

# ALL LEARNING COUNTS

## State Policy Toolkit



## ABOUT RESEARCH FOR ACTION

Research for Action (RFA) is a Philadelphia-based nonprofit education research organization. RFA seeks to use research as the basis for the improvement of educational opportunities and outcomes for traditionally underserved students. Our work is designed to strengthen public schools and postsecondary institutions; provide research-based recommendations to policy-makers, practitioners, and the public at the local, state and national levels; and enrich the civic and community dialogue about public education. Please visit our website to learn more about us and our projects: [www.researchforaction.org](http://www.researchforaction.org).

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## ABOUT THE ALL LEARNING COUNTS STATE POLICY TOOLKIT

The All Learning Counts State Policy Toolkit was developed under the leadership of Dr. Kate Shaw and Dr. Kate Callahan. The research team included Dr. Virginia Hunter, Dr. Victoria Ballerini, Dan Kent, Shanell Hagood, Montrell Sanders, and Matthew Rigsby.

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This Toolkit is based on a comprehensive set of data and information sources. We conducted systematic reviews of state legislation and policy to ensure accuracy of information and to identify innovative practices at the state level. These analyses were checked and refined via numerous interviews with leaders in state government, higher education, and stakeholder organizations, including: University of Kansas, CISCO Academy, Colorado Department of Higher Education, Tennessee Higher Education Commission, Kansas Board of Regents, District 1199-C Training and Upgrading Fund, Colorado Community College System, National Skills Coalition, Southern New Hampshire University, Washington State Board for Community & Technical Colleges, Competency-Based Education Network (C-BEN), Central Iowa HealthWorks, Trident Technical College, Apprenticeship Carolina, Middle States Commission on Higher Education, Credential Engine, Michigan's Licensing and Regulatory Affairs (LARA), Amazon, New Jersey Department of Labor, National Institute for Learning Outcomes Assessment (NILOA), JEVS Human Services, Sinclair

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# Introduction

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A college campus is not the only place where college-level learning happens. Every year millions of Americans without a degree gain valuable credit-worthy learning through workplace training, the military, apprenticeships, and professional certifications. Nearly all of this learning goes unrecognized by colleges and universities. Without a consistent way to recognize, reward, and transfer this learning, many people are left with postsecondary-level skills and abilities but no credit to show for it. The result is “lost learning” that cannot be applied towards a college degree or credential, attainment of which is proven to significantly increase an individual’s lifetime earnings.

Efforts to build a system where all learning counts are gaining momentum across states, higher education systems, workforce development agencies, employers, and the military. These innovations, however, often happen in pockets or silos. They rarely span sectors to create a comprehensive statewide system that is consistent, transparent, and easy for students to navigate. States are uniquely equipped to bring these systems to fruition by guiding their development through policy and regulation.

This policy toolkit seeks to support states in these efforts. It is a part of a growing movement to create statewide systems of recognizing and credentialing high-quality postsecondary learning that occurs outside of traditional colleges and universities. Such efforts promise to expand opportunities for academic and career advancement, meet growing demand for jobs in new sectors, and dismantle barriers to economic and social mobility.

## A FOCUS ON EQUITY

The shortcomings of our current system disproportionately affect individuals whose learning occurs in a variety of non-classroom settings. Most degree and credential pathways reward traditional in-class learning, privileging students who take more traditional paths while reinforcing barriers for those historically not well served by postsecondary institutions. The result is persistent inequities and lower educational attainment for many—especially adult learners, first generation students, veterans, and Black, Latinx, and Native American learners. Their educational success is determined not by their skills or knowledge but by our systems’ ability to recognize it.

Our guidance comes amidst long-overdue efforts to address the effects of racism and injustice. By creating a system where all learning counts, we can enable flexible, affordable, and efficient pathways to college and career success. The result, we hope, will be a system that prevents unnecessary and unjust barriers from getting in the way of the most important outcome of any educational journey: learning itself.

## A FOCUS ON ECONOMIC RESILIENCE

The same shortcomings that perpetuate inequities also leave our system vulnerable to economic crises and unable to adapt to rapidly changing workforce needs. Our inability to help students apply valuable knowledge and skills towards new credentials leaves those in declining industries stuck without a clear path to a stable and rewarding career. Similarly, the challenges students face when changing, pausing, or restarting their educational pursuits causes too many to lose momentum or stop all together when faced with changing life circumstances. In short, the postsecondary education system is ill-equipped to bolster our economy and support the most vulnerable among us during times of change and turmoil.

As the United States looks to address the economic fallout from a global pandemic, it is clear that our system is not nearly as adaptable as it needs to be. By creating a system where all learning counts, we are also creating a more resilient system able to consistently provide learners with pathways to valuable careers, regardless of changing life circumstances or economic realities.

# Toolkit Overview

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We have designed this toolkit with state policymakers in mind; it is intended to be easy-to-navigate and flexible to meet the needs of states at various stages of this work. By providing multiple examples of exemplary policy, this toolkit enables states leaders to consider their current environment and context to determine a course of action that best meets their goals. This toolkit contains the following sections:

## SECTION 1: STATE POLICY PRIORITIES & MUST-HAVES

This section details the five policy priorities that should be included in an All Learning Counts (ALC) statewide agenda:

- **Policy Priority 1:** Data—A Statewide Database to Track All Individual Learning
- **Policy Priority 2:** Credit Transfer—A Statewide Credit Transfer & Articulation System
- **Policy Priority 3:** Learning Recognition—Uniform Recognition of All Learning Towards Credits & Credentials
- **Policy Priority 4:** Transparent Credential Pathways—Clear Pathways to Credentials and Careers that Consider All Learning
- **Policy Priority 5:** Policy Infrastructure—Policies that Provide Support, Remove Barriers, and Regulate Institutions

In addition to describing each policy priority in more detail, this section outlines “must-have” elements to ensure policies are comprehensive and center equity, accountability, quality, and affordability.

## SECTION 2: STATE POLICY EXEMPLARS

This section provides several state policy exemplars for each of the five policy priorities. Each state exemplar details innovative statewide policies that meet many (though often not all) of the “must-have” elements outlined for each policy priority. Particular attention is paid to promoting equity, accountability, quality, and affordability in the design of policies.

## SECTION 3: BARRIERS AND SOLUTIONS

This section contains a series of short memos that address the following common barriers to adopting an ALC statewide agenda and provides examples and strategies for overcoming challenges:

- Financial Incentives
- Cross-Agency Collaboration
- Stakeholder Awareness
- Inclusion of Correctional Facilities

## SECTION 4: GLOSSARY OF TERMS

This section includes an alphabetical list of terms and definitions commonly used in ALC statewide policy conversations.



# Section 1: State Policy Priorities & Must-Haves



# Policy Priority 1:

## DATA

### *A Statewide Database to Track All Individual Learning*

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In order to create a system where all learning counts, we must build data systems capable of tracking that learning. Next, we need to be able to analyze that data to understand opportunities to make improvements and fill gaps in the system—especially as it relates to achievement gaps. More comprehensive and better linked data will enable us to provide seamless and equitable educational experiences across learning providers and throughout a lifetime.

#### MUST-HAVES

##### | Foundation

- ✓ Include credit- and credential-level data from all state and state-related two- and four-year institutions and workforce training programs.
- ✓ Include demographic information (race, ethnicity, gender, socioeconomic status).
- ✓ Create a unified data system or data that can be linked across relevant agencies.
- ✓ Provide links to employment and wage data.
- ✓ Provide links to all credentials (diplomas, badges, certificates, certifications, licenses, apprenticeships, degrees of all types and levels) delivered, issued, funded, authorized, overseen, or governed by the state/agency/entity.

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##### | Equity

- ✓ Require annual reports that analyze awarded credit disaggregated by race, ethnicity, gender, and socioeconomic status.
  - ✓ If data reveals inequities in how learning is counted among demographic groups, require a process to identify and adjust policies and practices as necessary within and across relevant sectors.
  - ✓ Conduct systematic examinations of how a proposed action or decision may affect different racial and ethnic groups, for all ALC policies and decision making.
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| **Accountability**

- ✓ Establish or identify a governing entity and related policy that compels state agencies, institutions, and systems to report data regularly and accurately.
- ✓ Require annual reports that track demographics, employment, and wage data.

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| **Quality**

- ✓ Require annual reports that track the relationship between awarded credit toward programs and employment/wage outcomes.
-

# Policy Priority 2:

## CREDIT TRANSFER

### *A Statewide Credit Transfer & Articulation System*

Currently, too many credit transfer systems exist as a piecemeal web of one-to-one agreements between institutions and educational providers. The result is an overly complex system that creates incredible inefficiencies for learners. Learners often have to “shop around” for institutions that will transfer as many credits as possible into a program that supports their future ambitions. By implementing statewide transfer and articulation agreements, we can create a standardized approach resulting in transparency and ease-of-use for all learners.

#### MUST-HAVES

##### Foundation

- ✓ Require participation of all state and state-related two- and four- year institutions.
- ✓ Guarantee transfer of certificates and associate degrees that include credit earned from out-of-college learning.
- ✓ Ensure articulation of all credits earned towards degrees and credentials (e.g., cannot be restricted to general education electives).

##### Equity

- ✓ Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.
- ✓ Address equity gaps uncovered in annual reports by identifying and focusing on the policies and practices that contribute to inequity and shift policy as necessary.
- ✓ Mandate systematic examinations of how any proposed transfer and articulation decisions may affect different racial, ethnic, and other relevant demographic groups.

##### Accountability

- ✓ Require annual reports that detail transfer and articulation patterns by race, ethnicity, and other relevant demographic variables, and by institution.
- ✓ Require reports by institution on the percentage of credits transferred in that applied to major as opposed to elective credit.

##### Quality

- ✓ Require annual reports that track the relationship between transfer, completion, and employment/wage data.

##### Additional Facilitating Policy Reform

- ✓ Uniform course numbering across institutions or conversion to uniform course numbering.

# Policy Priority 3:

## LEARNING RECOGNITION

### *Uniform Recognition of All Learning Towards Credits & Credentials*

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Most students who seek credit for learning that occurs outside of a college classroom must navigate costly and time-intensive prior learning assessments (PLA) and similar processes that typically result in too few credits being awarded given what they know and are capable of. Frequently, students earn general education credits that do not leave them any closer to a credential in a specific field of study. By improving and creating a uniform system for learning recognition, we can ensure learners get the credit they deserve.

#### MUST-HAVES

##### | Foundation

- ✓ Require participation of all state and state-related two- and four- year institutions.
- ✓ Require recognition that competencies can be mastered in many different settings and require that institutions award academic credit for mastering competencies regardless of where the learning took place.
- ✓ Create standardized requirements on how out-of-classroom learning is translated to college credits, often achieved through statewide crosswalks of competencies to credits and credentials.
- ✓ Uniformly apply credit recognition across all institutions.
- ✓ Uniformly apply process for assessing quality prior learning.
- ✓ Adapt curriculum from traditional seat time requirements to competency-based education.

##### | Equity

- ✓ Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.
- ✓ Include out-of-classroom learning that is frequently obtained by minoritized and low-income learners (e.g., learning that occurs in low-wage jobs and occupations, volunteering, or community service).
- ✓ Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.
- ✓ Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

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<b>Accountability</b>	<ul style="list-style-type: none"> <li>✓ Require annual reports that document how out-of-classroom learning is credited and credentialed.</li> <li>✓ Report on percentages of attempted or reviewed vs. awarded credit toward major vs. awarded credit as elective.</li> <li>✓ Adjust policy as necessary to ensure uniform application of policy and equitable practices.</li> </ul>
<hr/>	
<b>Quality</b>	<ul style="list-style-type: none"> <li>✓ Create clear standards and definitions of quality that are applied to both competency-based education and traditional education.</li> </ul>
<hr/>	
<b>Affordability</b>	<ul style="list-style-type: none"> <li>✓ Create policies that ensure that obtaining credit for out-of-classroom learning has no cost for students.</li> </ul>
<hr/>	
<b>Additional Facilitating Policy Reform</b>	<ul style="list-style-type: none"> <li>✓ Uniform statewide student transcript form with common course numbering and aligned competencies across like courses to facilitate recognition of learning across institutions.</li> <li>✓ Financial aid reforms such as state-funded support to subsidize credit for prior learning and other non-traditional credits that are not covered under federal financial aid.</li> </ul>

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# Policy Priority 4:

## TRANSPARENT CREDENTIAL PATHWAYS

*Clear Pathways to Credentials and Careers that Consider All Learning*

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When all learning counts, we can build systems that include and build upon past learning to provide clear pathways to postsecondary certificates and degrees. By creating pathways that are transparent, stackable, easy-to-access, and aligned to in-demand careers, we can remove unnecessary barriers to educational attainment and value the unique journey each person takes to achieve their educational and professional goals.

### MUST-HAVES

#### | Foundation

- ✓ Create clear and easy to understand pathways that communicate to students how competencies/credits mastered/earned in different settings (military, on the job, correctional facilities, CBO's, etc.) build towards specific degree credentials.
- ✓ Ensure that pathways are widely accessible to the general public.
- ✓ Disseminate stackability information to workers via Workforce Investment Boards and major employers.

#### | Equity

- ✓ Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.
- ✓ Ensure affordable opportunities for students to complete non-credit training that stack to a degree or credential.
- ✓ Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.
- ✓ Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

#### | Accountability

- ✓ Publish annual reports that examine student progression through credential pathways.

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| Quality

- ✓ Create state-generated list of stackable credentials that lead to in-demand occupations and family-sustaining wages.
- ✓ Publish annual reports that examine student progression through credential pathways and track the relationship between education data, licensure pass rates, and employment/wage data.
- ✓ Establish statewide standards for faculty expertise on review panels.

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| Affordability

- ✓ Ensure that students do not need to re-take courses or pay to “learn” competencies they have already mastered.
- ✓ Create policies to ensure that non-credit training is applied to degrees and credentials at little to no cost for students.

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| Additional  
Facilitating  
Policy Reform

- ✓ Adult learner re-engagement policies.
  - ✓ Creation of searchable statewide website.
  - ✓ Licensing reform.
  - ✓ Apprenticeship degree programs that stack to bachelor’s degrees.
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# Policy Priority 5:

## POLICY INFRASTRUCTURE

### *Policies that Provide Support, Remove Barriers, and Regulate Institutions*

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Transitioning to a system where all learning counts requires meaningful changes to existing systems. We will need to think differently about where education happens, how it is financed, and the role that nontraditional stakeholders play in creating a new system. In order to support this transformation, states need to provide adequate resources to support this work and proactively remove barriers to success. Additionally, public awareness efforts are critical to building broad support for systemic changes.

#### MUST-HAVES

##### | Foundation

- ✓ **Financial Incentives.** Financial incentives for institutions to award and recognize competency-based learning (e.g., via appropriations, funding formulas, and competitive or block grants).
- ✓ **Awareness of ALC Policies.** Outreach to institutions, students, and employers on the benefits of recognizing all learning and the policies that require it to be credentialed.
- ✓ **Technical Assistance.** Technical assistance for institutions to build capacity to increase the number and type of credits they award for out-of-college learning, improve assessment practices, and track outcomes.
- ✓ **Cross-Sector Collaboration.** Policies or established practices for cross-sector and cross-agency collaboration and information-sharing regarding ALC policy.
- ✓ **Recognition of Non-Traditional Learning Sites.** Expand recognition of learning in sites such as correctional facilities.

##### | Equity

- ✓ Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.
- ✓ Ensure that institutions that serve large numbers of target populations receive adequate funding and support.
- ✓ Require that institutions receiving state-offered grant opportunities to expand ALC work identify target populations and how they will serve them.

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Equity (cont.)	<ul style="list-style-type: none"><li>✓ Address equity gaps uncovered in annual reports by revising policies and practices that contribute to inequity.</li><li>✓ Mandate analysis of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.</li></ul>
Accountability	<ul style="list-style-type: none"><li>✓ Require annual reports that examine the degree to which all institutions adhere to ALC policies and identify those that do not.</li></ul>
Quality	<ul style="list-style-type: none"><li>✓ Require annual reports that track the relationship between education data and employment/wage data, and by institution.</li></ul>

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# **Section 2:** **State Policy Exemplars**



# OVERVIEW

This section of the toolkit provides several state policy exemplars for each of the five policy priorities identified as critical to a robust ALC policy environment in Section 1 of this report. Each state exemplar details innovative statewide policies that meet many (though often not all) of the “must-have” elements outlined in that same section for each policy priority. Below we provide a summary of these exemplars, highlighting how states have taken different approaches to achieve similar policy goals.

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## Policy Priority 1: Data

### *A Statewide Database to Track All Individual Learning*

A robust pre-K to workforce (P-W) data system provides the foundation for states to track and award credit and credentials to all postsecondary-level learning regardless of where it occurs. We have identified two states with similarly strong P-W Data Systems:

- **Kentucky and Washington:** Both states provide examples of strong data systems that link data across multiple agencies to create pre-K to workforce data systems. Both states link to some credential data outside of public 2- and 4 -year institutions and are working to increase the types of credentials and learning they can track.

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## Policy Priority 2: Credit Transfer

### *A Statewide Credit Transfer & Articulation System*

Ohio and Oregon present two different policy approaches to creating a statewide credit transfer and articulation system that facilitates the awarding of academic credit for prior learning in a way that is transferable across institutions.

- **Ohio: Transfer of Credit for Many Types of Out-Of-Classroom Learning.** The Ohio Transfer and Articulation Policy guarantees transfer of academic credit for many forms of out-of-college learning including military, apprenticeships, career and technical education, and PLA. It also outlines a competency based common core, stackable credentials, and associate to bachelor’s pathways.
- **Oregon: Statewide Common Core and Major-specific Transfer Maps.** Oregon has established statewide common core curricula, major-specific transfer maps, and statewide transfer degrees. Oregon is also highlighted because the state recognizes that seamless transfer is an equity issue, stating “we recognize that as transfer students are more likely first generation, underrepresented, rural, and lower income, a seamless system of transfer is congruent with the goal of greater access and affordability for students who have been underserved in the past.”

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### **Policy Priority 3: Learning Recognition**

#### ***Uniform Recognition of All Learning Towards Credits & Credentials***

While no state has established a uniform system of applying all quality learning towards credits and credentials, these three states represent a variety of approaches to increasing the type of out-of-college learning that institutions must recognize in an ALC state policy environment.

- **West Virginia: Recognizing All Learning through Statewide Degrees.** West Virginia increased the recognition of out-of-classroom learning through the development of two statewide degree programs that standardize the way institutions award academic credit for prior learning and count that learning toward a degree: the Regent’s Bachelor of Arts and the Board of Governor’s Associate of Applied Science. Students may earn a majority of credits in both degrees from standardized prior learning credits.
- **Colorado: Focus on Crediting Work-related Experience.** Colorado House Bill 20-1002 mandates the Colorado Department of Higher Education to develop a single set of minimum standards across higher education institutions to award credits for work-related experience, which institutions would be mandated to evaluate and award accordingly, but may go above the recommendation.
- **Ohio: Standardized State Guidance on Awarding Military and other PLA Credit.** Ohio recognizes out-of-college learning through a combination of legislation that mandates institutions to recognize learning acquired through military courses and occupations, and a series of system polices to standardize how institutions award academic credit for apprenticeship learning, career and technical trainings, course equivalency exams, and portfolio reviews.

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### **Policy Priority 4: Transparent Credential Pathways**

#### ***Clear Pathways to Credentials and Careers that Consider All Learning***

Kentucky and Ohio represent two different approaches to creating clear pathways that “stack” a person’s past learning to help them achieve their goals faster.

- **Kentucky: Stackable Course Modules and Multiple Entry and Exit Points.** Kentucky Community and Technical College System (KCTCS) created a stackable credential policy that includes: 1) fractional-credit “modularized courses” that can be stacked into full-term courses; 2) certificates and diplomas that can stack into associate degrees in high-need workforce occupations, and associate degrees that stack or transfer into bachelor’s degrees; and 3) a career pathway initiative that provides multiple entry and exit points.

- **Ohio: Stackability Built to Complement Statewide Transfer and Articulation.** Ohio created a statewide system of stackable credentials through several pieces of legislation which: 1) established the stackable credential system; 2) established the One Year Option allowing graduates from Ohio Technical Centers 900 or greater hour programs to earn a block of technical credit toward an Associate of Technical Studies. The goal of this initiative is to create a statewide agreement for awarding technical credit; and 3) called for efforts to facilitate the seamless transfer of career and technical credits.

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## **Policy Priority 5: Policy Infrastructure**

### ***Policies that Provide Support, Remove Barriers, and Regulate Institutions***

Florida and Washington present two different approaches to providing support to institutions through innovative finance policies, coalitions of nontraditional stakeholders, and increased awareness of the importance of recognizing all learning.

- **Florida: Incentive that Awards Funding for Non-credit Credentials and Statewide Guidance for Awarding Credit.** Florida developed an incentive-based appropriation to reward institutions in the Florida College System teaching content connected to industry credentials. The Florida Career and Professional Education (CAPE) Act determines the list of eligible credentials. Through a separate policy Florida also provides guidance on awarding academic credit for industry certifications.
- **Washington: A Statewide System of Career-Connected Learning and Technical Assistance to Credit All Learning.** Washington has put in place several pieces of policy to create a supportive environment for ALC. The Workforce Education Investment legislation incentivizes stakeholders to create a statewide system of career-connected learning experiences such as apprenticeships, mentorships, and job shadows. Academic Credit for Prior Learning provides resources and technical supports for institutions to award credits for out-of-college learning.

# Policy Priority 1:

Policy Priority 1:  
DATA

## DATA

### Kentucky

#### *Strong P-W Data Systems that Track Additional Credentials*

#### THE POLICY

Kentucky Revised Statutes 151B.131 - 134 (2012) establish and define the duties and board for the Kentucky Center Statistics (KYSTATS). KYSTATS was created for the purpose of collecting and linking data to evaluate Kentucky's educational and workforce efforts.

#### Source Material

Enacted in 2012, Kentucky Revised Statutes 151B.131 - 134 lay out:

- *A clear definition of education and workforce data. Workforce data is defined as: "certification and licensure; employer information; employment status; geographic location of employment; job service and training information to support enhanced employment opportunities; wage information; and any other data impacting the workforce deemed necessary by the office."*
- *Creation of the Office of the Kentucky Center for Statistics, which is attached to the Education and Workforce Development Cabinet, Office of the Secretary.*
- *Duties of the office of the Kentucky Center for Statistics.*
- *Composition and duties of the Board for the Kentucky Center for Statistics.*

#### Entities Compelled to Comply

- *The Council on Postsecondary Education*
- *The Department of Education*
- *The Early Childhood Advisory Council*
- *The Kentucky Higher Education Assistance Authority*
- *The Kentucky Commission on Proprietary Education*
- *Other agencies of the Education and Workforce Development Cabinet*
- *(optional) Data from any additional public agency, upon approval of the board*
- *(optional) Any private institution of higher education, private school, or parochial school, upon approval of the board.*

## Authorities Granted

### 151B.133 Duties of Office of the Kentucky Center for Statistics.

"The duties of the Office of the Kentucky Center for Statistics shall be to":

- *Oversee and maintain the Kentucky Longitudinal Data System;*
- *Develop de-identification standards and processes using modern statistical methods;*
- *Conduct research and evaluation regarding federal, state, and local education and training programs at all levels;*
- *Audit and ensure compliance of education and training programs with applicable federal and state requirements as authorized by federal and state law;*
- *Work with public agencies and other entities to define statewide education, workforce development, and employment metrics and ensure the integrity and quality of data being collected;*
- *Link data from multiple sources for consideration in developing broad public policy initiatives;*
- *Develop requirements and definitions for data to be provided by any public agency, private institution of higher education, private school, or parochial school, as directed by the Board of the Kentucky Center for Statistics;*
- *Develop a reasonable fee schedule for services provided;*
- *Establish data quality standards;*
- *Promulgate administrative regulations necessary for the proper administration of the Kentucky Longitudinal Data System;*
- *Ensure compliance with the federal Family Educational Rights and Privacy Act, 20 U.S.C. sec 1232g, and all other relevant federal and state privacy laws;*
- *Respond to approved research data requests in accordance with the data access and use policy established by the board;*
- *Develop and disseminate information on the employment and earnings of the public postsecondary institution graduates in Kentucky. This information shall be updated at least every three (3) years and shall be:*
  - *Posted on the Web site of the Office of the Kentucky Center for Statistics;*
  - *Posted on the Web site of the Council on Postsecondary Education;*
  - *Posted on the Web site of each public postsecondary institution, with the Web site address published in each institution's catalogue; and*
  - *Made available to every high school guidance and career counselor, who shall be notified of its availability for the purpose of informing all high school students preparing for postsecondary education; and*
  - *Enter into contracts or other agreements with appropriate entities, including but not limited to federal, state, and local agencies, to the extent necessary to carry out its duties and responsibilities only if such contracts or agreements incorporate adequate protections with respect to the confidentiality of any information to be shared.*



## ALIGNMENT WITH MUST-HAVES

### Foundation

Include credit- and credential-level data from all state and state-related two- and four-year institutions and workforce training programs.

- *All credit and credential-level data from two- and four-year public institutions is available and linked.*

Include demographic information (race, ethnicity, gender, socioeconomic status).

- *Yes, the policy requires that this data is collected.*

Create a unified data system or data can be linked across relevant agencies.

- *Yes, the policy mandates KYSTATS link data across agencies.*

Provide links to employment and wage data.

- *Yes, policy requires that employment status, location of employment, job service and training information, and wage information are all collected and linked.*

Provide links to all credentials (diplomas, badges, certificates, certifications, licenses, apprenticeships, degrees of all types and levels) delivered, issued, funded, authorized, overseen, or governed by the state/agency/entity.

- *Certifications and licensures are reported and linked. Many but not all credentials are reported and linked.*

### Equity

Require annual reports that analyze awarded credit disaggregated by race, ethnicity, gender, and socioeconomic status.

- *KRS 151B.134 directs the Board of the Kentucky Center for Statistics to develop a research agenda but does not require that the agenda focus on equity. However, the Board opted to create a completely equity focused agenda, the [KYSTATS 2020-22 Research Agenda](#).*

If data reveals inequities in how learning is counted among demographic groups, require a process to identify and adjust policies and practices as necessary within and across relevant sectors.

- *151B.132 states the purpose of the Office of the Kentucky Center for Statistics is to “generate timely reports about student performance through employment to be used to guide decision makers in improving the Commonwealth of Kentucky’s education*

If data reveals inequities in how learning is counted among demographic groups, require a process to identify and adjust policies and practices as necessary within and across relevant sectors. (cont.)

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*system and training programs” but does not require reports or decisions to focus on equity. However, the KYSTATS 2020-22 Research Agenda is entirely focused on equity.*

Conduct systematic examinations of how a proposed action or decision may affect different racial and ethnic groups, for all ALC policies and decision making.

- *KRS 151B.134 directs the Board of the Kentucky Center for Statistics to develop a research agenda and support decision making but does not require that the agenda stipulate how decision making might affect different racial or ethnic groups. The KYSTATS 2020-22 Research Agenda does focus on equity, but does not establish that data should be used to inform how all decisions would impact different racial and ethnic groups.*
- 

### Accountability

Establish or identify a governing entity and related policy that compels state agencies, institutions, and systems to report data regularly and accurately.

- *Yes, the Office of the Kentucky Center for Statistics oversees data quality.*
- 

Require annual reports that report demographics, employment, and wage data.

- *KRS 151B.134 directs the Board of the Kentucky Center for Statistics to develop a research agenda but does not require annual reports or dictate what should be reported.*
- 

### Quality

Require annual reports that track the relationship between awarded credit toward programs and employment/wage data.

- *Policy partially meets this required element. The Kentucky Center for Statistics is required to produce information on the employment and earnings of public postsecondary institution graduates every three years, not annually. This information is posted on the websites of the Office of the Kentucky Center for Statistics, the Council on Postsecondary Education, and each public postsecondary institution. This data is also made available to high school guidance and career counselors.*
-

# Washington

## Strong P-W Data Systems that Track Additional Credentials

Policy Priority 1:  
DATA

### THE POLICY

The Washington State P-20W system (WSP-20W) is managed by the Washington State Education Research and Data Center (ERDC). The WSP-20W was created for the purpose of collecting and analyzing Washington public education data at the individual, course, institution, and system levels, from Pre-K through postsecondary. It has grown to include workforce and earnings data.

### Source Material

- The Revised Code of Washington [43.41.400](#) (2007), established the Washington State Education Research and Data Center (ERDC) and includes provisions regarding:
  - Role and purpose of the ERDC.
  - Sources of data.
  - Specific activities that the ERDC must conduct or have the capacity to conduct including research questions, data availability, collaboration with the state legislature, outcomes tracking for strategic planning, and required reporting.
  - Entities required to conduct data sharing with the ERDC.
  - EDRC is housed in the Office of Financial Management and statutes governing both entities can be found in [RCW Chapter 43.14](#).
- [RCW 28C.30.040](#) establishes EDRC's role in the career connected learning cross-agency work group.

### Entities Compelled to Comply

- The Department of Children, Youth, And Families
- Superintendent of Public Instruction
- Professional Educator Standards Board
- State Board of Education
- State Board for Community and Technical Colleges
- Workforce Training and Education Coordinating Board
- Student Achievement Council
- Public four-year institutions of higher education
- Department of Social and Health Services
- Employment Security Department
- Administrative Office of the Courts (juvenile justice data)
- Private, nonprofit institutions of higher education

## Authorities Granted

This legislation gives the Washington State Education Research and Data Center jointly with the Legislative Evaluation and Accountability Program Committee the authority to:

- *Identify critical research and policy questions and complete P-20 research projects.*
- *Coordinate with other state education agencies to compile and analyze education data, including data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups.*
- *Annually provide a list of data elements and data quality improvements that are necessary to answer the research and policy questions identified by the education data center and legislative committees.*
- *Monitor and evaluate the education data collection systems of the organizations and agencies represented in the education data center ensuring that data systems are flexible and adaptable to evolving information needs;*
- *Track enrollment and outcomes through the public centralized higher education enrollment system;*
- *Assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education;*
- *Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system;*
- *Prepare a regular report on the educational and workforce outcomes of youth in the juvenile justice system, using data disaggregated by age, and by ethnic categories and racial subgroups in accordance with RCW [28A.300.042](#); and*
- *Make recommendations to the legislature as necessary to help ensure the goals and objectives of this section and RCW [28A.655.210](#) and [28A.300.507](#) are met.*

## ALIGNMENT WITH MUST-HAVES

### Foundation

Include credit- and credential-level data from all state and state-related two- and four-year institutions and workforce training programs.

- *Yes, all credit and credential-level data from two- and four-year public and private institutions, including private vocational schools, is available and linked.*

Include demographic information (race, ethnicity, gender, socioeconomic status).

- *Yes, the data system requires that this data is collected.*

---

Create a unified data system or data can be linked across relevant agencies.

- *Yes, data system is linked across relevant agencies, including:*
  - » The Department of Children, Youth, And Families
  - » Superintendent of Public Instruction
  - » Professional Educator Standards Board
  - » State Board of Education
  - » State Board for Community and Technical Colleges
  - » Workforce Training and Education Coordinating Board
  - » Student Achievement Council
  - » Public four-year institutions of higher education
  - » Department of Social and Health Services
  - » Administrative Office of the Courts
  - » Employment Security Department

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Provide links to employment and wage data.

- *Yes, Employment Security Department data is linked.*

---

Provide links to all credentials (diplomas, badges, certificates, certifications, licenses, apprenticeships, degrees of all types and levels) delivered, issued, funded, authorized, overseen, or governed by the state/agency/entity.

- *Links to public and private institutions, including private vocational schools. Does not link to all certifications and licenses awarded through non-traditional education providers.*

---

### Equity

Require annual reports that analyze awarded credit disaggregated by race, ethnicity, gender, and socioeconomic status.

- *RCW 28B.77.090 establishes an accountability monitoring and reporting system for four-year institutions that requires “data must, to the maximum extent possible, be disaggregated by race and ethnicity, gender, state and county of origin, age, and socioeconomic status.”*

---

If data reveals inequities in how learning is counted among demographic groups, require a process to identify and adjust policies and practices as necessary within and across relevant sectors.

- *Washington State Education Research and Data Center has the authority to coordinate with other state education agencies to compile and analyze education data, including data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups, and complete P-20 research projects. These projects are utilized to revisit the equity impact of policies.*

---

Conduct systematic examinations of how a proposed action or decision may affect different racial and ethnic groups, for all ALC policies and decision making.

- *This legislation grants the Washington State Education Research and Data Center the authority to coordinate with other state education agencies to compile and analyze education data, including data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups, and complete P-20 research projects.*

---

### Accountability

Establish or identify governing entity and related policy that compels state agencies, institutions, and systems to report data regularly and accurately.

- *Policy compels a variety of agencies to work together to create data sharing agreements. Whatever regular data reporting is in place for other agencies would remain as such. Higher education institutions that do not report data will not be eligible for state financial aid grants.*

---

Require annual reports that track demographics, employment, and wage data.

- *RCW 28B.77.090 establishes an accountability monitoring and reporting system for four-year institutions that requires reporting of debt-load but not employment or wage data.*

---

### Quality

Require annual reports that track the relationship between awarded credit toward programs and employment/wage data.

- *RCW 28B.77.090 establishes an accountability monitoring and reporting system for four-year institutions that requires reporting of debt-load but not employment or wage data.*

# Policy Priority 2:

Policy Priority 2:  
CREDIT TRANSFER

## CREDIT TRANSFER

### Ohio

#### *Transfer of Credit for Many Types of Out-Of-Classroom Learning*

#### THE POLICY

Through a series of legislation and transfer directives, the Ohio Department of Higher Education (ODHE) has developed a comprehensive statewide transfer and articulation policy. The Ohio Articulation and Transfer Policy guarantees transfer for many forms of out-of-college learning including military, apprenticeships, career and technical education and prior learning assessments. It also outlines a competency based common core, stackable credentials, and associate to bachelor's pathways.

#### Source Material

- Ohio Revised Code 333.16 established a universal course equivalency classification system to ensure that “students are not inhibited by inconsistent judgment about the application of transfer credits.”
- Ohio Revised Code 3333.162 established policies and procedures to enable transfer of technical courses completed through an adult career-technical education institution to a state institution of higher education without unnecessary duplication or institutional barriers, resulting in the Career-Technical Assurance Guide (CTAG).
- Ohio Revised Code 3333.164 establishes baseline standards and procedures for granting college credit for military training, experience, and coursework.
- The Ohio Articulation and Transfer Policy sets the statewide standards by which institutions must adhere to in regards to transfer and articulation of credits.
- Ohio H.B. No. 64, 131th General Assembly requires reporting on transfer, including:
  - The total number of courses that were successfully transferred;
  - The total number of courses that were not accepted for transfer (although currently the Ohio data system does not support this); and
  - The number of students who earned an associate degree at a community college, a state community college, or a university branch that was successfully transferred to a state university.

#### Entities Compelled to Comply

- The Ohio Department of Higher Education
- Ohio Technical Centers
- Community & Technical Colleges
- State Universities and Branch Campuses

## Authorities Granted

The policy grants authority to ODHE to establish transfer policies for all public postsecondary institutions including:

- *Create a system-wide course-to-course transfer system, with courses that are developed by institutional faculty members.*
- *Establish uniform procedures for transferring credit.*
- *Develop system-wide Associate in Arts and Associate in Science degrees for transfer.*
- *Develop a transfer appeals process for students.*

## ALIGNMENT WITH MUST-HAVES

### Foundation

Require participation of all state and state-related two- and four-year institutions.

- *Required through legislation.*

Guarantee transfer of certificates and associate degrees that include credit earned from out-of-college learning.

- *Yes, ODHE policy mandates credits earned through out-of-college learning must be treated like traditional credits when transferred.*

Ensure articulation of all credits earned through quality learning towards degrees and credentials (e.g., cannot be restricted to general education electives).

- *ODHE policy mandates credits earned through statewide guarantees must be treated like traditional credits when transferred, however credits earned through PLA apply differently across institutions.*

### Equity

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *ODHE policy does not mandate that Black, Latinx, and Native American policymakers, institutional leaders and students be involved in creating policy or regulation.*



---

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.

- *ODHE does report on transfer patterns by race and ethnicity, including a Transfer Demographics Profile, but policy does not mandate that ODHE address any gaps that reports might identify.*

---

Mandate systematic examinations of how any proposed transfer and articulation decisions may affect different racial, ethnic, and other relevant demographic groups.

- *Policy does not mandate this type of examination.*

---

### Accountability

Require annual reports that detail transfer and articulation patterns by race, ethnicity, and other relevant demographic variables, and by institution.

- *Ohio's Articulation and Transfer Policy does not explicitly mandate reporting on quality learning, but the research agenda of the Ohio Articulation and Transfer Network (OATN) includes specific questions on the comparison of academic performance between transfers and continuing students, but does not then link to employment or wage data.*

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Require reports by institution on the percentage of credits transferred in that applied to a major as opposed to elective credit.

- *The OATN Research Agenda does not include reporting of this metric by institution.*

---

### Quality

Require annual reports that track the relationship between transfer, completion, and employment/wage data.

- *Ohio's Articulation and Transfer Policy does not explicitly mandate reporting on quality learning, and the research agenda of the Ohio Articulation and Transfer Network (OATN) does not include linking transfer data to employment/wage data. The Ohio Articulation and Transfer Network does account for quality by working with over 1,000 faculty members to conduct statewide course development and review for the Course Equivalency Management System.*

# Oregon

## Statewide Common Core and Major-specific Transfer Maps

Policy Priority 2:  
CREDIT TRANSFER

### THE POLICY

In 2017, Oregon's State Legislature passed House Bill 2998, a bill designed to streamline transfer between Oregon's community colleges and public universities. The legislation directs the Higher Education Coordinating Committee to bring together community colleges and universities to establish statewide common core curricula, major-specific transfer maps, and statewide transfer degrees. As a result Oregon has developed two foundational curricula, the General Core Transfer Map and the STEM Core Transfer Map, is developing major specific transfer maps in Biology, Elementary Education, English Literature, and Business, and has implemented three associate degrees for transfer. While HB2998 does not directly address the transfer of credits earned through prior learning, transferability and transcription is one of four standards recommended in the "Oregon Credit for Prior Learning Standards."

### Source Material

- Oregon's House Bill 2998 (2017) requires the Higher Education Coordinating Commission (HECC) and community colleges and public universities to:
  - Develop one or more statewide common core or foundational curricula of at least 30 college-level credits that allow community college students to count each academic credit toward their degree requirements at any public university;
  - Identify prioritized majors and determine the foundational curricula needed for each so that unified state transfer agreements (USTA) for each major can be developed. USTAs must be for majors with the most workforce demand, or common among community college transfer students.
  - Generate a USTA of 90 credits for each major course of study that provides a path for community college students to transfer to any public university with a junior status, or equivalent depending on major, and without loss of academic credit or requirement to retake a course.
- The Oregon Credit for Prior Learning (CPL) Standards, originally developed in 2013 and updated in 2017, aims to facilitate the transfer of credits earned through recognition of prior learning. Standard 4–Transferability and Transcription states that:
  - "Institutions that award CPL shall work with receiving institutions to promote transferability of CPL.
  - Each receiving institution shall determine the transferability of CPL credit granted from other institutions.
  - Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers and state administrative rules.
  - All types of CPL awarded by an institution must be notated on the transcript to as such and notations must comply with state, and federal regulations and NWCCU accreditation policies and standards, as applicable."

### Entities Compelled to Comply

- Community colleges and public universities in Oregon.

### Authorities Granted

HB 2998 grants the Oregon Higher Education Coordinating Commission the authority to:

- Convene community colleges and universities to collaborate on the development of at least one 30 credit common core or “foundational curricula”;
- Ensure that at least one foundational curriculum is established and available for use by the beginning of the 2018-2019 academic year; and
- Determine the criteria to identify the major courses of study for which a unified statewide transfer agreement will be established.

## ALIGNMENT WITH MUST-HAVES

### Foundation

Require participation of all state and state-related two- and four-year institutions.

- Yes.

---

Guarantee transfer of certificates and associate degrees that include credit earned from out-of-college learning.

- *HB2998 does not directly address transferrable certificates and degrees or ensure that out-of-college learning can be counted but plans to create new policy over the coming year. Oregon has implemented three statewide associate degrees for transfer through separate policies.*

---

Ensure articulation of all credits earned towards degrees and credentials (e.g., cannot be restricted to general education electives).

- *HB2998 does not directly address the transfer of credits earned through prior learning, but many PLA credits transfer, in part because the “Oregon Credit for Prior Learning Standards” recommends transferability as a standard.*

### Equity

---

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *HB2998 does not ensure that a diverse array of stakeholders participate in policy development. However, HECC implements the Oregon Equity Lens in all work it undertakes.*

---

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.

- *HB2998 does not mandate HECC or institutions to shift policy in response to equity gaps. However, HECC implements the Oregon Equity Lens in all work it undertakes.*

---

Mandate systematic examinations of how any proposed transfer and articulation decisions may affect different racial, ethnic, and other relevant demographic groups.

- *HB2998 does not mandate HECC or institutions to assess how decision making may impact different racial and ethnic groups.*

---

*While HB2998 does not mandate a strong focus on racial equity, Oregon's transfer and articulation efforts are rooted in an awareness that seamless transfer has an equity implication through two specific HECC values statements:*

- » **Student Success:** *we acknowledge that this legislation is driven by our collective responsibility to help students become successful through transparent and understandable transfer policy and practice. Prioritizing the needs and challenges faced by transfer students is consistent with our mission of equity-conscious policy-making.*
- » **Equity:** *we recognize that as transfer students are more likely first generation, underrepresented, rural, and lower income, a seamless system of transfer is congruent with the goal of greater access and affordability for students who have been underserved in the past.*

---

### Accountability

Require annual reports that detail transfer and articulation patterns by race, ethnicity, and other relevant demographic variables, and by institution.

- *HB2998 requires institutions to report the number of academic credits that were successfully transferred but does not direct them to disaggregate the data by race. However, HECC implements the Oregon Equity Lens in all work it undertakes.*

---

Require reports by institution on the percentage of credits transferred in that applied to a major as opposed to elective credit.

- *HB2998 requires that institutions report the number of credits that were not accepted to transfer, but not if they count toward a degree or elective credit.*

---

### Quality

Require annual reports that track the relationship between transfer, completion, and employment/wage data.

- *HB2998 does require HECC to report if transfer agreements are meeting the goal of maintaining "standards of intellectual and academic rigor at community colleges and public universities" but does not mandate what metrics to use to measure quality.*

# Policy Priority 3:

## LEARNING RECOGNITION

Policy Priority 3:  
LEARNING  
RECOGNITION

### West Virginia

#### *Recognizing All Learning through Statewide Degrees*

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#### THE POLICY

West Virginia provides an example of two statewide degree programs that standardize the way institutions award academic credit for prior learning and count that learning toward a degree. In the 1970's, West Virginia's four-year institutions came together to develop a new degree: the Regents Bachelor of Arts (RBA). This degree was created to maximize the number of credits that adult and returning students could receive in prior learning credits through standardized, systematized processes developed collaboratively by 4-year institutions.

In the mid-2000's the Board of Governor's Associate of Applied Science (hereafter referred to as "BOG" as distinct from the institutional governance entities) was created by the two-year institutions as an associate-level equivalent that articulates to the RBA. Both two- and four-year institutions develop standard credit awards which are exempted from statewide PLA policy. Students may earn a majority of credits in both degrees from standardized prior learning credits.

#### Source Material

- *While both degree programs are referenced in West Virginia procedural and administrative code, the actual "policy" is made up of the program booklets as developed by the consortium representatives from each of the participating institutions.*
- *The BOG handbook is available online.*
- *The RBA Handbook is available online.*

#### Entities Compelled to Comply

Once an institution has agreed to offer the degree program, the chief executive officer, chief academic officer, and program coordinators are mandated to comply with the policy by the Coordinating Committees for each program, which are convened by the West Virginia Higher Education Policy Commission (for the RBA) and the West Virginia Council for Community and Technical College Education (for the BOG).

## Authorities Granted

- Each institution appoints a full-time coordinator for either the RBA or BOG, who manages all institutional implementation of the degrees. There are two statewide Coordinating Committees, one for each degree, made up of coordinators from each institution. These committees meet several times a year to refine and develop rules and regulations for the degrees, which are then released by the West Virginia Higher Education Policy Commission (for the RBA) and the West Virginia Council for Community and Technical College Education (for the BOG).
- For the BOG degree, the Community and Technical College Advisory Committee (CTCAC) has the authority to:
  - periodically review policies and procedures related to admissions, assessment fees, transfer credits, transcripts, assessment of work and life experience, promotional activities, and other matters important to the vitality and quality of the program.
  - recommend standardized awards for professional training programs and credentials.
- The Regents Bachelor of Arts Coordinating Committee has the authority to:
  - periodically review policies and procedures related to admissions, assessment fees, transfer credits, transcripts, assessment of work and life experience, promotional activities, and other matters important to the vitality and quality of the program.
  - recommend standardized awards for professional training programs and credentials.
- The last governing committee for each degree is the Academic Affairs Advisory Committee, made up of provosts from each participating institution. The Committee meets periodically to vote upon the approved list of standardized awards. These standardized awards allow students in both degree programs to earn automatic college credit for industry and other work-related credentials and certifications.
- Institutions in the state are not required to offer these degrees, though most do.

## ALIGNMENT WITH MUST-HAVES

### Foundation

Require participation of all state and state-related two- and four-year institutions.

- Not required, but most institutions do participate in offering these analogous degrees.

Require recognition that competencies can be mastered in many different settings and that institutions award academic credit for mastering competencies regardless of where the learning took place.

- The programs explicitly acknowledge this requirement.

---

Create standardized requirements on how out-of-classroom learning is translated to college credits, often achieved through statewide crosswalks of competencies to credits and credentials.

- *Yes, for statewide standardized credit awards (consisting of industry and work-related credentials and certifications) but not for PLA more broadly.*

---

Uniformly apply credit recognition across all institutions.

- *Yes, for statewide standardized credit awards (consisting of industry and work-related credentials and certifications) but not for PLA more broadly.*

---

Uniformly apply process for assessing quality prior learning.

- *Yes, but only for standardized awards.*

---

Adapt curriculum from traditional seat time requirements to competency-based education.

- *For the BOG, students may earn up to 48 credit hours through “nontraditional” means, but the degree is not fully competency-based.*
- *For the RBA, there is not an upper limit to the number of credits students may earn through “nontraditional” means. However, the degree is not fully competency-based.*

---

### Equity

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *Policy does not include such a requirement.*

---

Include out-of-classroom learning that is frequently obtained by minoritized and low-income learners (e.g., learning that occurs in low-wage jobs and occupations, volunteering, or community service).

- *Policy does not include such a requirement, though the standardized awards include a wide array of fields which may encompass some of these areas.*

---

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequality and shift policy as necessary.

- *Policy does not include such a requirement.*
-

---

Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

---

- *Policy does not include such a requirement.*

### Accountability

Require annual reports that document how out-of-classroom learning is credited and credentialed.

- *The number of RBA and BOG degrees awarded yearly are publicly reported and available. The number of credits awarded through standardized awards is reported at the statewide level though not publicly available.*

Report on percentages of attempted or reviewed vs. awarded credit toward major vs. awarded credit as elective.

- *Policy does not include such a requirement.*

Adjust policy as necessary to ensure uniform application of policy and equitable practices.

- *Yes, policy and practices for the RBA and BOG are updated yearly to encompass necessary adjustments.*

### Quality

Create clear standards and definitions of quality that are applied to both competency-based education and traditional education.

- *Quality is determined by the Program committees for the BOG and RBA respectively. While these standards guide the programs, they do not guide quality standards more broadly in the state.*

### Affordability

Create policies that ensure that obtaining credit for out-of-classroom learning has no cost for students.

- *Upon acceptance to a higher education institution and declaration of their intent to pursue either the BOG or RBA, students can go through the process of assessing prior learning from both standardized awards and other assessments. These standardized awards are credited and posted to students' records at no cost.*
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## Colorado

### Focus on Crediting Work-related Experience

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Policy Priority 3:  
LEARNING  
RECOGNITION

#### THE POLICY

In 2020, the Colorado legislature passed legislation mandating the General Education Council, in collaboration with the Colorado Department of Higher Education (CDHE), to develop standards across higher education institutions to award credits for work-related prior learning via the state's Guaranteed Transfer (GT) Pathways system. The General Education Council is a group comprised of institutional faculty and other leaders that previously partnered with CDHE to develop statewide general education transfer curriculum pathways and statewide transfer agreements. Although the CDHE serves as a coordinating administrative entity of the Colorado Commission on Higher Education (CCHE), the legislation mandates that all institutions must adhere to the guidelines set out in the plan. Thus, this legislation includes requirements which go beyond the typical powers of a coordinating board.

#### Source Material

##### House Bill 20-1002:

- Mandates the CDHE to “create, adopt, and implement a plan...to award postsecondary academic credit, if appropriate, for learning demonstrated from work-related experience.”
- Defines “work-related experience” broadly to include “any experience acquired within the past ten years through paid or unpaid employment, including but not limited to self-employment, an internship, a residency, a pre-apprenticeship program, or an apprenticeship program, that may lead to or result in a business credential, an industry credential, a technical certificate, or a professional license.”
- Mandates that all institutions must adhere to the standards set out in the plan and award credits accordingly as is required in the state's general education transfer pathways.
- Guarantees that such credit awarded from work-related experience is transferable between colleges.
- Recommends receiving input from institutional representatives including both faculty and registrars, student representatives, Colorado Work Force Development Council, representatives of industries with high workforce demand and growing industries, and other representatives as selected by the Colorado Commission on Higher Education.
- Requires yearly reporting by the General Education Council (part of the CDHE) that includes:
  - The number, age, and demographics students who were awarded work-related experience credits and who transferred said credits to or from an institution.
  - Challenges to implementation of the law.
  - Fees established and charged by institutions to administer a portfolio assessment, individual assessment, examination, or a combination of therein.
  - The direct costs to institutions to implement the law.
- Recommendations on statutory revisions to the law.

### Entities Compelled to Comply

- All public two- and four-year higher education institutions in the state
- The Colorado Department of Higher Education
- The General Education Council

### Authorities Granted

- Authority to develop and implement a plan regarding statewide institutional policy and practice.
- Mandates institutions to evaluate work-related learning and award appropriate credits.
- Mandates transfer of said awarded credits.

## ALIGNMENT WITH MUST-HAVES

### Foundation

Require participation of all state and state-related two- and four-year institutions.

- Yes.

Require recognition that competencies can be mastered in many different settings and that institutions award academic credit for mastering competencies regardless of where the learning took place.

- Yes, this legislation recognizes work-related learning specifically.

Create standardized requirements on how out-of-classroom learning is translated to college credits, often achieved through statewide crosswalks of competencies to credits and credentials.

- Generates a “plan” consisting of standards to be made for work-related prior learning.

Uniformly apply credit recognition across all institutions.

- Designates a “plan” consisting of standards to be made across all institutions.

Uniformly apply process for assessing quality prior learning.

- Designates that such a process to be developed.

Adapt curriculum from traditional seat time requirements to competency-based education.

- No, though it does endorse work-related learning and awarding postsecondary credit.

## Equity

Require Black, Latino, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *Not required in the legislation, though this could be included/developed in the implementation of the bill.*

Include out-of-classroom learning that is frequently obtained by minoritized and low-income learners (e.g., learning that occurs in low-wage jobs and occupations, volunteering, or community service).

- *Yes, the legislation specifically calls out diverse modes of work-related learning, including “self-employment, an internship, a residency, a pre-apprenticeship program, or an apprenticeship program...”*

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequality and shift policy as necessary.

- *No, but it does require reporting by student demographics, so the variables necessary to examine equity gaps will be available.*

Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

- *No, but it does require reporting by student demographics, so the variables necessary to examine equity gaps will be available.*

## Accountability

Require annual reports that document how out-of-classroom learning is credited and credentialed.

- *Annual reports are required that document how many students are benefiting from this law, but there is not a statewide tracking of credits awarded as part of this policy.*

Report on percentages of attempted or reviewed vs. awarded credit toward major vs. awarded credit as elective.

- *Annual reports are required that document how many students are benefiting from this law, but there is not a statewide tracking of credits awarded as part of this policy.*

Adjust policy as necessary to ensure uniform application of policy and equitable practices.

- *While changes to the policy are not guaranteed as part of the legislation, the legislation does require annual reporting that notes challenges to implementation as well as recommendations for improvement. These reports could provide the basis for necessary adjustments.*

## Quality

Create clear standards and definitions of quality that are applied to both competency-based education and traditional education.

- *The bill includes a directive to develop standards by which work-related experience will be assessed uniformly across public higher education institutions in the state. While competency-based quality standards are not specifically addressed in the legislation, the Council could decide to set them as they develop standards.*
- 

## Affordability

Create policies that ensure that obtaining credit for out-of-classroom learning has no cost for students.

- *The bill does not include any affordability language, though credits attained through work-related experience learning standards will almost certainly ensure the cost of a degree is lowered.*
-

## Ohio

### Standardized State Guidance on Awarding Military and other PLA Credit

Policy Priority 3:  
LEARNING  
RECOGNITION

#### THE POLICY

State legislation Amended Substitute [House Bill 488](#) (130th General Assembly, 2014) authorizes the Ohio Department of Higher Education (ODHE, at that time known as the Board of Regents) to develop a set of statewide standards for the granting of college credit for military training, experience, and coursework. The legislation also requires institutions to adhere to these policies and standards.

Via executive action in 2013, the ODHE also commissioned a statewide group of stakeholders to examine institutional policy and practice and release broad recommendations on improving prior learning assessment in the state. The commissioned group, under the initiative [PLA with a Purpose](#), produced a set of tools and rubrics which institutions can use to standardize their processes around portfolio review.

Lastly, the 2014-2015 biennium budget ([House Bill 59](#)) requires ODHE to develop a transfer and articulation system for graduates of the Ohio Technical Centers meeting certain minimum standards to receive 30 college technical credit hours.

#### Source Material

There are several strong practices mandated via [House Bill 488](#):

- *Mandates that all institutions award the appropriate credit for military training, experience and coursework that meet the standards set by the ODHE.*
- *Authorizes the ODHE to develop college credit standards and procedures for military training, experience, and coursework.*
- *Creation of an articulation and transfer assurance guide for military training, experience, and coursework.*
- *Creation of a website that contains relevant details for awarding of these credits, including standardized resources and FAQs and a statewide database showing how military experiences translate to college credit.*
- *Implementation of statewide training to prepare faculty and state at public institutions to evaluate military experiences and award college credits. Requires this training to incorporate best practices published by the American Council on Education and Council for Adult and Experiential Learning standards.*
- *Requires that there be no charge for military credit evaluation or portfolio assessment.*

The system-wide [PLA with a Purpose](#) initiative included important recommendations to strengthen statewide institutional PLA practices:

- *Hiring of a staff person as a primary contact for PLA efforts at every institution.*
- *Informing students of their options with regards to PLA during admissions and advising.*
- *Recommending PLA credits are transcribed and transferable across public institutions.*
- *Encourages PLA courses to count towards degree requirements, rather than all being mapped to general education or elective courses.*

- Encourages regular review of policies and communication to students.
- Development of a common statewide assessment rubric for portfolio-based assessment credits.
- Institutional tracking of PLA credits including course equivalents, number of hours earned.
- Statewide reporting of institutional PLA data including: (1) number of students earning credit for each PLA format; (2) number of credits awarded for each PLA format; (3) average number of credits awarded per student and range of credit awards; (4) course equivalents, both academic discipline and level; and (5) student academic progress after PLA award (i.e., the relationship between PLA credit and degree completion).
- Encourages a quick awarding/posting process for PLA credits to ensure they contribute to on-time progression and graduation.
- Allows for letter grades to be given for PLA courses and calculated into GPA.
- Limits fees for PLA credits to the cost of assessment rather than the posting of credits.

But the PLA with a Purpose recommendations also included some practices that could lead to institutional PLA policies varying greatly between institutions, including:

- Allowing institutional autonomy in determining a maximum number of PLA credits rather than statewide mandates.
- Awarding PLA credit to only currently enrolled students, rather than allowing for a pre-enrollment PLA award determination.
- Does not ensure that institutional PLA policy and practice is the same across the state.
- Ensures full faculty control of the PLA process at the institutional level, restricting statewide policy and practice from being consistent (with the exception of PLA credits from military experiences).
- Allows institutions to determine whether PLA credits are considered as credit-in-residence.

Further, the statewide One Year Option allows graduates of Ohio Technical Centers who have completed a 900 or more hour program, hold an approved industry-recognized credential, and meet certain credentialing pathway requirements to receive 30 block credits toward an Associate of Technical Studies.

### Entities Compelled to Comply

- All public two- and four-year higher education institutions in the state.
- Ohio Department of Higher Education
- Ohio Technical Centers

### Authorities Granted

- Mandate for executive implementation and institutional adherence to a set of guidelines around military prior learning credits.
- Authority for ODHE to provide guidance on institutional policy and practice.
- Authority for ODHE call for biannual reporting and data from institutions on PLA credits and broader efforts.
- Authority for ODHE to provide technical assistance, training, and research to institutions engaged in PLA reform.
- Authority for ODHE to develop articulation pathways between Ohio Technical Centers and institutions of higher education.

## ALIGNMENT WITH MUST-HAVES

### Foundation

Require participation of all state and state-related two- and four-year institutions.

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- Yes, all initiatives.

Require recognition that competencies can be mastered in many different settings and that institutions award academic credit for mastering competencies regardless of where the learning took place.

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- Yes, all initiatives.

Create standardized requirements on how out-of-classroom learning is translated to college credits, often achieved through statewide crosswalks of competencies to credits and credentials.

- *House Bill 488: There are standardized statewide requirements for military-based learning.*
- *PLA with a Purpose: Policy does not create standard requirements for applying credit to out of classroom learning, though it does discuss many different forms of PLA and ways to strengthen them at the institutional level.*
- *One-Year Option: Credit affirmation teams provided a standardized crosswalk of competencies to credits, fulfilling the technical requirements for an Associate of Technical Studies degree.*

Uniformly apply credit recognition across all institutions.

---

- *House Bill 488: Yes, for military-based learning.*
  - *PLA with a Purpose: Policy does not guarantee this.*
  - *One-Year Option: Yes, the same programs at Ohio Technical Centers will yield the same number of credits in the same degree pathways for students statewide.*
-

---

Uniformly apply process for assessing quality prior learning.

- *House Bill 488: Yes, for military-based learning.*
- *PLA with a Purpose: Standardized guidance is given to institutions conducting portfolio-based review.*
- *One-Year Option: Yes, for eligible graduates of Ohio Technical Center programs.*

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Adapt curriculum from traditional seat time requirements to competency-based education.

- *House Bill 488: While the policy does not explicitly recommend competency-based education, military learning and credentials are inherently competency-based.*
- *PLA with a Purpose: Competency-based education is explicitly recommended and endorsed in the topline report of this initiative, but curricula is not mandated to shift from traditional seat time to competency-based.*
- *One-Year Option: Credit affirmation teams developed crosswalks between competencies and credits.*

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## Equity

Require Black, Latino, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *The initiatives discussed here do not include such a requirement.*

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Include out-of-classroom learning that is frequently obtained by minoritized and low-income learners (e.g., learning that occurs in low-wage jobs and occupations, volunteering, or community service).

- *The initiatives discussed here do not include such a requirement.*

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Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequality and shift policy as necessary.

- *The initiatives discussed here do not include such a requirement.*
-



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Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

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- *The initiatives discussed here do not include such a requirement.*

### Accountability

Require annual reports that document how out-of-classroom learning is credited and credentialed.

- *House Bill 488: Policy does not include this accountability element.*
- *PLA with a Purpose: Recommends a biannual accountability report to be delivered to the ODHE on PLA efforts.*
- *One-Year Option: Policy does not include this accountability element.*

Report on percentages of attempted or reviewed vs. awarded credit toward major vs. awarded credit as elective.

- *House Bill 488: Policy does not include this accountability element.*
- *PLA with a Purpose: Encourages frequent institution-level review of policies and practices but does not maintain system- and state-wide review and consistency.*
- *One-Year Option: Policy does not include this accountability element.*

Adjust policy as necessary to ensure uniform application of policy and equitable practices.

- *While the legislation and policy texts have not been updated for any discussed initiatives, ODHE regularly engages in adjustments to implementation to better serve students.*

### Quality

Create clear standards and definitions of quality that are applied to both competency-based education and traditional education.

- *House Bill 488: Recommends the use of ACE military learning standards and CAEL learning standards in training of institutional leaders for assessing and transcription of military experiences.*
  - *PLA with a Purpose: Some quality guidelines are established for portfolio review.*
-

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Create clear standards and definitions of quality that are applied to both competency-based education and traditional education(cont.)

- *One-Year Option: Yes, credit affirmation teams made up of academic and subject matter experts developed crosswalks between families of competencies learned in Ohio Technical Center programs and college credits.*

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### Affordability

Create policies that ensure that obtaining credit for out-of-classroom learning has no cost for students.

- *House Bill 488: Eliminates fees for evaluation, transcription, or application for college credit for military experience.*
- *PLA with a Purpose: This initiative encourages, but does not require, institutions to limit fees for PLA credits to the cost of assessment rather than the posting of credits. It also encourages, but does not require, the creation of a statewide College Level Examination Program (CLEP) policy.*
- *One-Year Option: There is no charge for credits granted via this program, as they are considered transfer credits.*

# Policy Priority 4:

## TRANSPARENT CREDENTIAL PATHWAYS

Policy Priority 4:  
TRANSPARENT  
CREDENTIAL  
PATHWAYS

### Kentucky

#### *Stackable Course Modules and Multiple Entry and Exit Points*

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#### THE POLICY

Kentucky statute [164.580](#) (2005) authorizes the Kentucky Community and Technical College System (KCTCS) to create academic policies that are responsive to Kentucky’s economic and student needs. KCTCS responded by creating a stackable credential policy that includes:

- Fractional-credit “modularized courses” that can be stacked into full-term courses;
- Certificates and diplomas that can stack into associate degrees in high-need workforce occupations, and associate degrees that stack or transfer into bachelor’s degrees; and
- A career pathway initiative that provides multiple entry and exit points spanning secondary, postsecondary, adult, and workplace learning.

#### Source Material

- [Kentucky Statute 164.580](#) (2005) is the enabling legislation that establishes the Kentucky Community and Technical College System and authorizes it to create KCTCS academic regulations.
- KCTCS’s academic policy is communicated in its [2019-20 Catalog](#).
- Modularized courses that students can stack to create a full course.
  - “Some KCTCS courses are available in a modularized credit format allowing students to register for courses that are components of the full (or “parent”) course. For example, BAS 212 may be taken as a three-credit course or students may enroll in BAS 2121, BAS 2122, and BAS 2123 as separate courses which are the equivalent of BAS 212. The sum of the modular credit courses is equal to the full course. The student transcript will display the modularized credit course in the term the student earned the credit and once all components of the full course are earned, the full course will appear on the transcript. Modular Credit Courses are designated as a four-digit number. The first three digits are those of the parent course. The last digit is the number of the modular credit segment/ component, e.g., XXX 2021, XXX 2022, XXX 2023 or XXX 101A, XXX 101B, XXX 101C. When a student registers for a General Education modularized course, the student must complete all of the courses in that series to fulfill General Education category requirements, e.g., ECO 101–3 credits meets the Social & Behavioral Sciences category requirement. If ECO 101 has three modules, ECO 1011, 1012, and 1013, all three ECO 101 modules must be completed before the Social & Behavioral Sciences category requirement will be fulfilled. The student cannot take three modularized courses from three different courses to meet the general education category requirement, e.g., ANT 1011, ECO 1011, and PSY 1101. Some modular courses require students to complete a Learning Contract upon registration which defines the student’s responsibilities.”

- **Multiple Stackable Academic Credentials Awarded**
  - Associate in Arts (AA) and Associate in Science (AS)—Designed to transfer into Baccalaureate of Arts and Baccalaureate of Science, respectively.
  - Associate in Fine Arts (AFA)—Designed to transfer into a Baccalaureate of Fine Arts (BFA) program at a four-year institution.
  - Associate in Applied Science (AAS)—Designed to prepare graduates to enter a career immediately after graduation and may or may not transfer into a higher-level baccalaureate degree. However, the AAS degree programs incorporate multiple exit points, i.e. awarding certificates and diplomas, when possible.
  - Diploma—Designed to prepare students for technical employment within a one- to two-year period (36-60 credit hours). A prescribed program of technical and general education courses is designed to prepare students for a specific job title, occupation, credit toward an associate degree, and continued training opportunities for certificate program graduates.
  - Certificate—Designed to provide marketable, entry-level skills, qualifying students to take external licensure, vendor-based, or skill standards examinations in the field.
- **Career Pathways in High-demand Fields with Flexible Entry and Exit Points**
  - Career Pathways refers to a series of educational programs and services designed to prepare high school students and adults for employment and advancement in targeted jobs of importance in local communities. Types of industries included in KCTCS Career Pathway initiatives include:
    - Business
    - Information Technology
    - Manufacturing and Industrial Technology
    - Healthcare/Nursing and Allied Health
    - Natural Resources/Energy
  - The goal of Career Pathways is to link academic credits and credentials with a seamless system of career exploration and preparation and skill upgrades, and to provide multiple entry and exit points spanning secondary, postsecondary, adult and workplace education.
  - KCTCS Academic Pathways are listed by academic program in the 2019-20 Catalog. Air Conditioning Technology is provided as one of many examples.
    - Air Conditioning Technology Installing and servicing heating, air conditioning and refrigeration equipment is the focus of this program. Academic courses, theory courses, and laboratory experiences are designed to promote success in the air conditioning field.
    - The Boiler Maintenance Certificate is designed to complement our Associate in Applied Science (AAS) and Diploma for students enrolled in Air Conditioning Technology Program. Installing, initial start-up and servicing commercial boilers used in HVAC applications is the focus of this certificate. Theory courses and laboratory experiences are designed to promote success in boiler service and facility management.
    - The Chiller Certificate is designed to complement our Associate in Applied Science and Diploma for students enrolled in Air Conditioning Technology Program. Installing and servicing Chillers used in commercial and industrial applications is the focus of this certificate. Theory courses and laboratory experiences are designed to promote success in the service and maintenance of Chillers.

### Entities Compelled to Comply

- State Board of Education
- State Board for Community and Technical Colleges
- Public four-year institutions of higher education
- Department of Labor
- Industry and Corporations with a high demand for skilled workers
- (Potential) Private, nonprofit institutions of higher education

### Authorities Granted

Statute 164.580 outlines the following authorities:

- Authority for the KCTCS to collaborate with business and industry to meet workforce demands.
- Authority for the KCTCS to prioritize the needs of students and employers through increasing access to postsecondary credentials and enhancing the ease of pathways toward higher credentials to increase students' basic and technical skills.
- Authority for the KCTCS college faculty and faculty senates to determine academic policy and curricular development recommended for approval through the president of the KCTCS.
- Authority for the KCTCS college faculty to innovate educational training and courses that are meant to service industry workers in new businesses and industry. Curricula and programs in service of industry are to be prioritized and expedited by the KCTCS leadership.

## ALIGNMENT WITH MUST-HAVES

### Foundation

Create clear and easy to understand pathways that communicate to students how competencies/credits mastered/earned in different settings (military, on the job, correctional facilities, CBO's, etc.) build towards specific degree credentials.

- Pathways are clear within KCTCS but unclear articulation with PLA.

Ensure that pathways are widely accessible to the general public.

- Yes, although information about pathways that are part of targeted programs (ex. Learn on Demand, Work Ready Kentucky) are more widely distributed.

Disseminate stackability information to workers via Workforce Investment Boards and major employers.

- Statute does not require WIBS and employers to disseminate information.

## Equity

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

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- *KCTCS stackability policy does not include this element of equity-centered policy.*

Ensure affordable opportunities for students to complete non-credit training that stack to a degree or credential.

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- *KCTCS stackability policy does not include this element of equity-centered policy.*

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.

---

- *KCTCS stackability policy does not include this element of equity-centered policy.*

Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

---

- *KCTCS stackability policy does not include this element of equity-centered policy.*

## Accountability

Publish annual reports that examine student progression through credential pathways.

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- *KCTCS Policy 164.095 requires general reporting but does not require reporting specific to pathways.*

## Quality

Create state-generated list of stackable credentials that lead to in-demand occupations and family-sustaining wages.

- *KRS 158.6455 establishes the process used to determine which industry certifications are recommended for the list and the level of demand for certifications on the list. In order to be considered “industry-recognized” certifications must go through a verification process. The Kentucky Center for Statistics (KYSTATS) works with each local workforce investment board to give job and demand data for the region.*
-

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Publish annual reports that examine student progression through credential pathways and track the relationship between education data, licensure pass rates, and employment/wage data.

- *KCTCS Policy 164.095 requires general reporting but does not require reporting specific to pathways.*

---

Establish statewide standards for faculty expertise on review panels.

- *The KCTCS faculty senate has primary oversight but can delegate responsibilities to institutional senates. The final approval process for academic policy and curricula development relies upon the board of regents, postsecondary education council, or the president of the KCTCS and is in place to ensure quality curricula system-wide.*

---

### Affordability

Ensure that students do not need to re-take courses or pay to “learn” competencies they have already mastered.

- *KCTCS does not ensure that no duplication of learning will take place but does mitigate this by providing modularized courses so that students can take more discrete learning modules.*

---

Create policies that ensure that non-credit training is applied to degrees and credentials at little to no cost for students.

- *KCTCS stackability policy does not address affordability.*
-

## THE POLICY

The following pieces of legislation incentivize a statewide system of stackable credentials:

- *HB 699 R.C. 3333.34 established the stackable credential system. While this legislation exists on record, HB59 is considered more widely implemented and influential on ODHE and institutions.*
- *HB 59 Section 363.120 established the One-Year Option which allows graduate from Ohio Technical Center 900 or greater hour programs to earn a block of technical credit toward an Associate of Technical Studies. The goal of this initiative is to create a statewide agreement for awarding technical credit.*
- *HB 66 R.C. 3333.162, which called for efforts to facilitate the seamless transfer of career and technical credits.*

### Source Material

- *HB 699 R.C. 3333.34 (126th General Assembly) established the goals for the stackable credential system*
  - *"A) As used in this section:*
    - *(1) "Pre-college stackable certificate" means a certificate earned before an adult is enrolled in an institution of higher education that can be transferred to college credit based on standards established by the chancellor of higher education and the department of education.*
    - *(2) "College-level certificate" means a certificate earned while an adult is enrolled in an institution of higher education that can be transferred to college credit based on standards established by the chancellor and the department of education.*
  - *(B) The chancellor and the department of education shall create a system of pre-college stackable certificates to provide a clear and accessible path for adults seeking to advance their education. The system shall do all of the following:*
    - *(1) Be uniform across the state;*
    - *(2) Be available from an array of providers, including adult career centers, institutions of higher education, and employers;*
    - *(3) Be structured to respond to the expectations of both the workplace and higher education;*
    - *(4) Be articulated in a way that ensures the most effective interconnection of competencies offered in specialized training programs;*
    - *5) Establish standards for earning pre-college certificates;*
    - *(6) Establish transferability of pre-college certificates to college credit.*
  - *(C) The chancellor shall develop college-level certificates that can be transferred to college credit in different subject competencies. The certificates shall be based on competencies and experience and not on classroom seat time."*



- HB 59 SECTION 363.120.
  - "Not later than June 30, 2014, the Chancellor of the Board of Regents shall establish a One-Year Option credit articulation system in which graduates of Ohio Technical Centers who complete a 900-hour program of study and obtain an industry-recognized credential approved by the Chancellor shall receive 30 college technical credit hours toward a technical degree upon enrollment in an institution of higher education."
  - "By June 30, 2014, the Chancellor also shall submit a report to the General Assembly, in accordance with section 101.68 of the Revised Code, that recommends a process to award proportional credit toward a technical degree for students who complete a program of study between 600 and 899 hours and obtain an industry-recognized credential approved by the Chancellor."
- HB 66 R.C. 3333.162 (126th General Assembly), which called for efforts to facilitate the seamless transfer of career and technical credits without unnecessary duplication or institutional barriers.
  - "(B) By April 15, 2007, the chancellor of higher education, in consultation with the department of education, public adult and secondary career-technical education institutions, and state institutions of higher education, shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers. The courses to which the criteria, policies, and procedures apply shall be those that adhere to recognized industry standards and equivalent coursework common to the secondary career pathway and adult career-technical education system and regionally accredited state institutions of higher education. Where applicable, the policies and procedures shall build upon the articulation agreement and transfer initiative course equivalency system required by section 3333.16 of the Revised Code."

### Entities Compelled to Comply

- The Ohio Department of Higher Education
- The Ohio Department of Education
- State higher education institutions
- Secondary career-technical education schools
- Ohio Technical Centers

### Authorities Granted

The Chancellor of Higher Education:

- "In consultation with the department of education, public adult and secondary career-technical education institutions, and state institutions of higher education, shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers." HB 66 R.C. 3333.162

## ALIGNMENT WITH MUST-HAVES

### Foundation

Create clear and easy to understand pathways that communicate to students how competencies/credits mastered/earned in different settings (military, on the job, correctional facilities, CBO's, etc.) build towards specific degree credentials.

- *HB 66 R.C. 3333.162 calls for a system to create pathways across public adult and secondary career-technical education institutions, and postsecondary institutions; does not include learning from other settings.*

---

Ensure that pathways are widely accessible to the general public.

- *Yes, but pathways are clearer within the CTE system than across systems.*

---

Disseminate stackability information to workers via Workforce Investment Boards and major employers.

- *Statute does not require that WIBs and employers disseminate information.*

### Equity

---

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *Statute does not mandate this participation.*

---

Ensure affordable opportunities for students to complete non-credit training that stack to a degree or credential.

- *The Short Term Certificate Program is a state-funded program that distributes funding to support need-based financial aid to students enrolled in a state institution of higher education to obtain a certificate that may be completed in less than one year and for which the certificate leads to an industry-recognized credential for an in-demand job.*
-

---

Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.

- ❶ *The policy was intended to ensure that these programs serve low-income working adults (Community Research Partners, 2008<sup>i</sup>). However, a study conducted by the Rand Corporation in partnership with ODHE found that Black students and adult learners were less likely to stack additional credentials relative to White and younger students. The study is descriptive and does not examine the factors associated with these trends (Daugherty, et al., 2020<sup>ii</sup>). Researchers at Rand are currently examining employment outcomes to further understand these equity issues.*

---

Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

- ❶ *Statute does not mandate this examination, but state has participated in relevant studies.*

---

### Accountability

Publish annual reports that examine student progression through credential pathways.

- ❶ *Statute does not mandate annual reporting, but ODHE runs compliance reports on career-technical credits and provides them to institutions.*

---

### Quality

Create state-generated list of stackable credentials that lead to in-demand occupations and family-sustaining wages.

- ❶ *State generates list of in-demand occupations with information on annual openings but no reference to average wages or whether these credentials stack.*

---

Publish annual reports that examine student progression through credential pathways and tracks the relationship between education data, licensure pass rates, and employment/wage data.

- ❶ *Statute does not mandate this examination, but state has participated in relevant studies.*
-

---

Establish statewide standards for faculty expertise on review panels.

- *Relevant statewide quality standards related to stackability have been established by ODHE. The agency established a statewide definition for “embedded skill certifications” as a minor certification in and of itself as well as a component of a more comprehensive industry certification.*

---

### Affordability

Ensure that students do not need to re-take courses or pay to “learn” competencies they have already mastered.

- *HB 66 R.C. 3333.162 calls for efforts to facilitate the seamless transfer of career and technical credits without unnecessary duplication of learning or institutional barriers. In addition, ODHE runs compliance reports on career-technical credits and provide them to institutions.*
- *3357:15-13-01. Per the Ohio Department of Higher Education, each associate degree program should not exceed sixty-five semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. These constraints placed by the state on allowable credits in associate degrees may encourage institutions to streamline degree programs (Daugherty et al., 2020), but there are no accountability mechanisms to ensure it.*

---

Create policies that ensure that non-credit training is applied to degrees and credentials at little to no cost for students.

- *The Short Term Certificate Program is a state-funded program that distributes funding to support need-based financial aid to students enrolled in a state institution of higher education to obtain a certificate that may be completed in less than one year and for which the certificate leads to an industry-recognized credential for an in-demand job.*

# Policy Priority 5:

## POLICY INFRASTRUCTURE

Policy Priority 5:  
POLICY  
INFRASTRUCTURE

### Florida

#### *Incentive that Awards Funding for Non-credit Credentials and Statewide Guidance for Awarding Credit*

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#### THE POLICY

The state of Florida has developed several initiatives that are designed to remove barriers and provide supports for institutions to make All Learning Count.

- *Financial incentives to offer courses and programs preparing students for industry certifications. Florida incentivizes institutions to teach content necessary as a prerequisite for industry certifications through the Career and Professional Education Act (CAPE) Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List Statute. The State Board of Education, charged with the governance of public schools, technical colleges and Florida College System institutions, develops a list of eligible industry certifications and awards additional funding to school districts and public colleges depending on the number of industry certifications they help students receive. These appropriation dollars are distributed via the incentive-based funding models in the state. Industry certifications are awarded by third-party organizations such as professional organizations and private companies, but content necessary to receive such credentials is delivered by public schools and state colleges. Through state reporting mechanisms, institutions report the number of certifications awarded. The Florida Department of Education distributes funds based on the percentage of earned certifications.*
- *Career and Technical Education (CTE) Quality Assurance. To support institutions in ensuring the quality of CTE program outcomes, HB 7071 reinforced the requirement in the original CAPE Act and the Executive Order for the Commissioner of Education to systematically review career and technical education programs to guarantee their quality and to phase out those programs which do not meet standards.*
- *Ready-Made Statewide Articulation Agreements. As part of the CAPE Act Statute to support institutions in awarding college credit for industry certifications, the State Board of Education has developed several “Gold Standard” Career Pathways articulation agreements which outline the minimum recommendation to award credit for over 140 industry credentials. These are guaranteed awards for which students can earn several college credits within specified degree pathways. They are limited to associate-degree level (AAS and AS degrees) learning, though many associate in science programs articulate into upper-division programs offered by state colleges and state universities. In addition Florida Statutes requires district school boards notify the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings to the parent before the student’s high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available postsecondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.*

## Source Material

- The CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List Statute (State Statute: [1003.491](#), [1008.44](#)), includes several provisions relevant to ALC barriers and supports:
  - Establishment of the CAPE Postsecondary Industry Certification Funding List
    - “(2) The State Board of Education shall approve, at least annually, the CAPE Postsecondary Industry Certification Funding List pursuant to this section. The Commissioner of Education shall recommend, at least annually, the CAPE Postsecondary Industry Certification Funding List to the State Board of Education and may at any time recommend adding certifications. The Chancellor of the State University System, the Chancellor of the Florida College System, and the Chancellor of Career and Adult Education shall work with local workforce boards, other postsecondary institutions, businesses, and industry to identify, create, and recommend to the Commissioner of Education industry certifications to be placed on the funding list. The list shall be used to determine annual performance funding distributions to school districts or Florida College System institutions as specified in ss. [1011.80](#) and [1011.81](#), respectively. The chancellors shall review results of the economic security report of employment and earning outcomes produced annually pursuant to s. [445.07](#) when determining recommended certifications for the list, as well as other reports and indicators available regarding certification needs.”
  - Establishment of Gold Standard Career Pathways Articulation Agreements of Industry Certification to AS/AAS Degree
    - “(c) The Articulation Coordinating Committee shall review statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education for approval. After an industry certification is adopted by the State Board of Education for inclusion on the CAPE Industry Certification Funding List, the Chancellor of Career and Adult Education, within 90 days, must provide to the Articulation Coordinating Committee recommendations for articulation of postsecondary credit for related degrees for the approved certifications.”
- Executive Order 19-31, which was later adapted and codified into law in [HB 7071](#) regarding career and technical education programs, contains several strong provisions that are conducive to an ALC agenda (quoted here is HB 7071):
  - Stakeholder Engagement
    - “(5)(a) The Commissioner of Education shall conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors, the Florida College System, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review shall identify career and technical education offerings that are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high-level wages.”
  - Annual Program Review
    - “(b) Using the findings from the annual review required in paragraph (a), the commissioner shall phase out career and technical education offerings that are not aligned with the needs of employers or do not provide program completers with a middle-wage or high-wage occupation and encourage school districts and Florida College System institutions to offer programs that are not offered currently.”

### Entities Compelled to Comply

- The State Board of Education
- The State University System
- Florida College System
- DOE-Division of Career and Technical Education and Division of Florida Colleges
- Local workforce boards
- School districts
- Businesses

### Authorities Granted

- CAPE Act Statutes 1003.491 and 1008.44:
  - Authority for the State Board of Education to recommend postsecondary industry certifications for inclusion on a list with direct funding implications via outcomes-based funding by working with workforce boards, other postsecondary institutions, business, and industry.
  - Authority for the Articulation Coordinating Committee to review statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education for approval.
- Authority in CAPE Act Statutes enforced in HB 7071:
  - Authority for the Commissioner of Education to conduct a review of course offerings in the state career and technical education system.
  - Authority for the Commissioner of Education to work with stakeholders to ensure that career and technical education courses are aligned with market demands.
  - Authority for the Commissioner of Education to recommend to the Governor the elimination of course offerings not aligned to market demands.
- Authorities in Executive Order 19-31:
  - Authority for the Department of Education to develop CTE best practices to guide high schools, postsecondary institutions, and businesses.

## ALIGNMENT WITH MUST-HAVES

### Foundation

**Financial Incentives.** Financial incentives for institutions to award and recognize competency-based learning (e.g., via appropriations, funding formulas, and competitive or block grants).

- The CAPE Act created the authority for institutions to receive funding based on the number of approved certifications that students receive. The yearly General Appropriations Act provides the actual funding based on that authority.

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**Awareness of ALC Policies.** Outreach to institutions, students, and employers on the benefits of recognizing all learning and the policies that require it to be credentialed.

- *The CAPE Act Statute 1008.44 does not mandate outreach to increase awareness, but does include the authority for the Articulation Coordinating Committee to make recommendations to the State Board of Education on the number of postsecondary credits that students should receive for industry certifications—certifications which may involve work-based learning and training hours on the job. This is an implicit recognition of the value of out-of-classroom learning and requiring the articulation of credits may raise awareness at the institutional level.*

---

**Technical Assistance.** Technical assistance for institutions to build capacity to increase the number and type of credits they award for out-of-college learning, improve assessment practices, and track outcomes.

- *The CAPE Act does require the Commissioner of Education to complete an audit of relevant career and technical education programs to examine how well the programs align to workforce needs and prepare students for in-demand, high wage jobs, although the audit does not necessarily examine academic standards. This aspect of the CAPE Act was not enforced until Executive Order 19-31 and later the passing of HB 7071. Institutional support is not explicitly included in any of these measures.*

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**Cross-Sector Collaboration.** Policies or established practices for cross-sector and cross-agency collaboration and information-sharing regarding ALC policy.

- *In conducting an annual review of state career and technical education programs, the CAPE Act Statute 1003.491 does mandate collaboration between a variety of agencies, including the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors, the Florida College System, school districts, and other education stakeholders.*



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### Recognition of Non-Traditional Learning Sites.

Expand recognition of learning in sites such as correctional facilities.

- *While the CAPE Act does not specifically expand recognition of non-traditional learning sites to earning postsecondary credits beyond industry certifications, Florida Administrative Code Rule [6A-14.0302](#) does require institutions to grant credits with military training, experience, or coursework recognized by the American Council on Education (ACE).*

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### Equity

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *Neither the CAPE Act Statutes nor other related legislation, statutes, or rules address this requirement.*

Ensure that institutions that serve large numbers of target populations receive adequate funding and support.

- *Neither the CAPE Act Statutes nor other related legislation, statutes, or rules address this requirement.*

Require that institutions receiving state-offered grant opportunities to expand ALC work identify target populations and how they will serve them.

- *Neither the CAPE Act Statutes nor other related legislation, statutes, or rules address this requirement.*

Address equity gaps uncovered in annual reports by revising practices that contribute to inequity.

- *Neither the CAPE Act Statutes nor other related legislation, statutes, or rules address this requirement.*

Mandate analysis of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

- *Neither the CAPE Act Statutes nor other related legislation, statutes, or rules address this requirement.*

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### Accountability

Require annual reports that examine the degree to which all institutions adhere to ALC policies and identify those that do not.

- *Florida Statute [1003.491](#), Executive Order [19-31](#), and later [HB 7071](#) mandates a career and technical education review with the goal of systematically measuring secondary and postsecondary career and technical education*

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Require annual reports that examine the degree to which all institutions adhere to ALC policies and identify those that do not. (cont.)

*programs for quality. Requires the Commissioner to 1) develop a methodology for an annual audit of CTE programs to include a review of student outcomes and alignment of: a) Programs offered at K-12 and postsecondary levels; b) Professional-level industry certifications; and c) High-growth, high-demand and high-wage employment opportunities; 2) to annually recommend to the governor career and technical education programs that should be eliminated and programs that should be added based on audit results. In 2019, FDOE established an advisory committee, which established program quality indicators.*

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### Quality

Require annual reports that track the relationship between education data and employment/wage data, and by institution.

- *Florida Statue 1003.491, Executive Order 19-31, and later HB 7071 mandates a career and technical education review with the goal of systematically measuring secondary and postsecondary career and technical education programs for quality. Requires the Commissioner to 1) develop a methodology for an annual audit of CTE programs to include a review of student outcomes and alignment of: a) Programs offered at K-12 and postsecondary levels; b) Professional-level industry certifications; and c) High-growth, high-demand and high-wage employment opportunities; 2) to annually recommend to the governor career and technical education programs that should be eliminated and programs that should be added based on audit results. In 2019, FDOE established an advisory committee, which established program quality indicators.*

## Washington

### *A Statewide System of Career-Connected Learning & Technical Assistance to Credit All Learning*

Policy Priority 5:  
POLICY  
INFRASTRUCTURE

#### THE POLICY

The Workforce Education Investment legislation aims to incentivize stakeholders to create a statewide system of career-connected learning experiences such as apprenticeships, mentorships, and job shadows. While this legislation is innovative in many regards, it still relies on institutions to determine if they will award college credit for out-of-classroom learning. Academic Credit for Prior Learning (ACPL) is a partial solution to this omission; although it also does not mandate how institutions award credit for prior learning, it does provide information and technical support to institutions on efforts to award credits for out-of-college learning.

#### Source Material

*Washington has put in place several pieces of policy to create a supportive environment for ALC. Specifically: Establishment of the CAPE Postsecondary Industry Certification Funding List*

- *Passed in 2011, [RCW 28B.77.230](#), Academic Credit for Prior Learning (ACPL) mandates that higher education institutions in Washington increase the number and types of academic credits accepted through prior learning. The law also requires stakeholders to create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning.*
- *ACPL is supported by the Washington Student Achievement Council's adult reengagement initiative, the [Washington College and Career Compass](#), an initiative that will connect to over 100,000 adults who don't have a postsecondary credential and connect them to financial aid and ACPL resources.*
- *Washington recognizes the importance of career-connected learning through [HB 2158](#) (2019) or Workforce Education Investment. With the goal of "creating a workforce education investment to train Washington students for Washington jobs", HB 2158 establishes a surcharge on businesses in fields that depend on a postsecondary-trained workforce and that revenue is invested then distributed to workforce investment efforts through appropriations, grants, and financial aid. Workforce investment activities established and funded by HB 2158 include:*
  - *Appropriations for career-connected learning programs*
  - *Need-based financial aid*
  - *Student loan refinancing and repayment programs*
  - *Career connected learning opportunities supported by a network of grant-funded regional intermediaries*
  - *Childcare support for students*
  - *An oversight board that brings together legislators and representatives of business, labor, higher education, students, and the Washington Student Achievement Council.*

## Entities Compelled to Comply

- RCW 28B.77.230, *Academic Credit for Prior Learning*, requires the following groups to work together:
  - The Washington Student Achievement Council,
  - The State Board for Community and Technical Colleges,
  - The Council of Presidents,
  - four-year institutions,
  - private independent higher education institutions, and
  - private career schools.
  - In addition to the above list, the workgroup must include:
    - two representatives from business; and
    - two representatives from labor.
- HB 2158, *Workforce Education Investment*, requires participation from a variety of agencies and stakeholders across the state, bringing lawmakers, higher education and industry stakeholder together around the different elements of the policy.
- The Workforce Education Investment Accountability and Oversight Board consists of members from:
  - the legislature,
  - businesses,
  - labor organizations,
  - public higher education institutions,
  - students,
  - independent, not-for-profit higher education institutions, and
  - the Washington Student Achievement Council.
- The Career Connected Learning Cross-Agency Work Group brings together representatives from multiple state agencies to fulfill the duties and responsibilities laid out in Section 55 of HB 2158. The following offices and agencies participate in the workgroup:
  - The department of labor and industries in consultation with the regulatory apprenticeship council;
  - The department of social and health services, including the division of vocational rehabilitation;
  - The work-integrated learning advisory committee;
  - The education research and data center at the office of financial management;
  - The employment security department;
  - The office of the superintendent of public instruction;
  - The state board of education;
  - The state board for community and technical colleges;
  - The student achievement council;
  - The workforce training and education coordinating board;
  - The public baccalaureate institutions;

- *The independent four-year institutions of higher education;*
- *The department of children, youth, and families;*
- *The office of the lieutenant governor; and*
- *The office of the governor.*
- *Regional networks support the scale of career awareness and exploration, career preparation, and endorsed career launch programs. Their membership includes:*
  - *A grant-funded intermediary;*
  - *K-12 district offices;*
  - *Two- and four-year institutions; and*
  - *Local employers.*

### Authorities Granted

- RCW 28B.77.230, *Academic Credit for Prior Learning (ACPL) establishes that the WSAC and institutions must:*
  - *Develop transparent policies and practices in awarding academic credit for prior learning;*
  - *Improve prior learning assessment practices across the institutions of higher education;*
  - *Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;*
  - *Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and*
  - *Develop outcome measures to track progress on the goals outlined in this section.”*
- *See the full text of HB 2158, Workforce Education Investment, for the complete list of authorities it grants. A brief summary of the authorities most relevant to an ALC agenda include:*
  - *The authority to create, implement and manage a business surcharge, investment account and appropriations distribution for career connected education programs.*
  - *Creation of a system of regional intermediaries and supports to scale career connected learning. Career connected learning opportunities are defined in Section 57 of HB 2158.*
  - *Creation of the Career Connected Learning Grant program. Grants can be used for two purposes:*
    - *Support regional career connected learning and work-integrated learning networks; and*
    - *“Support career connected learning program intermediaries working within and across regions who partner with multiple employers, labor partners, and educational institutions, work with K-12 and postsecondary career representatives to develop curricula for new and innovative programs, and scale existing career awareness and exploration, career preparation, and endorsed career launch programs.”*

## ALIGNMENT WITH MUST-HAVES

### Foundation

**Financial Incentives.** Financial incentives for institutions to award and recognize competency-based learning (e.g., via appropriations, funding formulas, and competitive or block grants).

- *RCW 28B.77.230, Academic Credit for Prior Learning does not provide financial incentive for institutions to expand ACPL.*
- *HB 2158, Workforce Education Investment, does not provide incentive for institutions to recognize competency-based learning, but does provide appropriations to expand financial aid for students attending Western Governor's University – Washington, a competency-based university.*

**Awareness of ALC Policies.** Outreach to institutions, students, and employers on the benefits of recognizing all learning and the policies that require it to be credentialed.

- *RCW 28B.77.230, Academic Credit for Prior Learning, requires that the ACPL workgroup “create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education”. To meet that goal WSAC developed the ACPL Handbook for Faculty and Staff. This handbook communicates the importance of recognizing prior learning, provides guidance on how to assess learning outcomes, and neatly packages critical information like accreditation standards, sample competency crosswalks, and sample institutional policy on awarding ACPL. WSAC raises awareness of ACPL to students through the Washington Collage and Career Compass.*
- *HB 2158, Workforce Education Investment, does require outreach to institutions, students, and employers on the importance of career-connected education, but does not increase awareness of policies to recognize workplace learning as college credit.*

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**Technical Assistance.** Technical assistance for institutions to build capacity to increase the number and type of credits they award for out-of-college learning, improve assessment practices, and track outcomes.

- *RCW 28B.77.230, Academic Credit for Prior Learning, requires the ACPL workgroup to “improve prior learning assessment practices across the institutions of higher education” and in the past has hosted workshops for institutions. WSAC publishes links to institutional policies and practices in their annual report, encouraging the sharing of policies across institutions.*
- *HB 2158, Workforce Education Investment does state that one responsibility of the cross-agency workgroup is to “expand the number of portable credits and credit for prior learning to ensure that career launch programs transfer for high school or college credit to the maximum extent possible”, but does not provide technical assistance to institutions to recognize out-of-college learning.*

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**Cross-Sector Collaboration.** Policies or established practices for cross-sector and cross-agency collaboration and information-sharing regarding ALC policy.

- *RCW 28B.77.230, Academic Credit for Prior Learning, primarily focuses on collaboration between institutions both public and private, including developing articulation agreements.*
- *HB 2158, Workforce Education Investment, creates a cross-agency workgroup whose duties and responsibilities are laid out in Section 55 of HB 2158. The duties and responsibilities that most closely align to ALC policy include:*
  - » *“Address transfer and articulation issues to ensure career launch program participants receive high school and college credit in programs initiated in K-12 or dropout reengagement programs, or college credit in postsecondary programs and registered apprenticeships, and work to expand the portability of credits to the maximum extent possible;*

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**Cross-Sector Collaboration.** Policies or established practices for cross-sector and cross-agency collaboration and information-sharing regarding ALC policy.  
(cont.)

- » *Promote innovation in equivalency and credentialing within endorsed career launch and registered apprenticeship programs;*
- » *Expand the number of portable credits and credit for prior learning to ensure that career launch programs transfer for high school or college credit to the maximum extent possible; and*
- » *Support the formation and operation of regional networks in both rural and urban areas to guide career connected learning and work-integrated learning opportunities that are both tailored to the local needs of students and employers, and designed for portable credentials across education settings and across an industry.”*

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**Recognition of Non-Traditional Learning Sites.** Expand recognition of learning in sites such as correctional facilities.

- ❶ *RCW 28B.77.230, Academic Credit for Prior Learning, does not dictate where institutions should work to recognize learning that occurs out of the classroom, leaving the recognition of non-traditional learning sites up to individual institutions.*
- ❶ *HB 2158, Workforce Education Investment values non-traditional learning sites such as the workplace but does not extend career connected learning opportunities to correctional facilities.*

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### Equity

Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does not require the Workgroup to reflect diverse stakeholders.*
- ❶ *HB 2158, Workforce Education Investment, does not require that diverse leaders be included in creating policy or regulation, but Career connect Washington did receive appropriations to hire a tribal liaison to work with tribal leaders to develop programs to meet the needs of tribal students.*



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Ensure that institutions that serve large numbers of target populations receive adequate funding and support.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does not provide funding, and relies on the WSAC to determine when and how to support institutions.*
- *HB 2158, Workforce Education Investment, provides appropriations to the State Board of Community and Technical Colleges for general operating costs, academic program enhancements, student support services, guided pathways implementation, increasing high-demand faculty salaries, and enrollments in new career launch programs.*

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Require that institutions receiving state-offered grant opportunities to expand ALC work identify target populations and how they will serve them.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does not provide grants.*
- *HB 2158, Workforce Education Investment requires that grant funded intermediaries demonstrate a commitment to equity.*

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Address equity gaps uncovered in annual reports by revising policies and practices that contribute to inequity.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does require annual reports on if goals are being met, but does not require an examination of equity gaps in credits awarded or denied.*
- *HB 2158, Workforce Education Investment, requires that the cross-agency workgroup “establish clear targets for equity to guide state data development and action by regional partners related to program design and expansion, including specific equity-focused criteria within grant funding processes and strategies” and also requires that the workgroup “collect and disaggregate program participation and outcomes data by race, gender, income, rurality, ability, foster youth, homeless youth, English language learner, and other relevant categories.”*

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Mandate analysis of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does not mandate that the workgroup consider how policies or decisions may affect different racial and ethnic groups.*
- *HB 2158, Workforce Education Investment, does not mandate analysis of how policies or decisions may affect different racial or ethnic groups, but Career connect Washington did receive appropriations to hire a tribal liaison to work with tribal leaders to develop programs to meet the needs of tribal students.*

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### Accountability

Require annual reports that examine the degree to which all institutions adhere to ALC policies and identify those that do not.

- *RCW 28B.77.230, Academic Credit for Prior Learning, requires annual reports on overall progress on awarding ACPL, but does not report by institution.*
- *HB 2158, Workforce Education Investment does not hold institutions accountable to adhering to a specific set of policies that recognize out-of-classroom learning.*

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### Quality

Require annual reports that examine the relationship between education data and employment/wage data, and by institution.

- *RCW 28B.77.230, Academic Credit for Prior Learning, does not require reports to link credits awarded to any sort of student outcomes.*
  - *HB 2158, Workforce Education Investment, does not require reporting on the relationship between career connected learning participation and employment or wage data.*
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# Section 3:

## Barriers & Solutions



# Financial Incentives

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## THE CHALLENGE

Financial incentives that encourage institutions to recognize out-of-classroom learning are rare. State policies do not often protect institutions from losing tuition dollars for awarding such credit, new work-based programs can be expensive to create, and credits earned through any other means than seat-time are not eligible for federal financial aid. Some states and institutions are stepping up to the challenge by creating innovative incentives to make awarding credit for out-of-classroom learning more appealing to both institutions and students.

### Example 1: NJPLACE 2.0 Statewide Grant Program

#### | Barrier

Developing work-based learning pathways (such as degree apprenticeships) can be expensive for institutions to undertake because of the multiple stakeholders involved and the intensive amount of time it takes to set up such programs to meet academic requirements of faculty and accreditors.

#### | Solution

New Jersey's Department of Labor developed the NJPLACE 2.0 grant program totaling \$2 million in grants to institutions to develop degree apprenticeships in specified high wage, high growth fields in the state.

#### | Strengths

This is a statewide pilot with the potential for scale in the future based on its success. Some of the strengths of the program include that it:

- Requires that funded programs be USDOL Registered Apprenticeships—a critical measure of federal quality-assurance.
- Guarantees that funded programs will result in earned college credits and students will receive wages while enrolled.
- Includes preference for programs that consider equity and inclusion via their targeted populations.

#### | Challenges

This is a pilot in preparation for a larger state effort, and complications arriving from the COVID-19 pandemic will likely introduce many barriers for both business and higher education institutions in providing training and education to apprentices. Future iterations of the grant program may be limited due to state budget cuts.

#### | Resources

[NJPlace 2.0 Request for Proposals](#)

## Example 2: FastForward Virginia

Barrier	Financial barriers for institutions and students to implementing industry certification training programs on campus.
Solution	Virginia has developed a grant program for students and institutions called FastForward. This program provides funding to institutions in order to defray the cost of non-credit training which results in an industry certification. Students pay one-third of the total cost of the program upon enrollment (up to \$1,500). Institutions receive one-third of the cost of the program when students finish the training program and another third when students receive the relevant industry certification, up to a total of \$3,000 from the state. Although not yet implemented, the state is also developing a way for students to convert the industry credentials they receive as part of the FastForward program into college credit.
Strengths	The training programs for which FastForward is eligible to be used are short-term, ranging from six to twelve weeks, and on a verified list of in-demand skills and credentials. Students also receive a coach to support them through their program.
Challenges	While the training that students receive is college level, they do not receive college credits for it and there is not a statewide, standardized way to receive college credits currently.
Resources	<a href="#">Program website</a>

## EXAMPLE 3: West Virginia PLA-Focused Degrees

Barrier	Individual institutions and faculty often view granting credit for prior learning as lost tuition revenue.
Solution	West Virginia has developed both associate- and bachelor's-level (called the Board of Governor's Associate in Applied Science and Regent's Bachelor of Arts, respectively) which are designed to grant credit to students for their prior work-based learning in a systemized and streamlined way. These degrees utilize statewide lists of industry certifications for which students can earn standardized credits toward earning their degree upon enrollment to either of the two degree programs.

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| Strengths

These two degrees are appropriate for the West Virginia context given the high prevalence of returning adults to higher education who have prior work experience in the state. Because the process is managed statewide, institutions and their faculty do not have to spend time and resources to individually assess the number of credits that students should receive for work-based prior learning. Institutions do not charge for the granting of prior learning credits through either the Regent's Bachelor of Arts or the Board of Governor's Associate of Applied Science, saving money for students. Institutions do, however, receive additional funding for enrolling these students through the state's postsecondary funding formula, which is based on full time equivalents. Institutions also view the degrees as a valuable recruitment strategy for the state's large population of working adults without a postsecondary credential. Further, the Board of Governor's Associate in Applied Science articulates towards the Regent's Bachelor of Arts.

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| Challenges

Although institutions do have a list which guarantees a certain number of college credits for industry certifications, other forms of prior learning and competency-based credit granting is not standardized or systematized in the same way.

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| Resources

[Board of Governor's Associates in Applied Science Handbook](#)  
[Regent's Bachelor of Arts Handbook](#)

### EXAMPLE 4: Federal Funding

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| Barrier

Fees associated with prior learning assessment are ineligible for Title IV funds under current federal financial aid regulations. Even a small fee associated with a course assessment could be a deterrent for low-income students if they could take a semester-long course covered by financial aid.

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| Solution

The United States Department of Education conducted an Experimental Sites Initiative whereby they authorized federal financial aid to be eligible to be used for prior learning assessment. Twenty-seven institutions participated in the experiment as of 2017, including both non-profit and for-profit institutions. While this was a federal initiative, states could replicate this effort to bolster the awarding and cost credit for prior learning at public institutions.

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**Strengths**

Institutions used a variety of strategies such as including the cost of PLA in a student's overall cost of attendance, increasing a student's Pell Grant eligibility status by up to 3 credits, or some combination therein. These interventions are discussed more in depth in the [Council for Adult & Experiential Learning report](#).

The initiative targeted institutions with a strong history of robust prior learning assessment systems already in place.

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**Challenges**

While this experiment yielded anecdotally positive outcomes for students including decreased time to degree and decreased costs, allowing federal aid to be used for PLA costs was a temporary experiment rather than a permanent policy change. Other challenges included barriers to administering the aid due to differences in fee structures and student information systems, lack of funds necessary to cover full PLA costs, and implementation difficulties from both staff turnover and inadequate understanding of the intervention.

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**Resources**

[Summary of the Experimental Sites Initiative Report Detailing Successes and Challenges of the Initiative](#)

# Stakeholder Awareness

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## THE CHALLENGE

A lack of awareness about the importance of recognizing out-of-classroom learning is a significant barrier to the spread of policy designed to make such recognition a robust element of a state's postsecondary landscape. State policy makers, industry leaders, and faculty are often unaware of the additional cost and time students incur when taking courses that cover competencies they have already mastered. And students are often unaware that the skills they have mastered through life experiences may count for college credit.

Some states are taking steps to overcome these barriers by clarifying the competencies needed to fill in-demand positions, identifying the best way to recognize competencies mastered, and communicating to students that their skills can be converted to college credit.

### EXAMPLE 1: Alabama Committee on Credentialing and Career Pathways

Barrier	Lack of awareness among policymakers, industry leaders, and faculty members on the competencies needed to fill in-demand jobs.
Solution	<p>The Governor's Office of Education and Workforce Transformation launched the Alabama Committee on Credentialing and Career Pathways (ACCCP) which consists of a series of technical advisory committees composed of business and industry members representing each sector. These committees are charged with determining valuable career pathways in each region, and with evaluating credentials to determine if they should be placed on the Alabama Compendium of Valuable Credentials. For each valuable credential, the ACCCP will map the competencies necessary to succeed in the field.</p>
Strengths	<p>Engaging different sectors and agencies through the leadership of the Governor's office raises awareness among and involvement of a broad range of state stakeholders in the ALC agenda. This approach also deepens the alignment between the postsecondary and workforce sectors.</p> <p>In collaboration with the GOEWT, agencies and sectors are coming together to establish awareness of the competencies students must master to be successful in in-demand fields by developing the Alabama Competency Taxonomy, which is a seven-tiered system for coding each individual skill, or competency, that composes an occupation. The Taxonomy ensures each of the competencies can be coded, organized, and mapped onto a credential of value so that the credential of value can be recognized as certifying the mastery of that set of competencies.</p>



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| Strengths  
(cont.)

The ACCCP is currently conducting a survey to raise awareness of the in-demand occupations and competencies along with the credentials of value aligned to them. One main goal of the survey is to restructure job descriptions in these fields to emphasize competencies in lieu of requirements for traditional associate and bachelor's degrees.

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| Challenges

None identified yet, as this initiative is in the early stages.

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| Resources

ACCCP Survey  
Goals and Objectives of the GOEWT

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### EXAMPLE 2: Technical College System of Georgia (TCSG)

| Barrier

Lack of student awareness of ALC pathways.

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| Solution

Many programs offered by TCSG colleges have embedded stackable credentials that progress to an associate degree. As a part of TCSG's 2020-24 Strategic Plan, strategies 4 & 5 require TCSG to conduct marketing campaigns that promote technical education, flexible adult education, and high school equivalency credentials. Marketing efforts will emphasize affordability and accessibility of technical education including high school equivalency, stackable credentials, postsecondary transition, and other advantages.

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| Strengths

The marketing campaign is tied to measurable goals that will be used to assess its effectiveness. TCSG has a goal to increase the number of public high school students enrolling in technical colleges within one year of high school graduation from ~ 9200 to 10,000 by the end of 2024. And from 2020-24 they are aiming for 50,000 Georgians to receive a High School Equivalency credential through TCSG. Both marketing campaigns will target either high school or adult learners emphasizing stackable credentials as an appeal to pursuing a credential through TCSG.

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| Challenges

The marketing campaign is a part of TCSG's current strategic plan, but evidence of its effectiveness has not yet emerged. TCSG should track the campaign's reach and impact and refine if necessary.

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| Resources

TCSG 2020 Strategic Plan

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# Cross-Agency Collaboration

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## THE CHALLENGE

In order for all learning to truly count, state agencies such as departments of education, higher education system offices, departments of labor, workforce development councils, departments of corrections, and state agencies involved in licensing have to work collaboratively and in alignment. While no state has aligned all these state agencies behind an ALC agenda, some show promising practices that can be considered essential building blocks for how to design a comprehensive strategy for cross-agency collaboration.

### EXAMPLE 1: Michigan Office of Global Michigan (formerly 'Office of New Americans')

#### | Barrier

Michigan was invested in attracting global talent as a workforce development strategy in response to labor shortages, particularly in the health care profession. However, state initiatives advancing immigrant workforce development were implemented by different state agencies with no coordination.

#### | Solution

Established by executive order of the Governor, the Office of Global Michigan facilitates collaboration with other agencies across all programs concerning immigrant entrepreneurship, licensing, workforce training, education, housing, healthcare, refugee services, and quality of life. Through this office, the Governor supported a reform that would streamline the process for foreign trained professionals to get state licenses and, subsequently, coordinate all aspects of immigrant workforce development to minimize or eliminate barriers, and to streamline government processes.

#### | Strengths

The solution involved the creation of a coordinating body, the Office of New Americans, currently the Office of Global Michigan, that coordinates the work of all state initiatives related to immigrant workforce development that operate under the jurisdiction of different state agencies, including English as a second language programming, workforce training programs and licensing. The work of the Office of New Americans, however, began with a focus on professional and occupational licenses.

The Office of Global Michigan is nationally known for its work with skilled immigrant occupational licensing guides in partnership with the Department of Licensing and Regulatory Affairs, as well as for its work in the area of skilled immigrant workforce development.

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**Strengths**  
*(cont.)*

The Office further undergoes intentional work on building awareness among immigrant communities, about occupations requiring licenses via licensing guides, and hotlines.

The Office developed pathway guides for foreign-trained professionals to assist them to utilize their skills and experience by either following the requirements of Michigan's licensing boards or following alternative career pathways.

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**Challenges**

Many skilled immigrants still must retake course content they have already mastered. Although at the institutional level some community colleges have focused on gap analysis to offer courses for foreign trained professionals to complete only the content they need to take the licensing exam, Michigan has not engaged in this type of analysis comprehensively as state policy.

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**Resources**

[Website for Office of Global Michigan](#)  
[Health Care Career Pathways Guides](#)

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**EXAMPLE 2: The Alabama Governor's Office of Education & Workforce Transformation (GOEWT)**

**Barrier**

Lack of capacity for consistent alignment of workforce and postsecondary agendas across state agencies.

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**Solution**

GOEWT was established to implement Governor Ivey's workforce development strategic plan by coordinating workforce development and education for the state of Alabama.

Funded via memorandum of understanding between the Governor's Office, the Alabama State Department of Education, the Alabama Department of Commerce, and the Alabama Community College System to transfer Workforce Innovation and Opportunity Act and career and technical education state leadership and administration funds to the GOEWT to coordinate strategies.

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**Strengths**

Establishment of the GOEWT signals the Governor's priority to promote workforce and education alignment using competencies, and ensures that multiple state agencies, higher education sectors, and industry stakeholders come together to work on the following strategies:

- The creation of the Alabama Industry Recognized and Registered Apprenticeship Program (AIRRAP);
-

- Braided funding strategy using federal workforce development funding streams (WIOA and Perkins CTE) to support education-to-workforce pipeline;
- The work of a cross-sector committee on credentialing and career pathways: the Alabama Committee on Credentialing and Career Pathways (ACCCP), that uses academic and workplace competencies to map pathways within in-demand industry clusters.

As a comprehensive group of stakeholders, the ACCCP is comprised of:

- Chairmen:
  - » *Chancellor, Alabama Community College System (ACCS)*
  - » *Superintendent of Education (DOE)*
- Members:
  - » Governor
  - » Chair of Alabama Workforce Council
  - » Chair of Alabama State Workforce Development Board
  - » Secretary of Labor
  - » Deputy Secretary of Alabama Commission on Higher Education
  - » President of Alabama Council of College and University Faculty Presidents
  - » Deputy Secretary of Commerce
  - » One gubernatorial appointment for each of the seven workforce regions

## | Strengths

Multiple agencies and departments are also collaborating on the creation and management of the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, an integrated education and workforce database. The development of the ATLAS data sharing bridge involves the following agencies:

- Governor's Office of Education & Workforce Transformation (GOEWT)
- Alabama Workforce Council (AWC)
- Alabama Community College System (ACCS)
- Alabama State Department of Education (ALSD)
- Alabama Commission on Higher Education (ACHE)
- Alabama Department of Human Resources (ADHR)
- Alabama Department of Labor (ADOL)
- Alabama Department of Commerce (ADC)

## | Challenges

Initiative is ongoing and no challenges have been identified, thus far.

## | Resources

[Goals and Objectives of the GOEWT](#)

# Inclusion of Correctional Facilities

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## THE CHALLENGE

Incarcerated individuals often arrive to correctional facilities with some amount of postsecondary learning and may accumulate more while incarcerated. However, this learning often goes unrecognized for college credit. Access to educational records, accurate assessment of learning, restricted access to technology, and the lack of credit bearing courses offered in correctional facilities are all barriers to making All Learning Count. Some states are working to overcome these barriers by providing innovative solutions to improve assessment of out-of-college learning and expand credit bearing courses within the walls.

### EXAMPLE 1: Learning Resources for Incarcerated Individuals from the Colorado Department of Corrections

#### | Barrier

State departments will often restrict broadband access to incarcerated individuals, creating a barrier to offering quality education of any kind. Lack of broadband access limits the courses, content, and technology that incarcerated individuals can access.

#### | Solution

Colorado Department of Corrections (CDOC) partners with online curriculum vendors and industry certificate programs to increase educational options for incarcerated individuals. To limit access to other websites, CDOC created a secured link and built a firewall around the secured link ensuring that students can only access educational materials.

#### | Strengths

With access to computers with broadband provided by the CDOC, incarcerated individuals can complete assessments for certificate programs, gain literacy skills in updated technology, and partake in virtual courses. CDOC also offers virtual simulation experiences that model job duties such as welding and construction before students transition to hands on experience with machinery. Broadband access also provides opportunity for two- and four-year colleges to offer virtual courses that lead to certificates, associate or bachelor's degrees. Two examples include: CSU Pueblo offers a virtual health sciences certification that could lead to a bachelor's degree; Colorado College offers a humanities program that could lead to a bachelor's degree.

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| Challenges

CDOC's efforts are not always aligned to credentials authorized by higher education institutions, so certifications and courses earned may not always count toward a degree. The Colorado DOC's [statute directs](#) that correctional education equips offenders with skills that lead to a living wage or job. Colorado DOC invests funding into advanced technology and qualified instructors to facilitate career tech courses behind bars that equip incarcerated individuals with industry certifications. The certifications do not always lead to credits or higher-level credentials authorized by higher education institutions.

Another barrier to implementing an ALC agenda in correctional facilities is access to documents that demonstrate the prior learning that took place before incarceration. For example, individuals may have worked as an auto mechanic but never completed official certification and cannot adequately validate their experience otherwise.

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| Resources

[Correctional Education Program Act of 1990](#)

[CSU Pueblo](#)

[Colorado College](#)

### EXAMPLE 2: Washington State's College in Prison Program

| Barrier

Lack of access to credit bearing courses is another barrier that incarcerated individuals face. When incarcerated individuals do have access to education, it is most frequently high-school equivalency programs, or a workforce certificate that does not always lead to credits toward a degree program. While many people complete postsecondary learning while incarcerated, upon release and enrollment in a college or university, students are asked to complete competency-exams, or additional coursework to further validate their knowledge of the content.

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| Solution

Washington State's College in Prison Program is a statewide system of credit-bearing courses and credentials offered through a partnership between the Washington Department of Corrections (WDOC) and the Washington State Board for Community and Technical Colleges (SBCTC). To reduce recidivism through education that will lead to employment upon release, WDOC partners with the SBCTC to award workforce certificates and associate degrees in correctional facilities.

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**| Strengths**

Incarcerated individuals earn a certification or associate degree through the state community and technical college system, increasing the likelihood that their college credits will count toward higher-level degrees.

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**| Challenges**

Washington limits the number of associate degrees offered in prisons to six disciplines aligned to the state’s workforce needs. These disciplines are appealing for the needs of the state, but this process excludes incarcerated individuals with other educational interests. Washington has educational navigators available for incarcerated individuals on the inside and upon reentry to help them prepare for pursuing their desired educational credential beyond what is offered. However, this method does not allow for students to utilize their time inside to pursue education. Access to internet, faculty and space also limits the Program’s ability to reach more students.

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**| Resources**

[Washington State’s College in Prison Program](#)

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# Section 4:

## Glossary of Terms





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**Academic/  
Credential/  
Degree Pathways**

A sequence of courses recommended for successful completion of a degree, diploma, credential, or certificate.

**Advanced  
Placement (AP)  
Exam**

A series of standardized exams developed by the College Board and taken by high school students. College credit can be awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses.<sup>iii</sup>

**Apprenticeship**

A combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations (and/or the federal government).<sup>iv</sup> There are several different types of apprenticeships including non-college apprenticeships, college-connected apprenticeships, and degree apprenticeships. They are defined elsewhere in this Glossary.

**Articulation  
Agreement**

A mechanism by which credit and credentials are recognized and awarded through pre-arranged agreements. Articulation agreements can include analogous courses between higher education institutions or can be used as a mechanism for higher education institutions to accept industry certifications or give credit for other learning or competency obtained outside of the higher education institution in question.<sup>v</sup>

**Career Pathways**

Specified arrangements that allow low-skilled youth and adults to combine work and education while obtaining in-demand postsecondary credentials.<sup>vi</sup>

**Certificates**

Non-degree postsecondary awards that typically require less time to complete than degrees.<sup>vii</sup>

**College-  
Connected  
Apprenticeships**

Apprenticeships administered in part by an employer and a postsecondary institution, whereby the postsecondary institution grants academic credit for a portion or all of the classroom and/or on-the-job learning component of an apprenticeship facilitated by an employer.<sup>viii</sup>

**College Level  
Examination  
Program (CLEP)  
Exams**

Tests offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course material.<sup>ix</sup>

**Competency-Based Education (CBE)**

An approach to teaching and learning that focuses on the competencies (knowledge, skills, and abilities) that students must master rather than the amount of time they have spent in class (as measured by credit hours).<sup>x</sup>

**Competency-Based Learning (CBL)**

A form of instruction that emphasizes the acquisition, application, and mastery of knowledge rather than classroom seat time. CBL is a broad category that includes learning acquired via apprenticeships and individual competency-based courses; and that can be recognized by Prior Learning Assessment, challenge exams, and more.<sup>xi</sup>

**Credit for Prior Learning (CPL)**

A process by which college-level knowledge and skills acquired outside of the college classroom are validated and credentialed.<sup>xii</sup>

**Crosswalks**

Compilations of institutional decisions on equivalencies accepted for different types of learning originating outside higher education.<sup>xiii</sup>

**Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs)**

Examinations developed by the Chauncy Group International and administered by Prometric that allow a student to demonstrate proficiency of college level knowledge and skills. While originally developed for military service men and women and provided free of charge, the tests are now available for civilians to take as well on a fee basis.<sup>xiv</sup>

**Degree Apprenticeship**

Apprenticeships that are designed to lead to an associate or bachelor's degree. Community colleges typically deliver the classroom component, and students receive academic credit for technical on-the-job learning.<sup>xv</sup>

**Digital Badges**

Acknowledgement of specific skills and achievements awarded by adult training centers, postsecondary institutions, employers, occupational agencies, professional associations, and other types of organizations to learners.<sup>xvi</sup>

**Direct Assessment**

A higher education institutional practice of directly measuring student knowledge and learning, rather than linking it to seat time and grades.<sup>xvii</sup>

**Industry Certification**

A credential awarded by a certifying body, often an industry association or trade group, based on an examination process assessing whether an individual has acquired the designated knowledge, skills, and abilities to perform a specific job.<sup>xviii</sup>

**Institutional Exam or Course Challenge Exams**

An examination for a particular course that an academic program or department may utilize to give students credit for a course. A student typically engages directly with an individual program or department to learn about the availability and cost of institutional course examinations.

**International Baccalaureate Programs (IB)**

An internationally accepted standard curriculum for entry into institutions of higher education. Many US institutions award college credit for the IB Diploma Program, depending on the final exam score in individual subjects.<sup>xxix</sup>

**Licenses**

Credentials that are mandated by law for workers in specific occupations and must be renewed periodically.<sup>xxx</sup>

**Locally Evaluated Industry and Workplace Credit**

A process by which individual postsecondary institutions evaluate and award credit for noncollegiate instructional programs, such as those for industry certification, professional licensure, apprenticeship, and other local workplace training that demonstrate competency required for completion of degree or certificate programs.<sup>xxxi</sup>

**Minoritized**

A replacement for the term “minority” that recognizes that to be a “minority” student is a status which is socially constructed.<sup>xxxii</sup>

**National College Credit Recommendation Service (NCCRS):**

An organization that coordinates teams of college faculty evaluators and subject matter experts to conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translates them into college credit equivalencies.<sup>xxxiii</sup>

**Non-Credit Training**

Workforce-oriented training that does not count towards college credits and is usually oriented towards non-traditional students.<sup>xxxiv</sup>

**Portfolio Assessment/ Review Credit**

A process by which individual faculty, departments or schools determine how much credit to award a student based on a review of a portfolio prepared by the student to demonstrate learning acquired outside of the classroom and that is relevant to the student’s educational program. A portfolio course may be offered by the institution to assist the student in preparing a quality portfolio.<sup>xxxv</sup>

**Transfer Pathways**

Arrangements that set and sequence courses and/or competencies needed for students who begin their postsecondary education in one institution and wish to complete it in another. Transfer pathways are most commonly applied to movement from the community college to four-year sector.<sup>xxxvi</sup>

**UExcel Exams**

Examinations for college credit offered by Excelsior College in New York. These were formerly known as “Regents College Exams,” “ACT/PEP Exams,” and the “Excelsior College Examination Program (ECE).”

**Work-Based Learning**

An instructional strategy whereby learning tasks occur in a workplace.<sup>xxxvii</sup>

## ENDNOTES

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