2018–19 OCTAE Customized Technical Assistance to States
Final Documentation for the Talent Investment Agency of Michigan

Prepared under contract to
U.S. Department of Education

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Overview of 2018–19 Technical Assistance to Michigan

State agencies and other entities that receive funding through the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* may apply to the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) for customized technical assistance (TA). RTI International is the contractor for the initiative to provide TA with a focus on improving state capacity to report and collect career and technical education (CTE) data.

Staff from the Talent Investment Agency (TIA) in the Talent and Economic Development Department of Michigan sought TA on *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* accountability at the postsecondary level, including the changes introduced through the new legislation. In addition, many staff members were relatively new to Perkins reporting and asked for a summary of the changes to the legislation’s accountability requirements. They were also interested in developing strategies for collecting the following information:

- CTE concentrators
- Students in programs nontraditional for their gender
- Student placement in continuing education or jobs after program completion
- New program quality indicators and special populations

Because postsecondary institutions in Michigan use different processes for collecting and reporting Perkins data to the state, TIA staff also asked RTI to interview data specialists at selected institutions on their strategies for Perkins data collection and reporting. The staff believed that this information would assist TIA in developing *Perkins V* reporting guidance relevant to institutions’ needs. Later in the TA period, TIA staff expressed an interest in learning about how other states created systems to grant credit for prior learning (CPL) and ways in which states integrated employers into their industry-recognized credential (IRC) selection process.

To address this request, RTI collected information through document reviews and interviews to answer the following questions:
• What are the key changes in accountability requirements between Perkins IV and Perkins V?

• How can states and institutions collect data on the new Perkins V special population groups?

• What does Perkins data collection and reporting look like at an institutional and state level in Michigan?

• How are other states granting CPL?

• How do other states engage employers in selecting and emphasizing IRCs?

Technical Assistance

RTI began by developing a summary of the changes to accountability reporting in Perkins V and a list of resources relevant to TIA’s needs, supplemented by information drawn from the 2019 Data Quality Institute. In addition to reviewing national- and state-level documentation, RTI conducted interviews with representatives from state agencies, postsecondary institutions, and statewide data steering committees to gather information on postsecondary capacity to collect and report data.¹ To address TIA’s requests about CPL and IRCs, RTI interviewed state CTE administrators from Louisiana and Ohio.

Key Takeaways and Final Deliverables

RTI’s research and data collection yielded the following key findings:

• Key changes between Perkins IV and Perkins V that the Michigan team will need to consider include target setting for state-determined performance levels, state leadership funding levels, new special populations, refined postsecondary indicators, and a legislated definition of a postsecondary concentrator.

• Each postsecondary institution in Michigan handles Perkins data collection differently. Since all postsecondary institutions operate as separate entities, there are no standardized, cross-institutional practices for Perkins data collection. At an institutional level, Perkins data is collected across multiple departments then compiled and reported to the state. Institutional data come from data collected at the time of student

¹ Please see Slide 34 in the PowerPoint presentation for a full list of interviewees.
enrollment, self-reported student data from school service centers, and data calculated by institutional research offices.

- To date, there is limited federal guidance around data collection for new Perkins V special populations; decisions around sources for special population data will be left to the states. TIA staff will need to identify possible sources for this data (e.g., national or state databases, institutional enrollment data, self-reported student data), methods for validating this data if they are self-reported (if possible), and systems through which this data should be reported to the state.

- One option for developing a model for awarding CPL that is used by many states and institutions is the Council for Adult and Experiential Learning’s 10 Standards for Credit for Prior Learning. State-level postsecondary staff in Michigan might use this resource for developing guidance on awarding CPL to CTE students.

- Some states use have created systems in which employers can rank or rate IRCs at the state level. States like Louisiana and Ohio have formal systems in place to solicit and apply employer feedback on credits gained and graduation requirements met through IRCs. Using this feedback, states can create a list of state-endorsed IRCs with the knowledge that students will have the skills and credentials needed to enter the workforce after graduation.

Additional information to support these key findings is located in the attached PowerPoint presentation. This presentation can be used to share the TA results with key stakeholders across Michigan.
1. The Office of Career, Technical, and Adult Education’s February 2019 Data Quality Institute

2. Reviews of documentation and resources from national organizations and states

3. Interviews with CTE staff from other states
   a) Patricia Felder, State Director, Career, Technical, and Adult Education, Louisiana Community and Technical College System
   b) Emily Passias, Director, Office of Career and Technical Education, Ohio Department of Education
1. Overview of *Perkins V* – Timelines and Key Changes
   1. Workforce Data (1P1)
   2. Postsecondary Concentrator (2P1)
   3. Nontraditional Programs (3P1)
2. Data collection for new *Perkins V* special populations
3. Case study: *Perkins* data collection and reporting in Michigan
4. Credit for prior learning (CPL)
5. Employer-driven ratings of industry recognized credentials
Key Project Takeaways

➢ Key changes between Perkins IV and Perkins V include target setting for state determined performance levels, state leadership funding levels, new special populations, refined postsecondary indicators, and a legislated definition of a postsecondary concentrator.

➢ To date, there is limited federal guidance around data collection for new Perkins V special populations; decisions around sources for special population data will be left to the states.

➢ Postsecondary institutions in Michigan have the freedom to handle Perkins data collection differently. There are few standardized, cross-institutional practices for Perkins data collection.
One option for developing a model for awarding credit for prior learning that is used by a number of the states and institutions for this project is the Council for Adult and Experiential Learning’s [10 Standards for Credit for Prior Learning](#).

Some states use formal processes for creating a system where employers can rank or rate IRCs at the state level. These systems help solicit and apply employer feedback on credits gained and graduation requirements met through IRCs.
Perkins V – Timeline and Key Changes
Perkins V Timeline: Key Dates

PERKINS V TIMELINE

TRANSITION
Plan
(Optional)

JULY 2019–
JUNE
2020

PY 1

JULY 2020–
JUNE
2021

PY 2

JULY 2021–
JUNE
2022

PY 3

JULY 2022–
JUNE
2023

PY 4

JULY 2023–
AFTER JUNE 2024

1st
4 YEAR
STATE Plan

2nd
4 YEAR
STATE Plan
or annual revisions
Perkins V Timeline: Key Dates for States

➢ Transition plans were due May 24, 2019 on PCRN
  • Revised state plan guidance was released January 2019
  • Consolidated annual report (CAR) final guidance was released in June 2019

➢ Four-year state plans are due April 2020
# Perkins V: Timeline for Reporting

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Transition Year</strong></td>
<td></td>
<td><em>Annually thru 2025</em></td>
<td></td>
</tr>
<tr>
<td><em><em>CAR</em> Submission Date</em>*</td>
<td><strong>12/31/19</strong></td>
<td><strong>12/31/20</strong></td>
<td><strong>12/31/21</strong></td>
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<tr>
<td><strong>Cover Page</strong></td>
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<tr>
<td><strong>Narrative</strong></td>
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<tr>
<td><strong>Financial Status Report</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Enrollment Data</strong></td>
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<td></td>
<td></td>
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<tr>
<td>(last year of Perkins IV)</td>
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<tr>
<td><strong>Cover Page</strong></td>
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<tr>
<td><strong>Narrative</strong></td>
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<tr>
<td><strong>Financial Status Report</strong></td>
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</tr>
<tr>
<td><strong>Enrollment Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(first year for Perkins V)</td>
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<tr>
<td><strong>Cover Page</strong></td>
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<tr>
<td><strong>Narrative</strong></td>
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<tr>
<td><strong>Financial Status Report</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Enrollment and Performance Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Perkins V</td>
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*Consolidated Annual Report (CAR)*
Tasks to Complete before Spring 2020

- Review data changes
- Identify measurement approaches
- Run baseline
  - Determine State-Determined Performance Levels (SDPL)
- Solicit public comment on SDPLs
- Complete state plan submission to U.S. Department of Education
State Plan Development: Key Dates

State Plan Development & Submission Process

1. **DEVELOP**
   - Develop a four-year state plan in consultation with stakeholders.
     - Meet with the Governor during state plan development.
     - Consult with other State agencies with CTE authority.

2. **SET TARGETS**
   - State determined performance targets out for up to a 60-day public comment.
     - Respond to public comments and incorporate into state plan.

3. **REVIEW**
   - State plan out for at least 30-day public comment.

4. **FINALIZE**
   - Finalize your state plan.
     - Meet with Governor prior to state plan submission.
     - Governor has 30 days to sign state plan.
     - Activate state processes for plan approval (state board, etc.).

5. **SUBMIT**
   - Submit plan to U.S. Department of Education.
     - Secretary approves or disapproves plan within 120 days of submission.
Key Changes: State Determined Performance Levels

- States set their own targets for core indicators of student performance

- Requirements:
  - Meaningful progress toward improving the performance of all CTE students (including subgroups)
  - Public review and comment on performance levels (60 days prior to plan submission)
  - Comparisons to other states when adjusting performance levels (required before third year)
  - Setting of targets that are higher than the actual average performance in the two most recent program years (except in unanticipated circumstances)
  - Alignment with goals in the State Plan
State leadership funds increased from 10 to 15 percent, can be used for:

- Traditionally…
  - …permitted grants in rural areas and high-CTE areas

- May be used…
  - …to serve areas with disparities or gaps in performance
  - …to foster innovation and develop programs in programs of study or career pathways aligned to high-skill, high-wage, or in-demand pathways

Proportion of funds that can be used for individuals in state institutions increased from a maximum of 1 to 2 percent
Final guidance was issued in June 2019

- Postsecondary core indicators will still be reported using the Perkins CAR Portal (same as past submissions).
- Submitting through the EdFacts Submission System remains an option at the secondary level but will not be required at the postsecondary level.
<table>
<thead>
<tr>
<th>Perkins IV</th>
<th>Perkins V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1P1</strong> Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>2P1</strong> Student attainment of an industry-recognized credential, a certificate, or a degree.</td>
<td><strong>2P1</strong> The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</td>
</tr>
<tr>
<td><strong>3P1</strong> Student retention in postsecondary education or transfer to a baccalaureate degree program.</td>
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</tr>
<tr>
<td><strong>4P1</strong> Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.</td>
<td><strong>1P1</strong> The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</td>
</tr>
</tbody>
</table>
### Key Changes: Postsecondary Indicators (con’t)

<table>
<thead>
<tr>
<th>Perkins IV</th>
<th>Perkins V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5P1</strong> Student participation in, and completion of, career and technical</td>
<td><strong>3P1</strong> The percentage of CTE concentrators in career and technical</td>
</tr>
<tr>
<td>education programs that lead to employment in non-traditional fields.</td>
<td>education programs and programs of study that lead to non-traditional</td>
</tr>
<tr>
<td><em>(Participation)</em></td>
<td>fields.</td>
</tr>
<tr>
<td><strong>5P2</strong> Student participation in, and completion of, career and technical</td>
<td></td>
</tr>
<tr>
<td>education programs that lead to employment in non-traditional fields.</td>
<td></td>
</tr>
<tr>
<td><em>(Completion)</em></td>
<td></td>
</tr>
<tr>
<td>Perkins IV</td>
<td>Perkins V</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Non-regulatory guidance</td>
<td>Legislative definition</td>
</tr>
<tr>
<td>• Completes <strong>at least 12</strong> academic or CTE credits within a single program</td>
<td>• Earns <strong>at least 12</strong> credits within a CTE program or POS</td>
</tr>
<tr>
<td>• Completes a short-term CTE program sequence of less than 12 credit units</td>
<td>• Completes a CTE program or POS that encompasses fewer than 12 credits or the equivalent in total</td>
</tr>
</tbody>
</table>

(Sec. 3(12) (B) of Perkins V)
Decisions to be made by states:

1. **What is a credit in your state?** Examples -
   - *Iowa* – One credit = 32 lab hours, or 48 clinical hours, or 64 on-the-job training hours.
   - *Arkansas* – One credit = One hour of classroom instruction per week. Courses are generally 3 credits each.
   - *Oregon* – One credit = 16 hours of instruction.

2. **Which credits should be included in a program of study?**
   - Options: All course credits earned vs. credits for technical courses only

3. **Should non-credit courses be included?**
   - Options: All technical offerings versus credit-bearing programs/courses only

4. **How should modular programs geared to incumbent workers be handled?**
What is defined?

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
Decisions to be made by states:

- What data sources can be accessed for this measure?
  - Survey data (self-reported in alumni follow-up surveys)
  - Unemployment insurance wage record data
  - No consensus yet for data sources for military, community service, or Peace Corps placements
What is defined?

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Definition of a recognized postsecondary credential drawn from WIOA:

A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Decisions to be made by states:
- What data sources can be accessed for this measure?
- Which industry-recognized credentials are industry-standards for their field?

Examples of what would count as a recognized post-secondary credential:
- An industry recognized certificate or certification (e.g. Microsoft Information Technology certificate, Certified Nursing Assistant, Certified Welder)
- Certificate of completion of an apprenticeship
- License recognized by state or federal government (e.g. Registered Nurse, Asbestos Inspector, Cosmetologist, Master Plumber, Licensed Professional Counselor)
- Technical diploma or associate, bachelor's, or master's (graduate) degree
- Job Corps certificate of completion for career technical training
What is defined?


- **Guidance for Perkins V**: None to date

- **Resources**
  - [NAPE’s nontraditional occupations crosswalk](http://www.napequity.org) (2013)
Decisions to be made by states:

1. Which occupations are nontraditional in Michigan? Do these vary from those included in NAPE’s national list of nontraditional occupations?

2. How do you identify students completing nontraditional programs for their gender?

Note: 3P1 asks for a percentage of CTE concentrators in nontraditional programs and therefore depends on Michigan’s definition of a postsecondary concentrator.
Collecting Data on Special Populations for Perkins V
Special Populations

- Perkins V: States must report data on student performance disaggregated by:
  - Gender
  - Race/Ethnicity
  - Individuals with Disabilities
  - Individuals from economically disadvantaged families
    - Including low-income youth and adults*
  - Individuals preparing for non-traditional fields
  - Single parents
  - Out of workforce individuals*
  - English learners (formerly limited-English proficiency)
  - Homeless individuals*
  - Youth who are in, or have aged out of, the Foster Care system*
  - Youth with a parent in active military*
  - Migrant students (secondary level only)

*Populations new for Perkins V reporting
## Special Populations: Data Collection, by Level

<table>
<thead>
<tr>
<th>Special Population</th>
<th>Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with disabilities</td>
<td>Yes, in accordance with the</td>
<td>Yes, in accordance with the</td>
</tr>
<tr>
<td></td>
<td>Individuals with Disabilities Act</td>
<td>Individuals with Disabilities Act</td>
</tr>
<tr>
<td>Economically disadvantaged families</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Individuals preparing for non-traditional fields</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Single parents (including single pregnant women; including low-income youth &amp; adults)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Out-of-workforce individuals</td>
<td>Not collecting</td>
<td>Yes</td>
</tr>
<tr>
<td>Youth who are in, or have aged out of the foster care system</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Youth with a parent who is a member of the armed forces and is on active duty</td>
<td>Yes</td>
<td>Not collecting</td>
</tr>
<tr>
<td>Migrant students</td>
<td>Yes</td>
<td>Not collecting</td>
</tr>
</tbody>
</table>
Special populations

- At the Data Quality Institute and other meetings, states’ have asked about:
  - How to collect data on new subpopulation groups;
  - The availability of data on special populations through existing data sources; and
  - Whether secondary and postsecondary must report on all special populations.

- OCTAE has not released guidance on special populations data reporting, and has not indicated if and when guidance will be provided in the future.

- The [Perkins State Plan Guidance](https://www2.ed.gov/about/offices/list/ope/perkins-plan.html) released by OCTAE on April 26, 2019, did not address data collection on special populations.
Sharon Miller (Director, Division of Academic and Technical Education) has shared that the National Center for Homeless Education (NCHE) is aware of Perkins V and can support state implementation.

- The Education for Homeless Children and Youth (EHCY) program collects data required under the McKinney-Vento Homeless Assistance Act.
- NCHE has developed a document providing guidance on secondary data collection on homeless students, by grade, at the LEA level.
- Pending guidance from OCTAE, NCHE also plans to release guidance on reporting postsecondary students for Perkins V.
- In the absence of official guidance, OCTAE is allowing states to make their own decisions on reporting strategies.
  - Example: Since the McKinney-Vento Homeless Assistance Act does not specify an age range for children and youth, it will be up to states to decide how they would like to define this range.
Special populations

- OCTAE held **Town Hall Calls** on Perkins V and accountability reporting on May 23 and June 20
  - OCTAE did not release any documentation in connection with these events
  - These calls will be held monthly. Information on future events can be found here: [https://cte.ed.gov/calendar/upcoming-events](https://cte.ed.gov/calendar/upcoming-events)
  - John Haigh (Chief, Program Administration Branch) will be the contact for any future events (john.haigh@ed.gov).
In the absence of federal guidance, OCTAE staff have emphasized that states determine how to collect data for Perkins V. A draft plan was shared by one state to gather voluntary, self-reported data for new Perkins metrics. At the postsecondary level, the state plans to collect the information by adding the question to the student intake form.

To date, most national organizations have focused on state plan development for Perkins V. The National Alliance for Partnerships in Equity (NAPE) released a guide on conducting equity gap analyses for Perkins V that suggests data sources for reporting on special populations.
### NAPE Recommendations: Special Populations Data

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity</td>
<td>Local administrative data – self-reported</td>
</tr>
<tr>
<td>Gender – Male, female, other</td>
<td>Local administrative data – self-reported</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>Post-secondary: Pell grant eligibility</td>
</tr>
<tr>
<td>Youth who are in or have aged out of the foster care system</td>
<td>Department of Health and Human Services Child Welfare; Administrative data – self report; K-12 data</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>Post-secondary: local registration data</td>
</tr>
<tr>
<td>English-language learners</td>
<td>Local administrative data – home language survey, enrollment in a bilingual or ELL program</td>
</tr>
<tr>
<td>Migrant students</td>
<td>Local administrative data – enrollment in migrant education</td>
</tr>
<tr>
<td>Homeless students</td>
<td>Local administrative data – self or staff reported</td>
</tr>
<tr>
<td>Students with a parent in the active military</td>
<td>U.S. Armed Services; local administrative data – self report</td>
</tr>
<tr>
<td>Single parent single pregnant women</td>
<td>Local administrative data – self-reported</td>
</tr>
</tbody>
</table>
Case Study: Perkins Data Collection in Michigan
Case Study: Interviews Conducted

a) Michigan Community College Collaborative for Accountability Research and Effectiveness and Michigan Community College Data and Evaluation Committee
   • Eileen Brennan, Business Intelligence Systems Analyst, Institutional Research, Research and Planning, Henry Ford Community College
   • Nick Baker, Director of Institutional Research, Kirtland Community College/M-TEC

b) Center for Educational Performance and Information (CEPI)
   • Trina Anderson, Assistant Director
   • Rachel Edmondson, Departmental Analyst

c) Michigan Department of Education (MDE)
   • Jill Kroll, Supervisor, Grants, Assessments, Monitoring and Evaluation Unit, Office of Career and Technical Education
   • Yincheng Ye, Education Research Consultant, Grants, Assessments, Monitoring and Evaluation Unit, Office of Career and Technical Education

d) Washtenaw Community College (WCC)
   • Elizabeth Orbits, Dean, Student Support Services
   • Joy Garrett, Director, Curriculum and Assessment
   • Roger Mourad, Director, Institutional Research
Perkins data collection and reporting at Washtenaw Community College (WCC) involves three departments:

1. Institutional research office
   1. Analyzes and reports on Perkins core indicator data

2. Student records office
   1. Create Perkins reporting narratives
   2. Reports Perkins data to the state

3. Student services
   1. Collects special population data through forms completed by students
Data collection

1. Perkins core indicator data
   - Core indicator data comes from Banner, their student records system
     - Data is cleaned, analyzed, and calculated by the institutional research office to be added to the larger Perkins report by the student records office
     - Example: 1P1 – Program deans solicit information from instructors and send data to institutional research for cleaning and reporting
     - Time consuming: Even with good systems and infrastructure, this process is complex and involves many people.
2. Nontraditional program indicators
   - Institutional research office uses a student’s gender from student records and runs these with the National Association for Partnerships in Equity Nontraditional Occupations Crosswalk to identify non-traditional programs
     - Sometimes this list does not always align with local nontraditional enrollment patterns. Institutions can use CIP codes to get better information, but this does not show as much detail as is necessary.

3. Special populations
   - WCC only collects self- and voluntarily-reported data on special population status from students accessing services at the campus student services center. Data are collected using intake forms.
Case Study: Washtenaw Community College

Perkins data collection questions and concerns

- Follow-up data: Post-graduation surveys have limited utility due to low response rates and self-reported, unverified data.

- Nontraditional program participation: How should institutions report on students who do not identify as the gender on their birth certificate?

- Institutions can have differing definitions what “program” means. These definitions can impact data systems and reporting capacity.
One state agency suggested colleges try to collect more student-level data, rather than aggregate data.

- Data analysis and reporting can be difficult at the state level since data collection instruments and processes differ across colleges. Student-level data would allow for easier comparison and analysis across schools.

Institutions would like guidance from the state to help map what new and adapted data collection is possible based on information they already collect and have access to.

- Example: If an institution has a nursing program with both credit and non-credit offerings, how should this information be collected and reported?
Granting Credit for Prior Learning
1. Purpose:
   - Credit for prior learning (CPL) allows students to earn credit for mastery of skills and prior learning as opposed to classroom seat time

2. Methods
   - Technical skill assessments – NOCTI, etc.
   - Demonstrations of prior learning and mastery, including:
     - Industry certifications
     - Student work portfolios
Credit for Prior Learning

Council for Adult and Experiential Learning (CAEL) – 10 Standards for CPL

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners’ full engagement in the assessment process.

7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.

8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.

9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.

10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.
Credit for Prior Learning

Example: Kansas

1. CPL can be granted for:
   1. Work experience, employer-based training programs, military service, independent study, advanced secondary level coursework, open source coursework, volunteer or community service experience

2. Evidence of prior learning can be demonstrated through:
   1. Validation of similar course outcomes, national exams (AP, CLEP, IB, GED, etc.), credit recommendation services, industry-recognized credentials, individual portfolio assessments, and institutionally prepared exams

3. CPL results in:
   1. Postsecondary credit, certification, or “advanced standing toward further education or training”
Credit for Prior Learning

Example: Oregon

1. 7 ways to earn CPL
   1. Credit-by-exam (CLEP, etc.)
   2. Industry certifications
   3. Institutional challenge exams
   4. Military credit
   5. Prior experiential learning/prior learning assessments
   6. Professional licensure
   7. Portfolio review
Gathering Employer Input on Industry Recognized Credentials
Example: Ohio

1. The Ohio Department of Education assigns point values to every IRC based on employer feedback.

2. These points are used to calculate a student’s “Workforce Readiness Score”.

3. A student must earn at least 12 points (a Workforce Readiness Score of 12 or higher) to use IRCs toward high school graduation requirements.
Example: Ohio (con’t)

4. The Workforce Readiness Score system ensures that students earn the credentials necessary for entry into student’s industry of choice.
   - Less time consuming credentials earn fewer points (ex: OSHA 10 = 1 credit)
   - More intensive credentials earn more (ex: AWS = 12 credits).
   - Example: Students in fields like IT that have many small credentials may need to earn multiple credentials to reach 12 points.
Example: **Louisiana**

- The state introduced a process to add industry-based certifications (IBCs) to the list of approved credentials in 2002
  - Institutions submit an application in partnership with business and industry
    - In order to be considered, an institution must have written support from either local employers, or local- and state-level employers
  - Approval can happen on the local/regional and state-level.
    - State-level approval requires endorsement business and industry from all state regions
    - The benefits of state-level approval include increased opportunities for students to work across the state, not just in their local region, upon credential completion or graduation.
Example: **Louisiana** (con’t)

- Applications are then reviewed by the IBC Council, led by the Louisiana Workforce Commission Council
  - IBC Council membership: representatives from the Department of Education, Community and Technical College System, business and industry, and credentialing agencies.
    - Council membership is not fixed - members rotate on and off of the council
  - Louisiana Workforce Commission Council convenes meetings and holds final approval rights.
  - One consideration that goes into the approval process is the future relevance of the credential. The council uses occupational forecasts provided from Louisiana Workforce Commission Council to assess this.

- **Recommendation from Louisiana:**
  - Start with a strict and formal process that can be refined and relaxed as needed. Institutions and business and industry do not appreciate when a process becomes more strict over time.