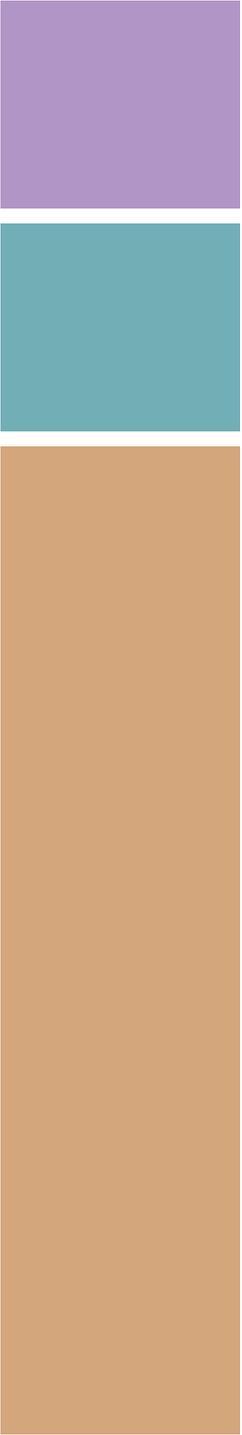


Valuing and Validating Experiential Learning



The Council for Adult and Experiential Learning
Joel Simon, AVP

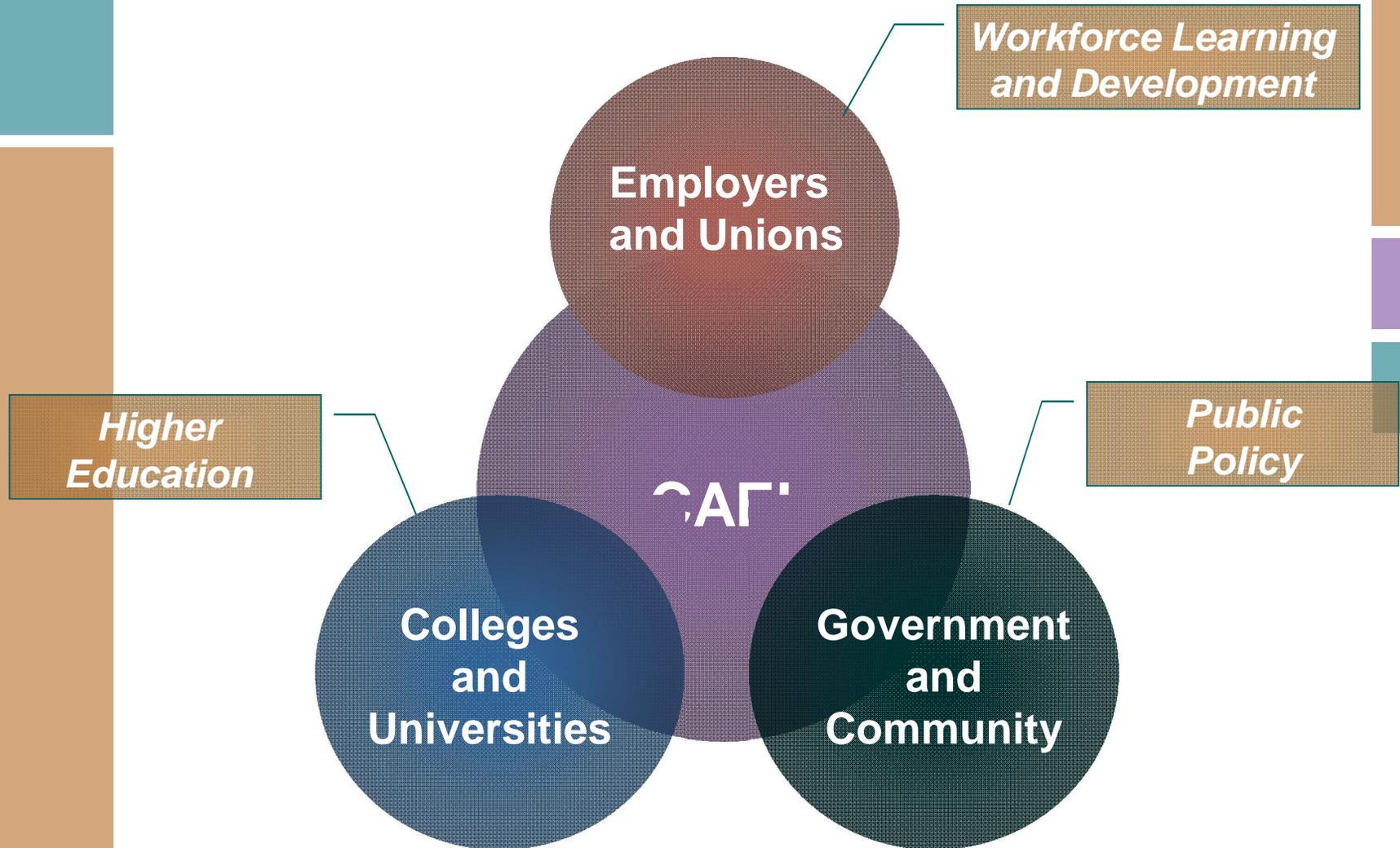


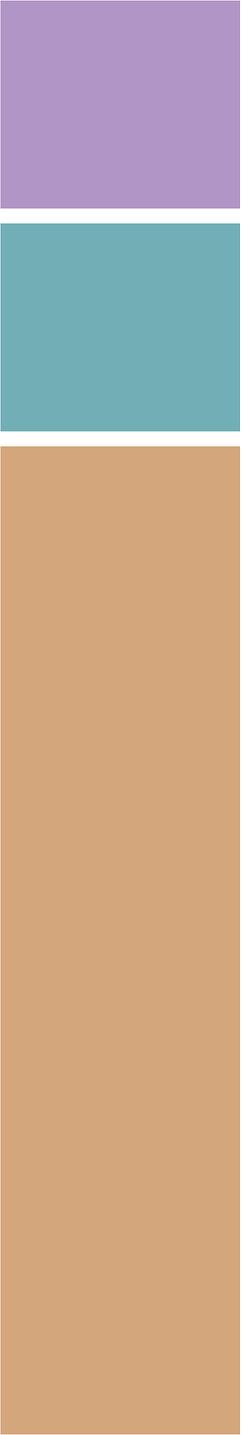
CAEL's Focus

Vision and Mission:

- To advance lifelong learning for adult learners
- To remove policy and organizational barriers to learning opportunities, identify and disseminate best practices, and deliver needed adult learning services to government, higher education and industry

CAEL's Intermediary Role





Guiding Themes

Large Scale worker transitions

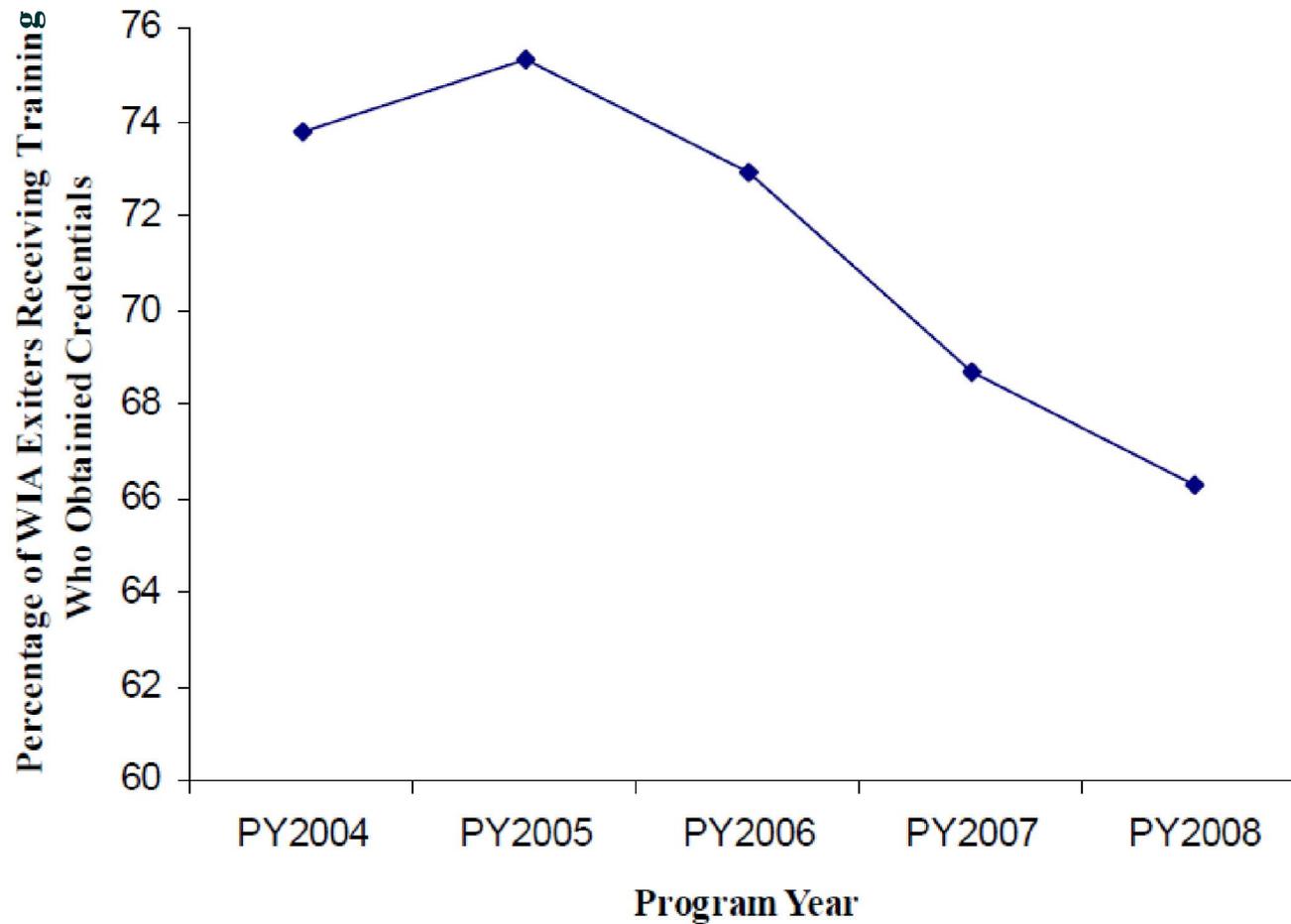
Increasing emphasis on ‘Middle Skill’ jobs , capabilities

Skills have value no matter where and how they are developed

US DOL TEG L– Increasing Degree and Credential Attainment including Prior Learning Assessment

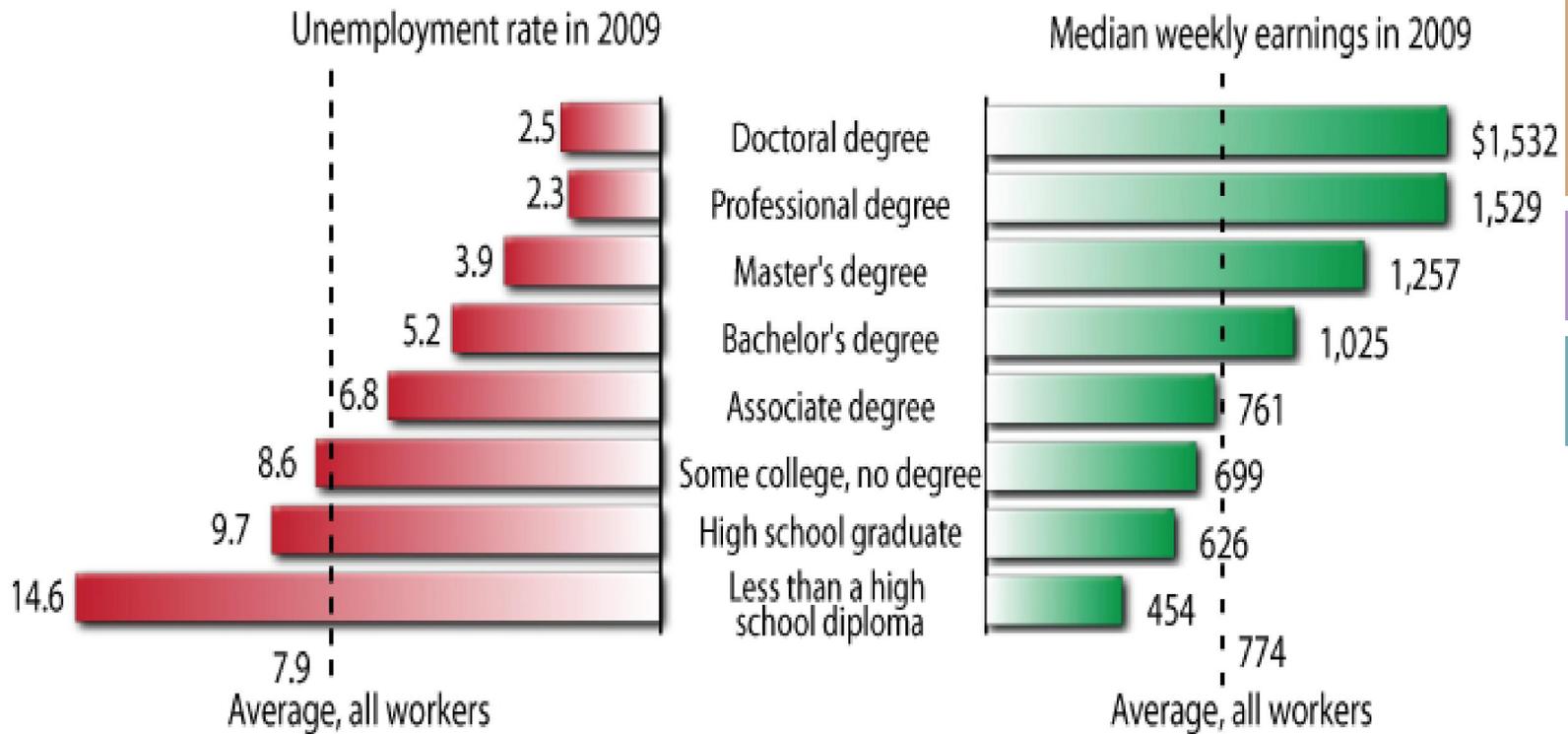
WIA and Credential Attainment

Chart 1: WIA Exiter Credential Attainment By Year



Impact of Credentials and Earnings

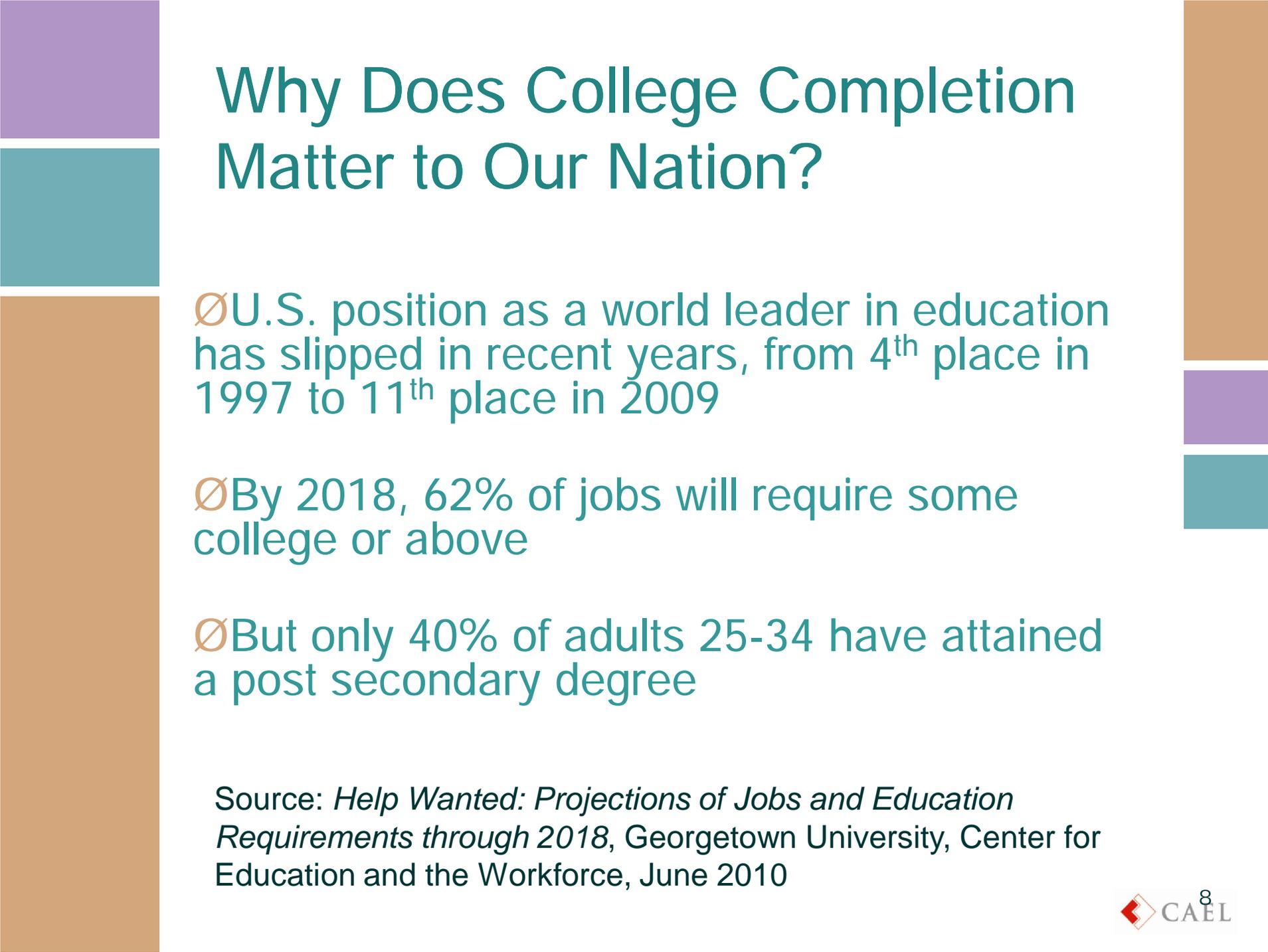
Education pays



Source: Bureau of Labor Statistics, Current Population Survey







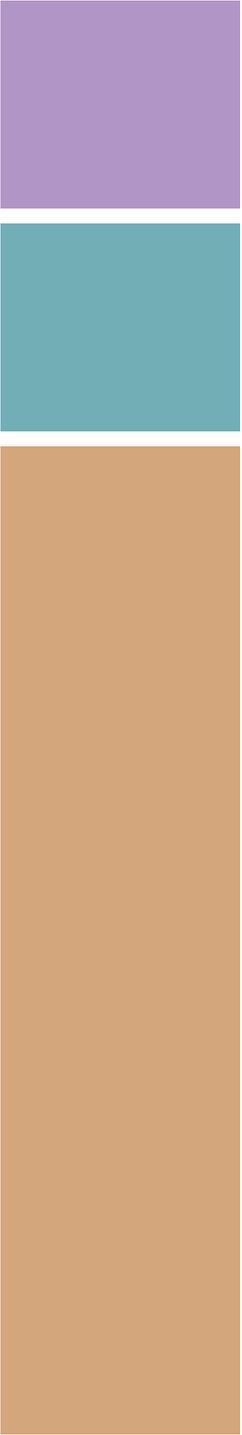
Why Does College Completion Matter to Our Nation?

Ø U.S. position as a world leader in education has slipped in recent years, from 4th place in 1997 to 11th place in 2009

Ø By 2018, 62% of jobs will require some college or above

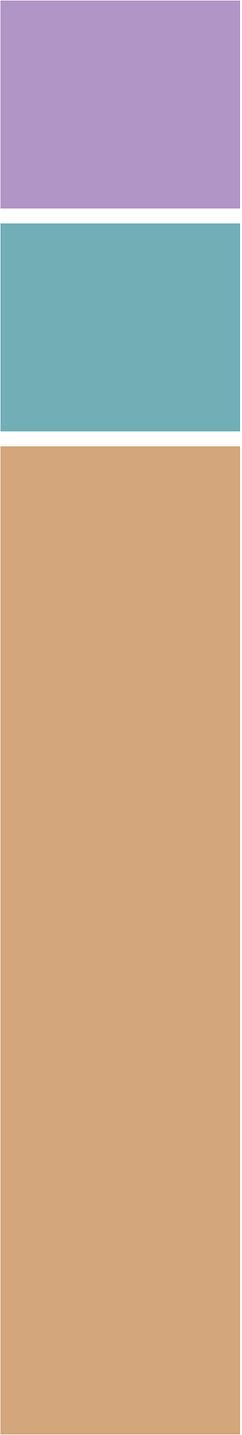
Ø But only 40% of adults 25-34 have attained a post secondary degree

Source: *Help Wanted: Projections of Jobs and Education Requirements through 2018*, Georgetown University, Center for Education and the Workforce, June 2010



What about existing skills?

- § Most of the people you are serving are not fresh out of high school.
- § What have they been doing?
 - § Working in various jobs
 - § Serving in the military
 - § Serving their communities
 - § Pursuing personal interests



What is Prior Learning Assessment?

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The evaluation for college credit of the knowledge and skills one gains from:

- employment
- military service
- non-credit instruction/training
- travel
- hobbies
- civic activities
- volunteer service

PLA Methods

§ Standardized exams

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Excelsior College Exams
- DANTES Subject Standardized Tests (DSST)

§ Challenge exams

§ Evaluation of non-college training

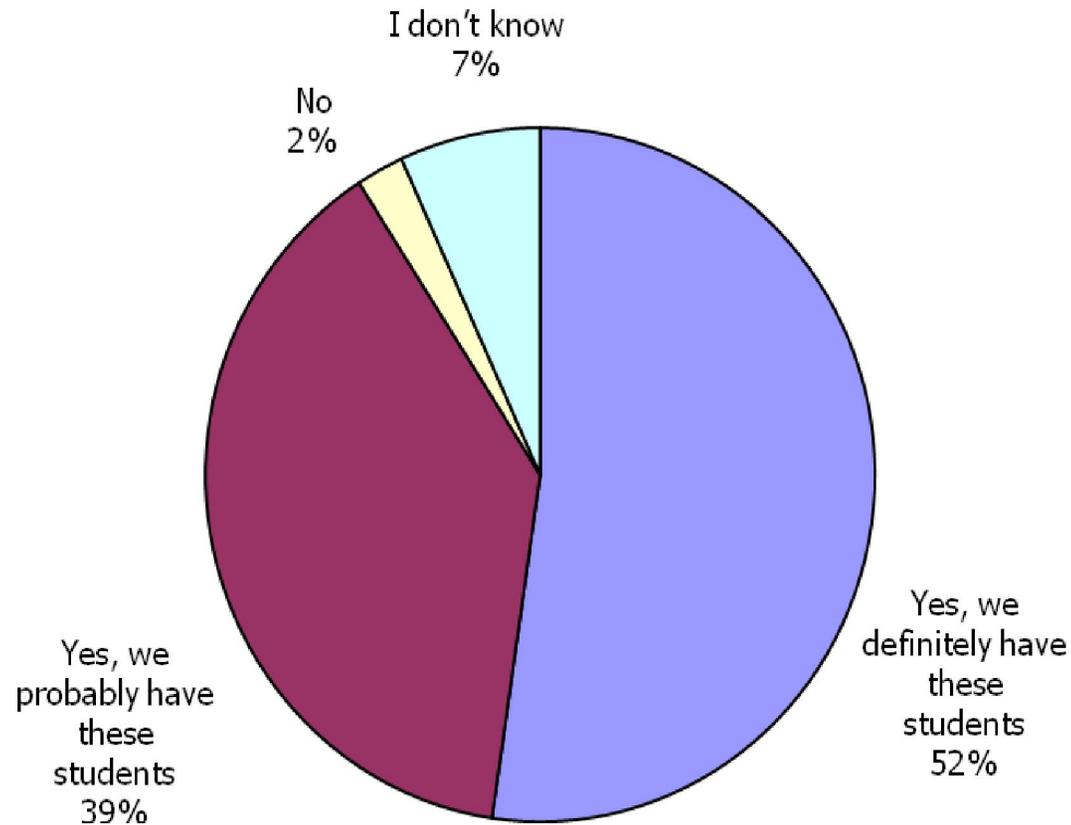
- § corporate or military training

§ Evaluation of non-credit instruction

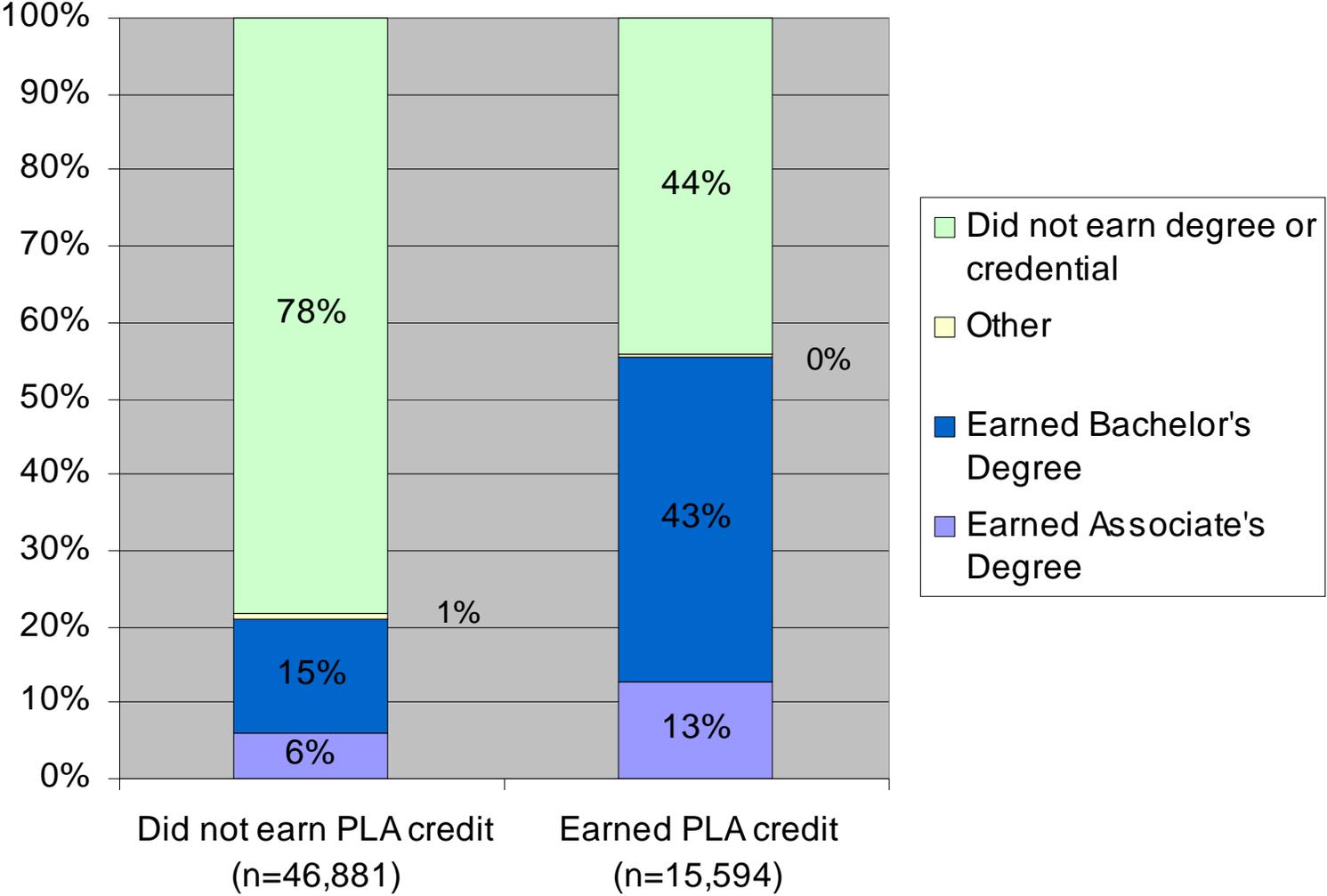
§ Individual Student Portfolios

Community College PLA Survey

Sample Question: Do you have younger adults who come to your institution with some technical training that they have learned on the job?

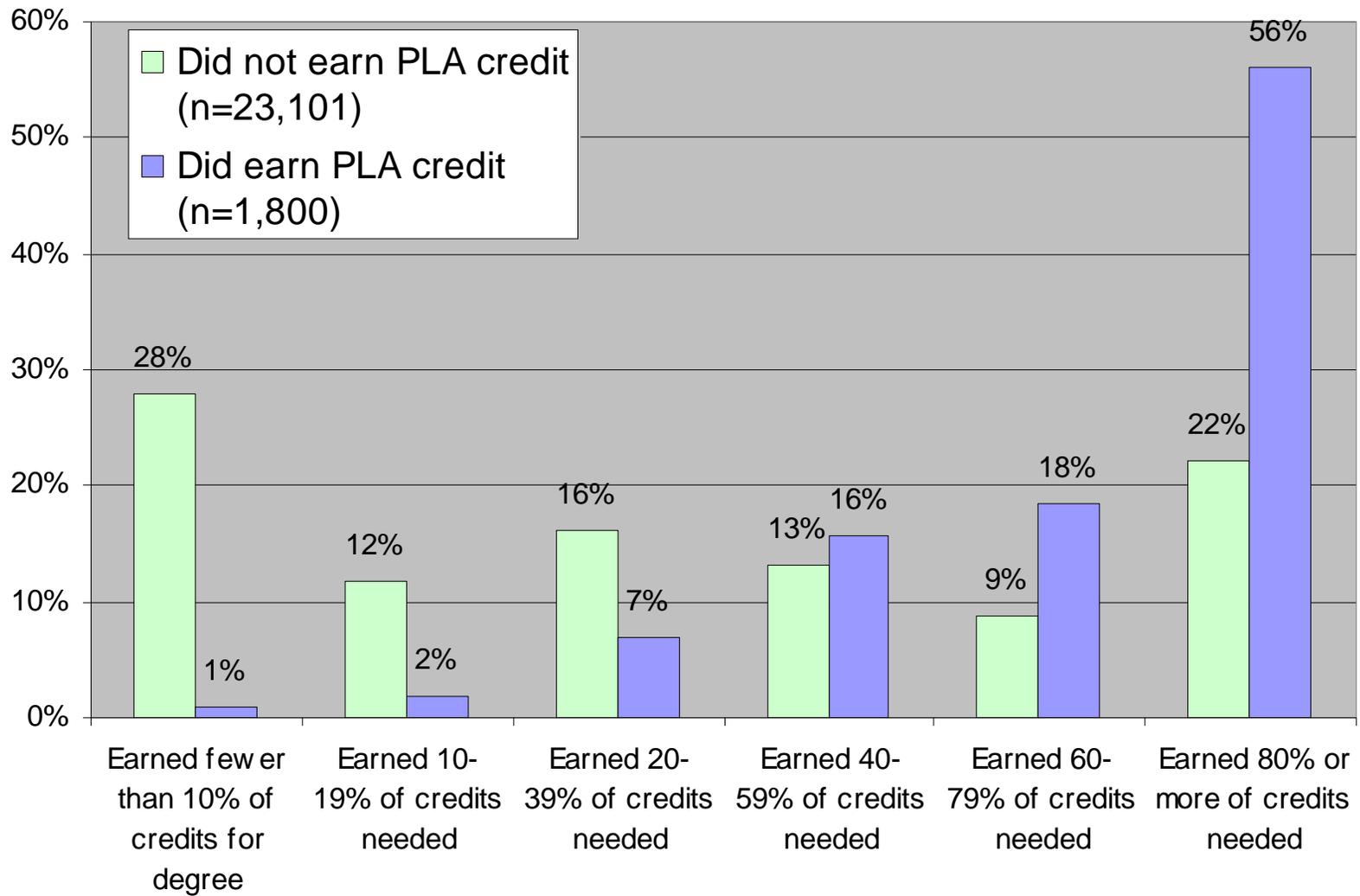


Graduation Rates of PLA Students



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Credit Accumulation, No Degree Earners



Summary– Graduation Rates

PLA students had better graduation rates than non-PLA students:

regardless of institutional size, level (two-year or four-year) or control (private for-profit, non-profit, or public)

regardless of the individual student's academic ability or grade point average

regardless of the individual student's age, gender, or race/ethnicity

regardless of whether or not the individual student receives financial aid

Summary - Persistence

PLA students have higher rates of persistence compared with non-PLA students.

In terms of credit accumulation / progress towards the degree

In terms of number of years of credit-earning

Summary– Time to Degree

PLA students earned bachelor's degrees in a shorter periods of time compared with non-PLA students– a difference of between 2.5 and 10.1 months, depending upon the number of PLA credits earned.

PLA earners with associate's degrees saved an average of between 1.5 and 4.5 months of time in earning their degrees, compared to non-PLA students earning associate's degrees.

Adults Care About PLA

A College Board study of 1500 adults rated “credit for prior learning policy” as more important than “small class size” or “availability of financial aid.”

A KY telephone survey indicated that the opportunity to earn credit for prior learning is one of 3 motivators for adults with some college but no degree.

Need to scale up PLA

Only 66% of higher education institutions offer portfolio method; most serve very few students annually

Research indicates a need at institutions for more PLA, but a lack of capacity and resources

- Specialized training for assessors, advisors, administrators
- Time intensive program
- Salaries, space, training, marketing

Colleges Getting Started

Policy Development

“PLA 101” for campus stakeholders

Training of faculty assessors



College credit for what you already know™

CAEL's LearningCounts.org service offers:

- On-line courses to help employees prepare a portfolio
- Expert faculty assessors to review the portfolios and make credit recommendations
- Credit transcription service to colleges chosen by students
- Lower cost than tuition in most cases

Example: WFD and PLA

New United Motor Manufacturing, Inc.
(NUMMI)

4,700 workers / \$512m annual pay, benefits

Innovative Partnership between GM and
Toyota



Identifying Worker Skills and Profiles

Large numbers of workers shared this high-value experience

By helping a few workers to identify transferable and creditable skills, they can help guide the rest

Start the process for clear articulation of skills

Build confidence transitioning back into the workforce

Our Challenge

- Through the workers, learn about the depth and breadth of their skills
- Create frameworks for other workers to follow suit
- Empower case managers, counselors to facilitate



Focus Groups

Groups of 15-20 workers of similar divisions

Group design and facilitation

- Created sense of equality
- Allow for open discussion

Topics of discussion

- Before, during, after
- ID of transferable skills

Benefit to former workers

- Left with confidence
- Ideas for skills articulation
- Believed in themselves
- Basis for portfolio development
- Therapeutic



Building the Portfolio

- Focus Group input sculpted the portfolio
- Process gave directed opportunity for workers to document their experiences on the job

Before, During and
After each Job
Tasks

Transferable Skill

Experience/Evidence
of Skills

Employee Guide

Explanation of Skills

Steps for working through
template



Skill linkages through work experience

Skill breakdown (before, during and
after) each job task

Self Assessment Guide with completed
and blank templates

Employee Guide Templates

Open-Ended

Experience Prompts

Completed

Before Doing a Job

Review Previous Shift Logbook

Transferable Skill

Document Use	Job Task Planning	Decision Making	Prioritizing Tasks
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Your Experience

Before Doing a Job

Review Previous Shift Logbook

Transferable Skill

Document Use	Job Task Planning	Decision Making	Prioritizing Tasks
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Prompts

Things you did to review the log book?

Things you did after you read the log book?
What skills did you use?

Before Doing a Job

Review Previous Shift Logbook

Transferable Skill

Document Use	Job Task Planning	Decision Making	Prioritizing Tasks
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Evidence

Decide what needs to be done to complete jobs/tasks in my area. Consult with Team Members and Leader to review what work will be done first

Case Manager Guide

Strategy for identifying skills and abilities

Clear understanding of the worker culture and attitude

Guiding Questions and Sample conversations



Case Manager as Bridge

Help the worker to make steps to overcome the fear.
Help them to reinforce and appraise hard work, effort and sacrifices made to achieve success.

Case managers may ask questions such as:

- How can you improve the way you acknowledge yourself?
- How can you accept yourself as being successful?
- How do you measure success?
- How can you eliminate excuses for being unsuccessful?

The case managers are there to help the Nummi workers believe in themselves again. They are the bridge who provide the tools and support to their future.

Immediate Need

Re-Packaging Workers

- Info for employers and industry outreach
- Existing skills sets determined
- Barriers identified and resources provided

Worker Assessments

- Transferrable skills identified – re-labeled to meet other industry sector profiles



Moving Forward....

Taking your skills with you when you go



cred it vs .CRED IT

Is th is co llege leve l learning?



Do bca l co lleges have po licy fo r prio r lea rning assessment (PLA)

Po ten tia l po licy change w ith po rtfol ios of T rade Impacted wo rkers

Use W IA fund ing to support PLA

Opportunities to Leverage

- Ø Institutionalize PLA in State and Local WIA Plan
- Ø State or local policy letter from State Work-Based Governor to agencies/contractors/providers verifying ITA usage for PLA
- Ø General Policy letter in support of PLA
- Ø PLA Assessment classified as a core and intensive service
- Ø Create and launch a PLA pilot for public training course, focused on a particular credential/subject

Questions???

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