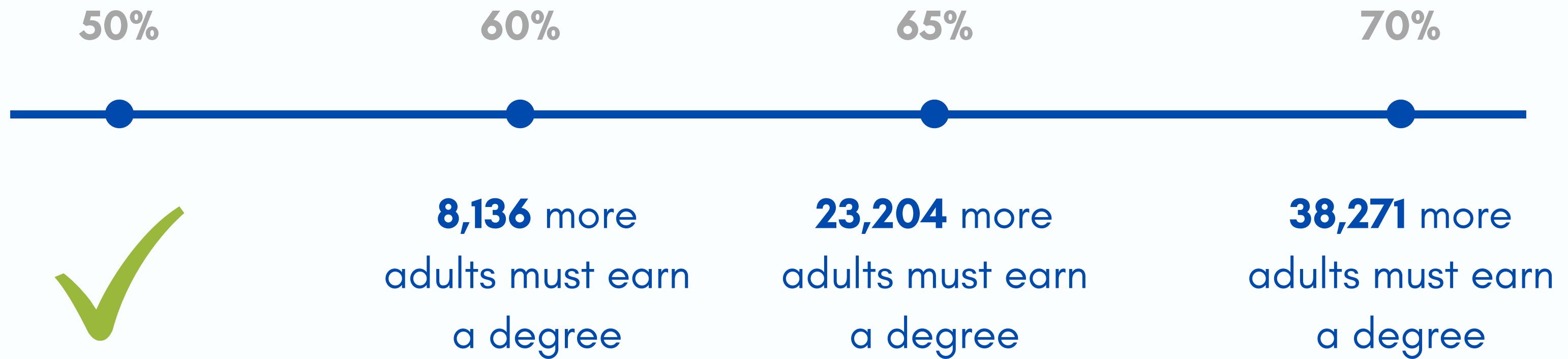
Source: NEBHE analysis of Emsi LMI, retrieved July 2020

FASTEST GROWING INDUSTRIES IN CONNECTICUT

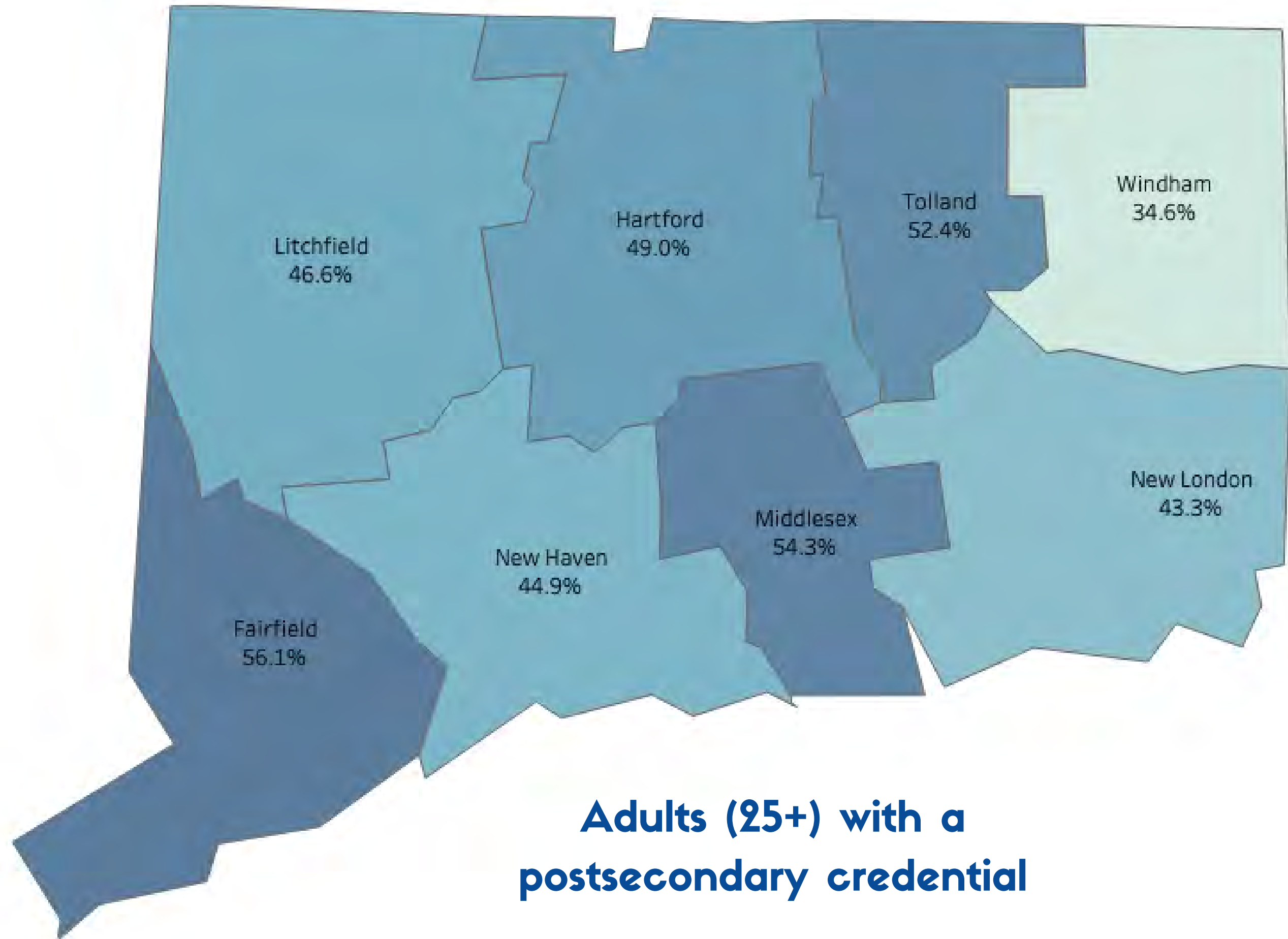


Source: NEBHE analysis of Emsi LMI, retrieved July 2020

Requirements to raise Connecticut's attainment of postsecondary credentials from 57.3% to...



ATTAINMENT IN CONNECTICUT



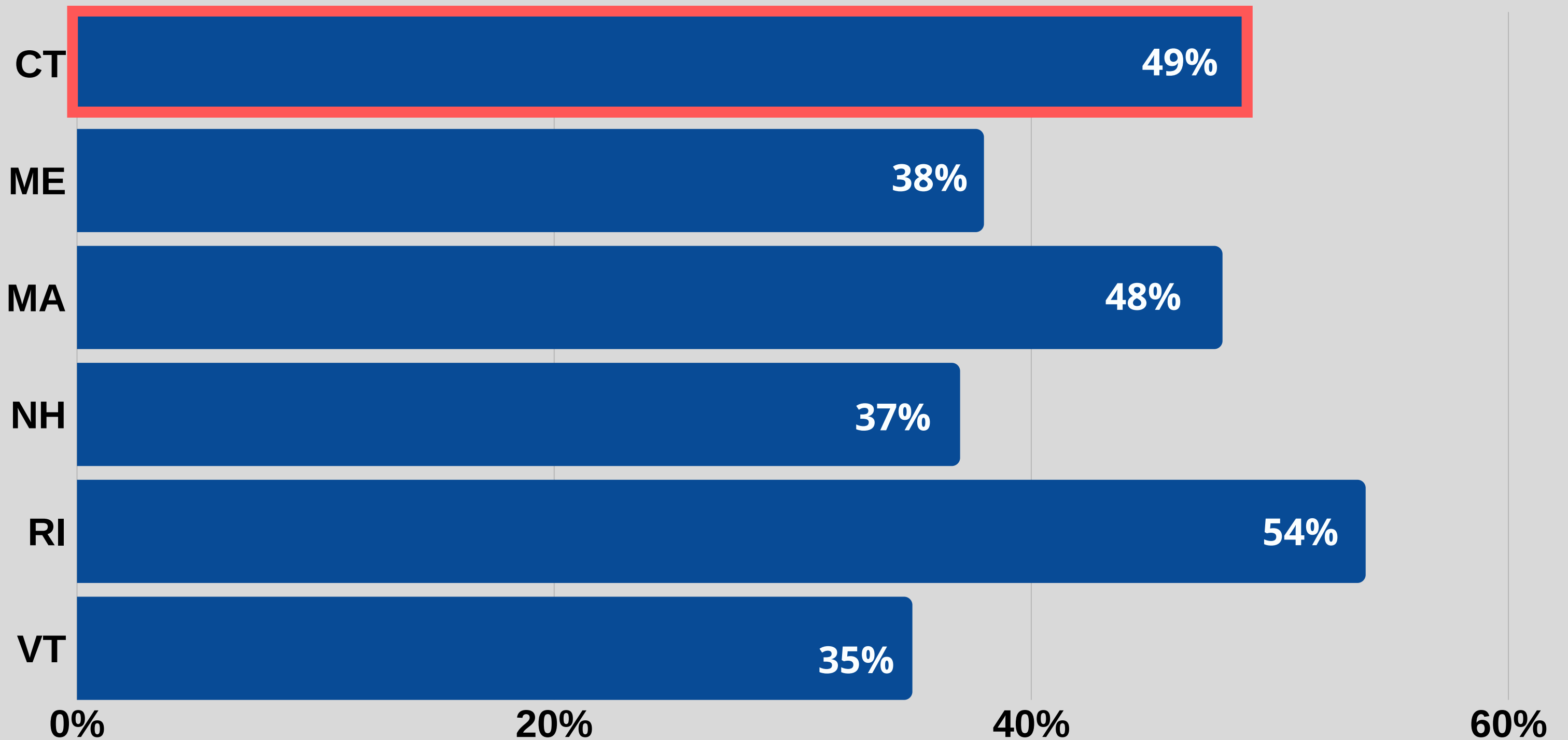
Adults (25+) with a postsecondary credential

Source: Lumina Foundation Stronger Nation 2020

CONSUMER INSIGHTS:

Perceived need for additional education in New England

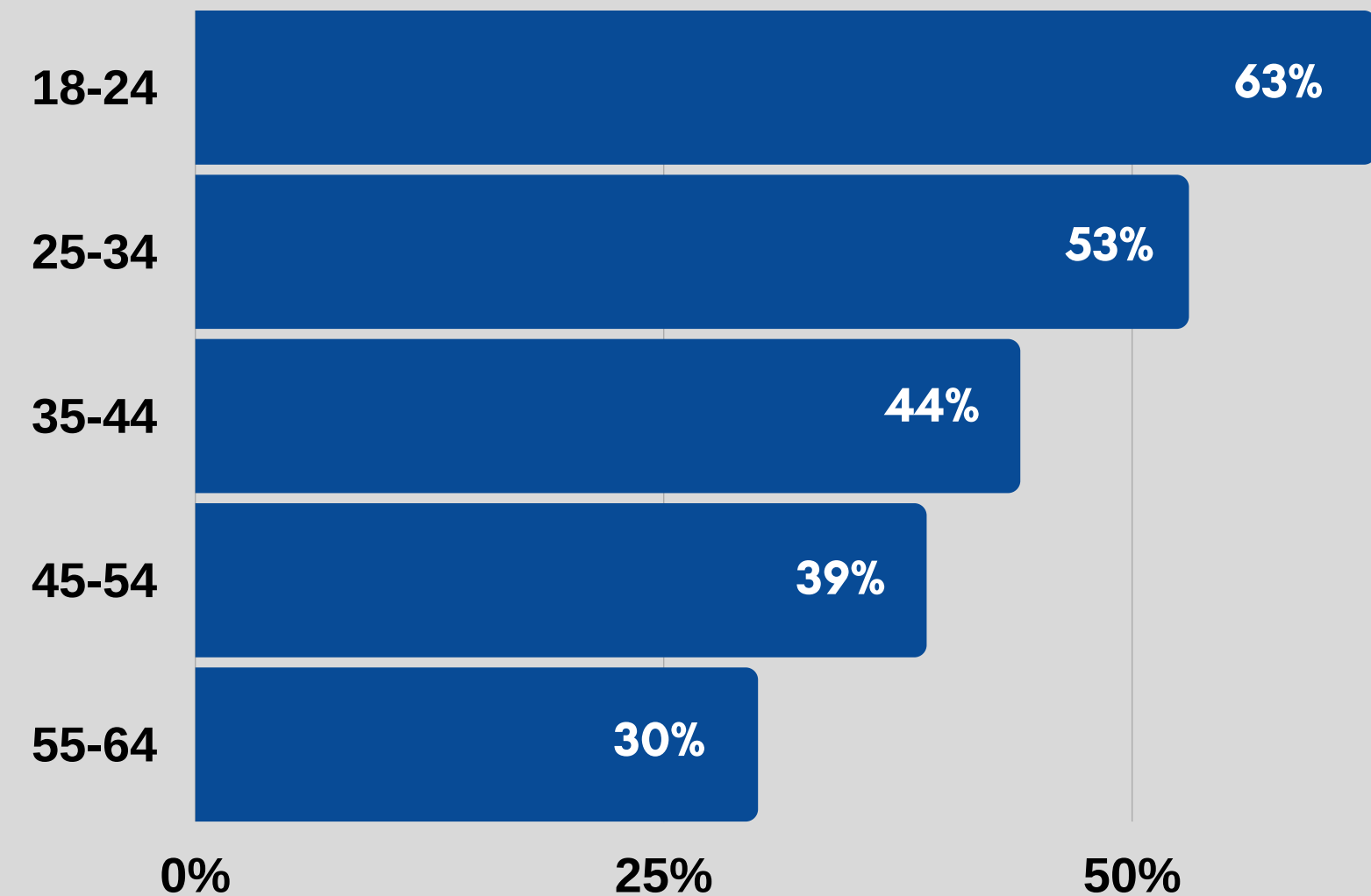
Source: Strada-Gallup Education Consumer Survey



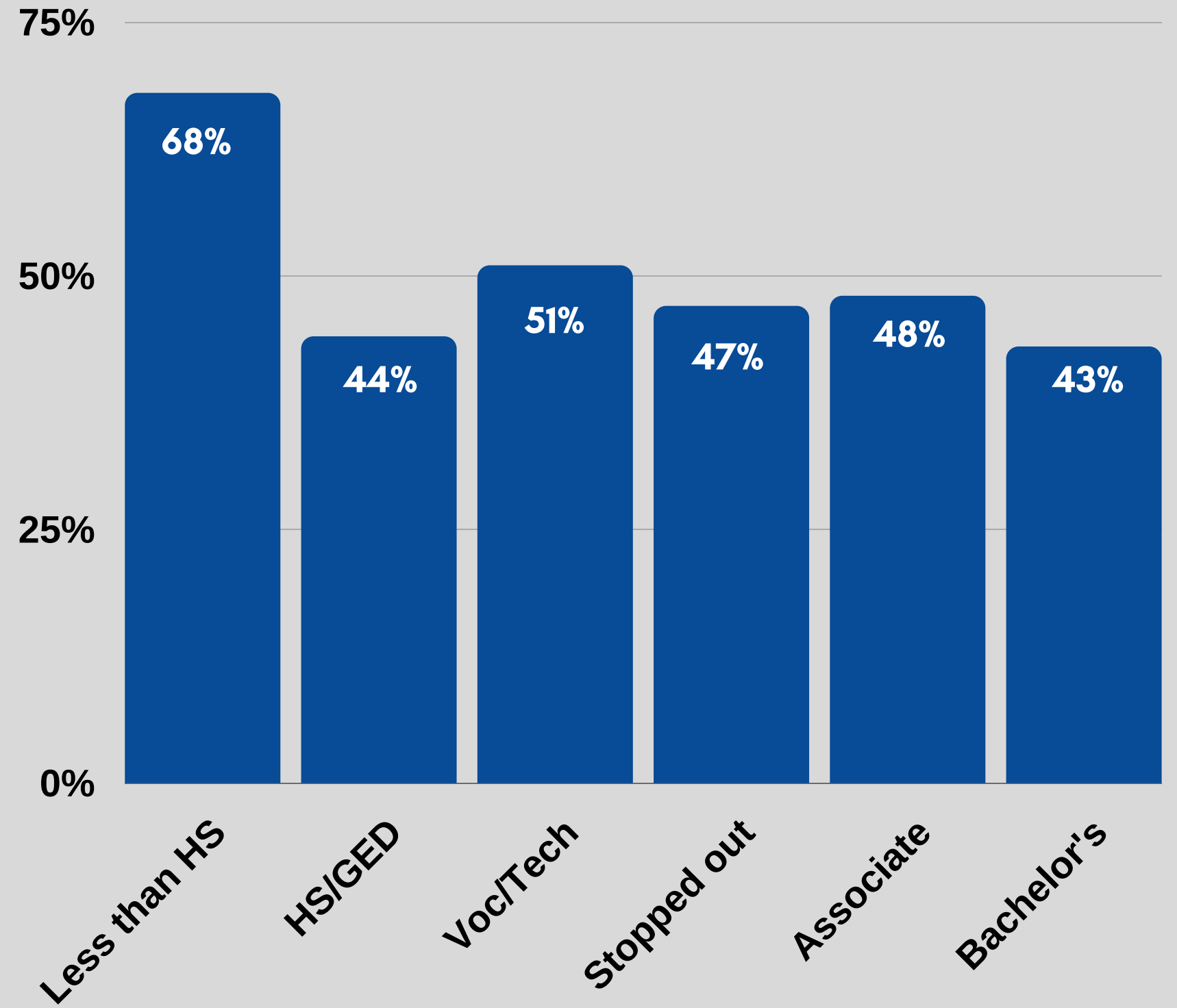
Consumer Insights:

Perceived need for additional education in Connecticut

Source: Strada-Gallup Education Consumer Survey



BY ATTAINMENT LEVEL

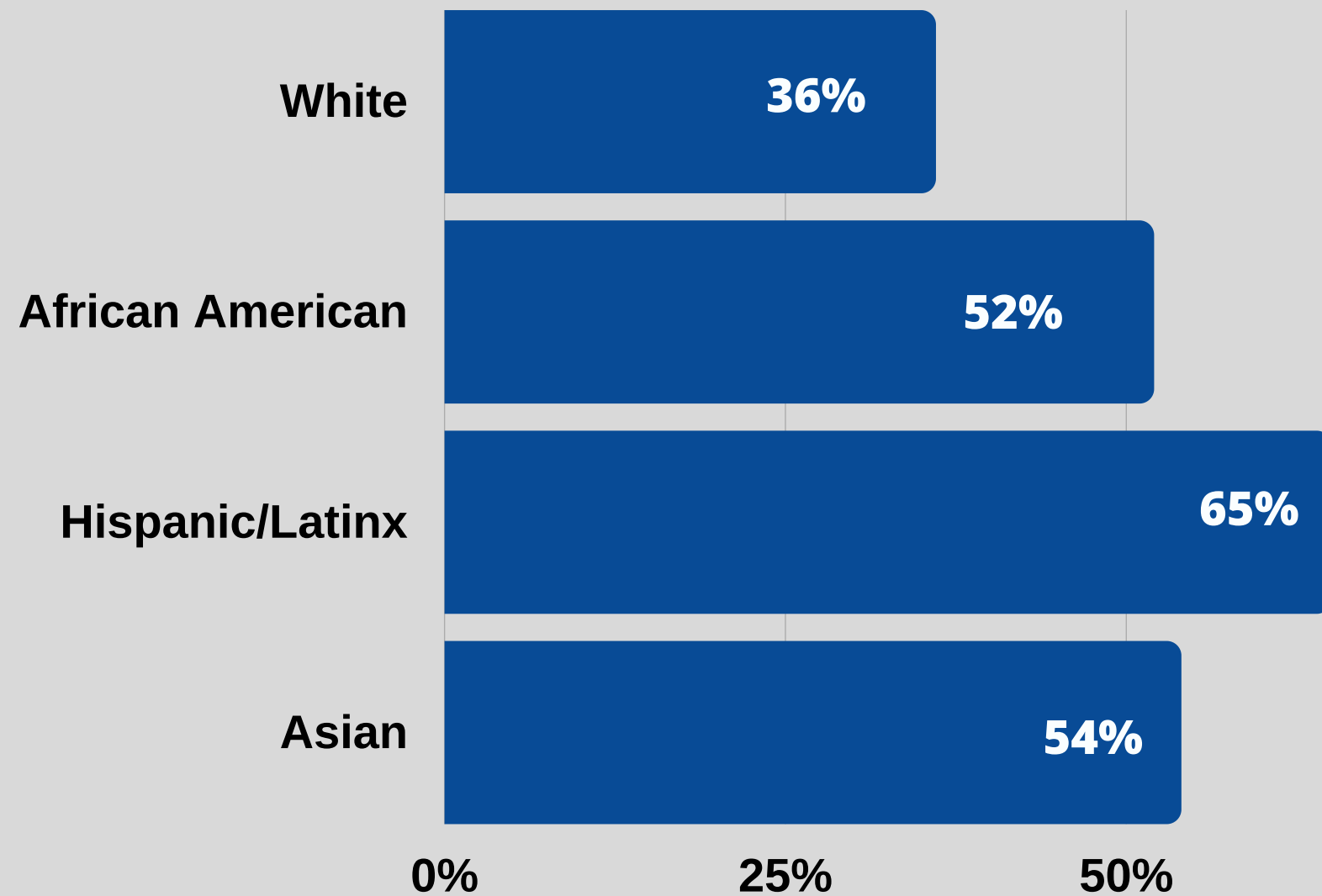


BY AGE

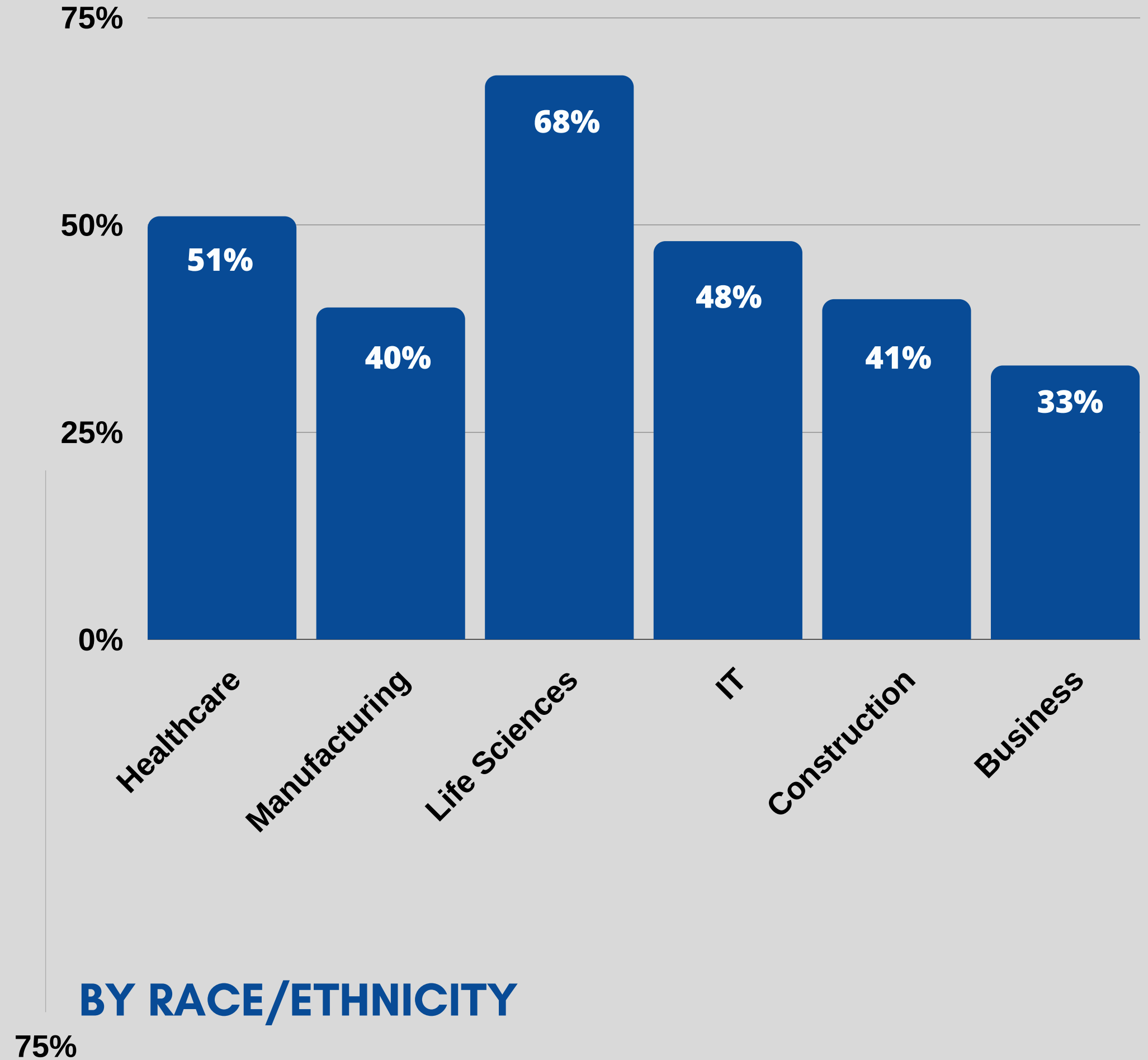
Consumer Insights:

Perceived need for additional education in Connecticut

Source: Strada-Gallup Education Consumer Survey



BY OCCUPATION



BY RACE/ETHNICITY

WHAT IS UPSKILLING?

Types according to Aspen Institute's Upskill America Initiative

Employer Training:

In-house and out-of-house retraining and upskilling opportunities for incumbent workers

Credentials:

Verification of an individual's qualification or competence issued by a third party, such as a trade association, and can include educational certificates, digital badges, degrees, certifications, and government-issued licenses

College Degrees:

Employer pays for some or all of the cost of upskilling workers through a degree granting institution

WHY IS UPSKILLING IMPORTANT?



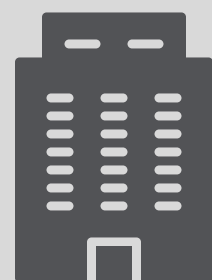
FOR WORKERS

Access to educational opportunities that lead to increased wages, job promotions and lifelong learning



FOR EDUCATORS

Partnerships between education providers and employers yield to innovative delivery models that may widen application pool



FOR EMPLOYERS

Upskilling leads to increased work product and enhanced worker retention--more affordable than new hires



FOR POLICYMAKERS

Forward-thinking financial aid policies and incentives for employers/educators that engage in upskilling initiatives opens opportunities to more citizens and fosters economic success

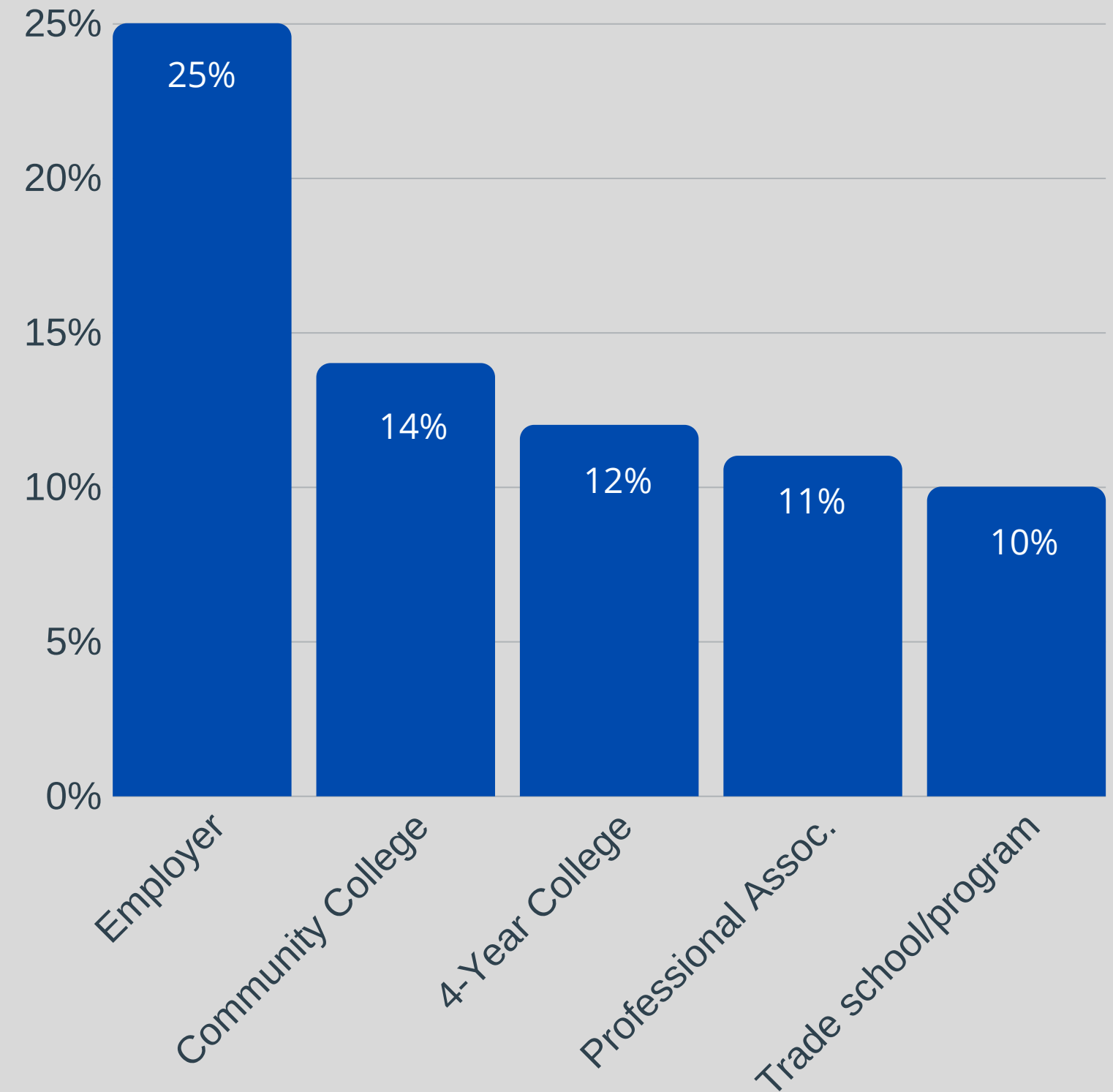
Consumer Insights:

Most likely sources for education and training

Source: Strada-Gallup Education Consumer Survey

New England adults are "extremely likely" to enroll in education/training through their employer

Within the next five years, how likely are you to enroll in courses or training from the following providers?
(data represents those that answered "extremely likely")



WHAT IS UPSKILLING?

Models and Exemplars

In-House Upskilling

Employer-developed training on-site

Cianbro Institute (ME)



Direct Employer-Institution Partnership

Partnership between employer and institution with customized programming when necessary

Beth Israel Deaconess Medical Center (MA)



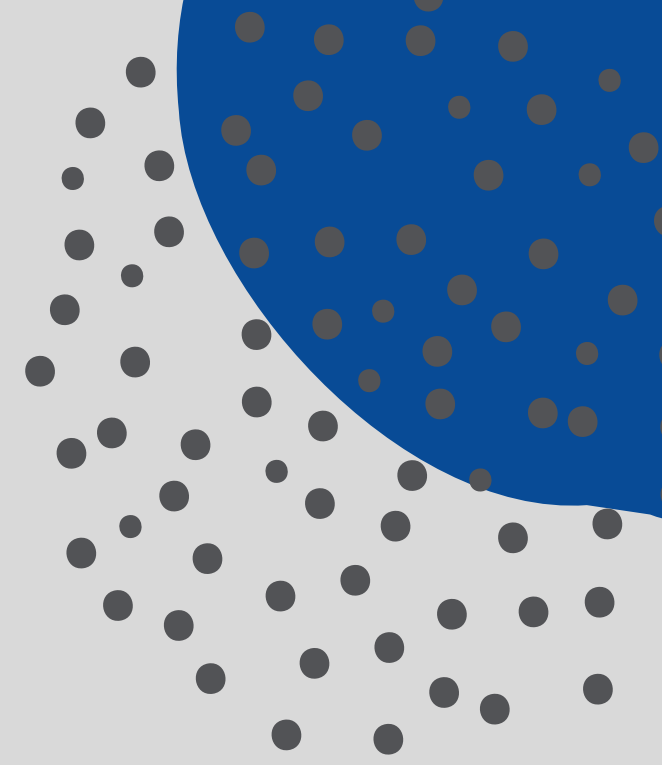
Industry-Led Partnership

Intermediary communicates skills needs, connects employers to education providers, and ensures sustainability/viability of partnerships

Eastern Advanced Manufacturing Alliance (CT/MA/RI)



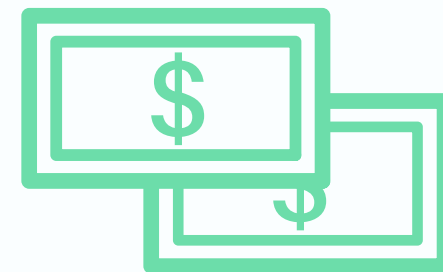
Role of Employers



Assess workforce
needs/skills gaps



Form partnerships
with education
providers

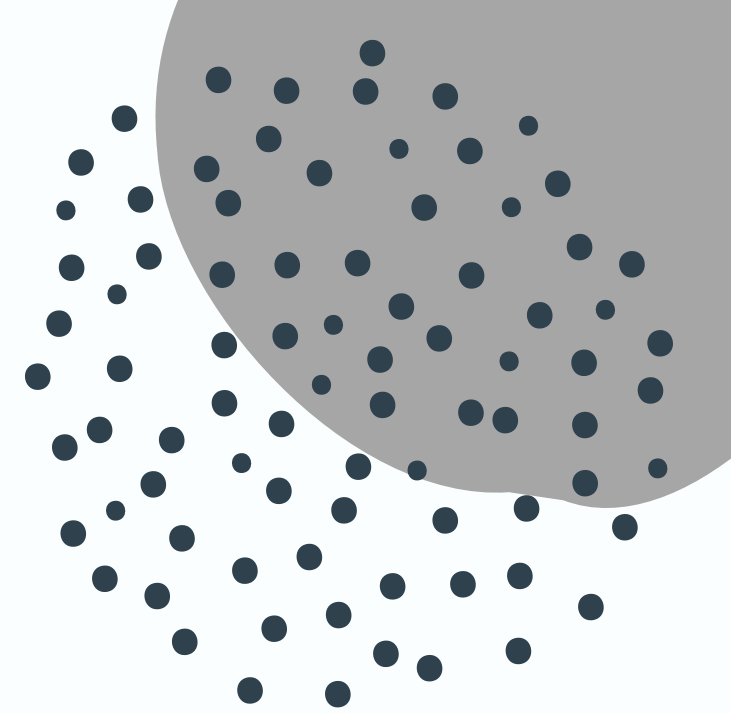


Invest in and
promote upskilling
programs



Standardize skills
language

Validate recognized learning and work experiences to shorten the time to in-demand credentials, and promote participation in upskilling programs

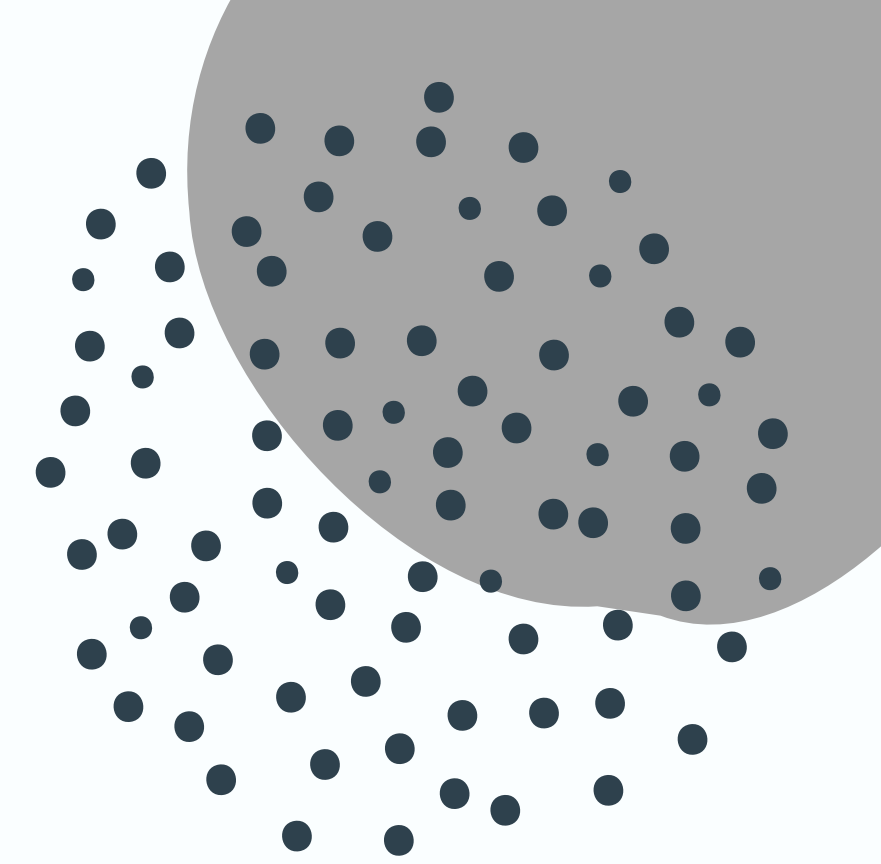


- **7,300 requested transcripts**
- **76 individual accelerated curricula**
- **25 credits awarded per veteran**

Recommendation #1:

VALIDATE PRIOR LEARNING

Incentivize employers to prioritize upskilling as a key business strategy through state-issued grants or tax breaks

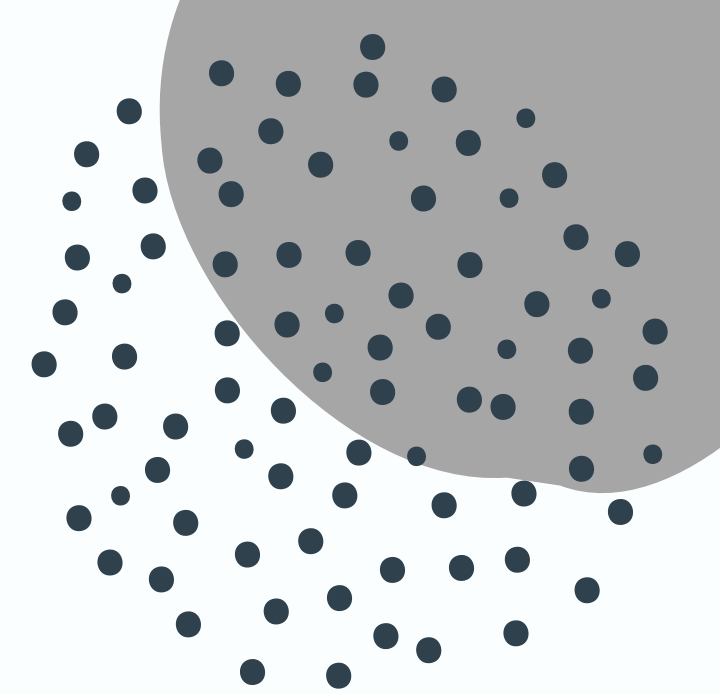


- **Businesses can apply for grants up to \$250,000**
- **Employers, employer organizations, labor organizations, training providers, and a consortia of such entities have access to funding**
- **Funds to be used to train current and newly hired workers**

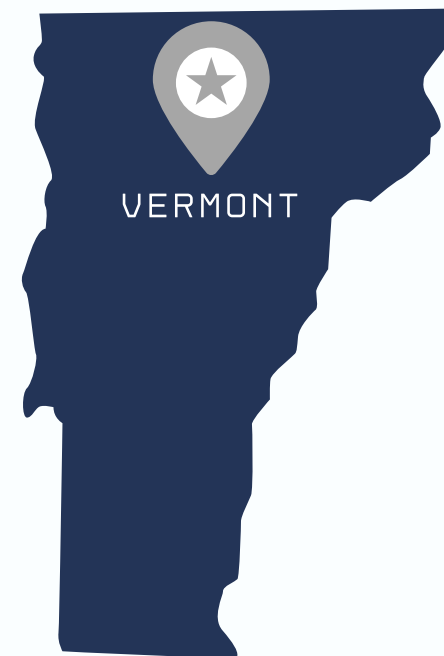
Recommendation #2:

INCENTIVIZE UPSKILLING

Develop accessible, transparent pathway models so that all stakeholders understand how upskilling programs translate to promotional structures or postsecondary credentials



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DEPARTMENT OF LABOR MUST

Collaborate with postsecondary education and training providers, government agencies and employers TO:

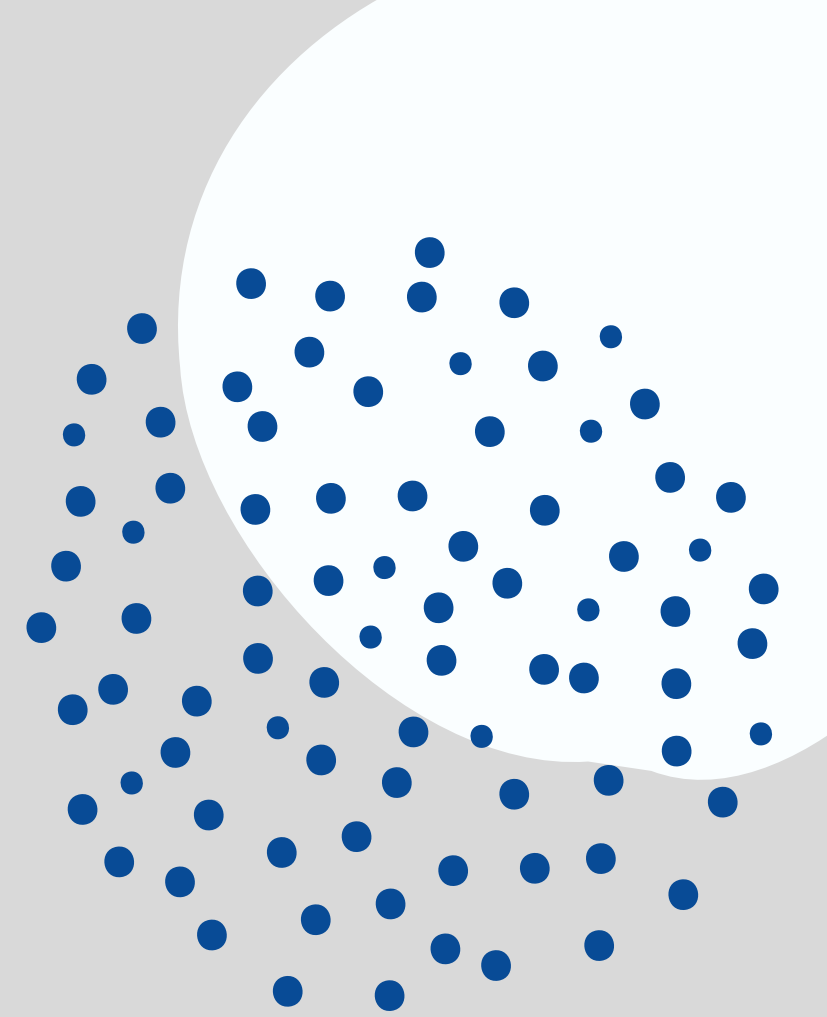
- **Recruit adults into education/training programs**
- **Locate funding for participants**
- **Map pathways from high value credential programs to high quality job outcomes**

Recommendation #3:

**DEVELOP TRANSPARENT
CREDENTIAL PATHWAYS**

Questions to consider...

- What barriers exist at the state level that hinder the development of upskilling programs?
- Who are the champions in Connecticut (employers, policymakers, institutions) that can help scale this initiative?
- How can Connecticut policymakers, especially in the wake of coronavirus, create the conditions to enhance transparency of pathways from credentials to career?
- What incentives can Connecticut offer to employers/education providers to develop and implement upskilling programs?



Opportunities & Best Practices: CSU

The goals of the proposed Connecticut State Community College align to the recommendations of the report

- **Address changing expectations of higher education**
- **Address equity gap**
- **Promote fiscal sustainability**
- **Promote and address barriers to career pathways and seamless transfer**
- **Emphasis on workforce development and regional sector partnerships**

COVID 19 has also changed some of the ways we do business:

- **More online education**
- **More remote student support services**

Opportunities & Best Practices: CSU

Continued Efforts for Upskilling in Key Industries

- **Advanced Manufacturing**
 - **Public and private partnership to train skilled workers**
 - **Focus on industry recognized credentials**
 - **Flexible programming to meet industry needs**
 - **2nd chance Pell grant programming**
- **Nursing**
 - **Strong statewide program**
 - **Significant employer partnerships for clinical training**
 - **Seamless educational advancement**

Opportunities & Best Practices: Goodwin University



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