

Supporting Adult Learners: **COMPETENCY BASED EDUCATION** Models and Opportunities

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CAEP Summit 2020

AGENDA

- ❑ Competency Based Education – definitions & innovations
- ❑ How can adult learners benefit?
- ❑ How is California supporting adult learners?

A Solution: CBE

“Competency-based education” refers to a system where students advance to higher levels of learning when they demonstrate mastery of concepts and skills regardless of time, place or pace.

TIME IS CONSTANT

SEMESTERS; SCHOOL YEARS; COURSES; SEAT TIME

LEARNING IS VARIABLE

SOME STUDENTS 'GET IT' AND OTHERS DON'T

LEARNING IS CONSTANT

PERSONALIZED LEARNING; PERSONALIZED PACE

TIME IS VARIABLE

MASTERY IS ASSESSED; STUDENTS MOVE ON

► Competency Based Innovations

Secondary Education

Innovation
promoted in Every
Student Succeeds
Act

Postsecondary Education

Innovations
promoted through
experimental sites &
negotiated
rulemaking

Adult Education

Innovations
promoted through
adult career
pathways & HSED
challenges

US DEPARTMENT OF EDUCATION

Competency-based strategies **provide flexibility in the way that credit can be earned or awarded, and provides students with personalized learning opportunities.**

These strategies include

- online and blended learning,
- dual enrollment and early college high schools,
- project-based and community-based learning, and
- credit recovery, among others.

Better student outcomes because the pace of learning is customized to each student.

States with Competency-Based Education Pilot Programs and/or Innovation Programs or Funds

The map displays the following states categorized by their education programs:

- Competency-Based Education Pilot Programs (Light Blue):** OR, UT, IA, IL, IN, OH, WV, VA, FL.
- General Innovation Programs or Funds (Dark Blue):** WA, MN, WI, MI, NY, NJ, DE, MD, SC, GA, AL, MS, AR, TX, HI.
- Both (Green):** ID, CO, KS, MO, TN, KY, WV, OH.

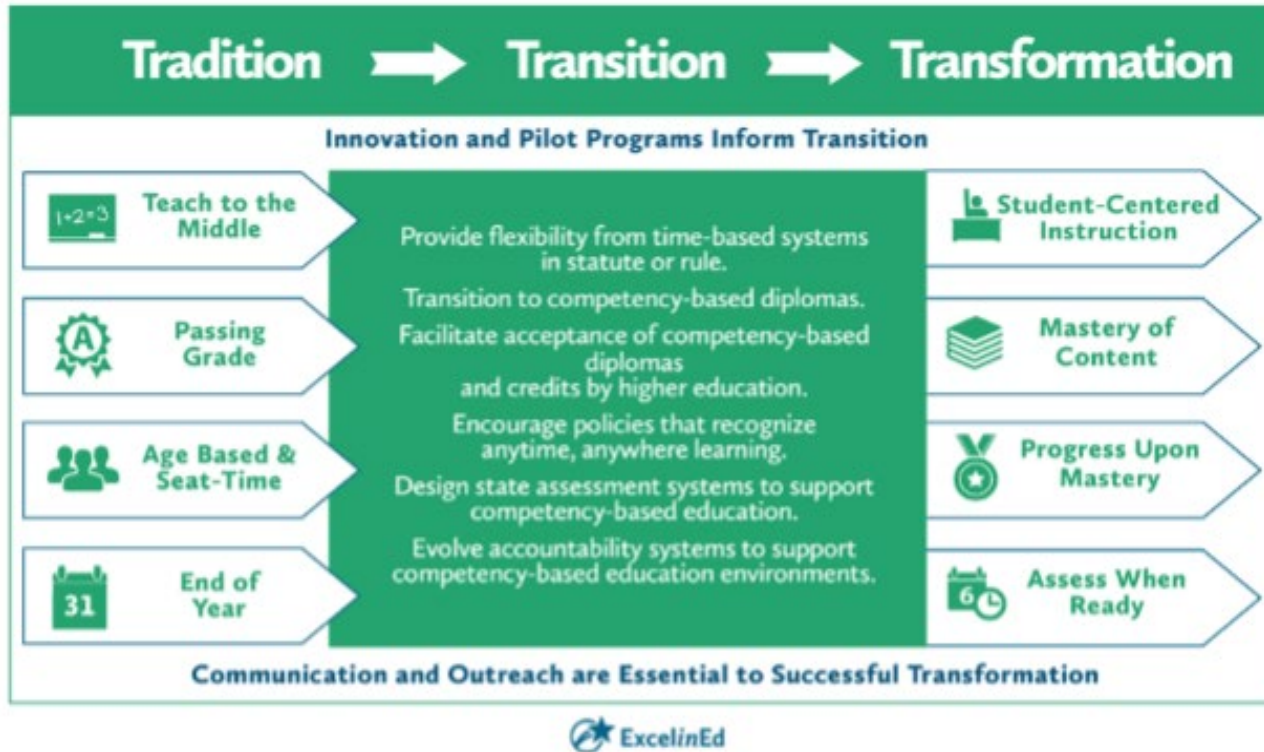
States not colored (gray) include: MT, ND, SD, NE, WY, CA, NV, AZ, NM, OK, WI, MI, NY, PA, NJ, DE, MD, VA, NC, SC, GA, AL, MS, AR, LA, TX, HI, AK, VT, ME, NH, MA, RI, CT, NJ, DE, MD.



NCTN
NATIONAL
COLLEGE
TRANSITION
NETWORK
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Governor Newsom 2020-21 May Budget Revision

- All education segments should expand opportunities for competency-based education and for credit-by-exam to enable students to earn credit for a broader range of previous experiences, including on-the-job training, internships, military service, or independent efforts.
- All education segments should develop a common approach to awarding credit for similar learning outcomes, regardless of which segment or campus was involved.



POSTSECONDARY COMPETENCY BASED INITIATIVES



Institutionally Based

Network Supported



Federally Encouraged

2019 State of the Field: Postsecondary CBE in the US

In 2019, American Institutes for Research surveyed colleges and universities across the United States to better understand their interest in and adoption of competency-based education (CBE).¹ This survey – the second in a series of three – indicates that CBE is experiencing slow but steady growth nationally, and institutions remain optimistic about future growth despite reporting persistent barriers to adoption.



Of the 602 institutions that responded ...

Have full CBE programs	11%
Are in the process of adopting	51%
Are interested in adopting	23%
Have no interest	15%

Institutions with full CBE programs reported a total of:



This represents an increase: last year, institutions reported 427 undergraduate programs and 85 graduate programs.

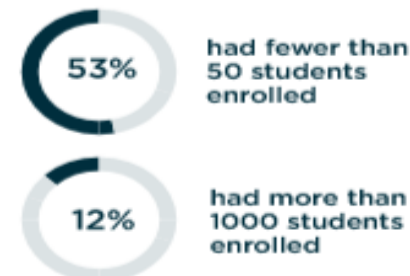
¹ To capture the diversity of CBE programs, we defined these as entire programs of study typified by at least one of the following: learning is measured in competencies; students advance between courses or complete the program based on mastering all required competencies; or courses or programs offer students flexible pacing.

This survey builds on 2016 and 2017 Deconstructing CBE reports, based on research conducted by Eduventures® Research.

Equity: How do students in CBE programs compare to students in traditional programs?

CBE student populations similar to those in traditional programs in terms of race/ethnicity and Pell status, but CBE programs had larger shares of students with prior credit and adult students.

In the last academic year ...



The Most Common Undergraduate Disciplines

1. Nursing/Health Professions
2. Computer and Information Science
3. Business Administration

What do students pay for CBE programs?

76%

of CBE students are **eligible for federal financial aid**

56%

of CBE programs cost **"about the same"** as traditional programs

39%

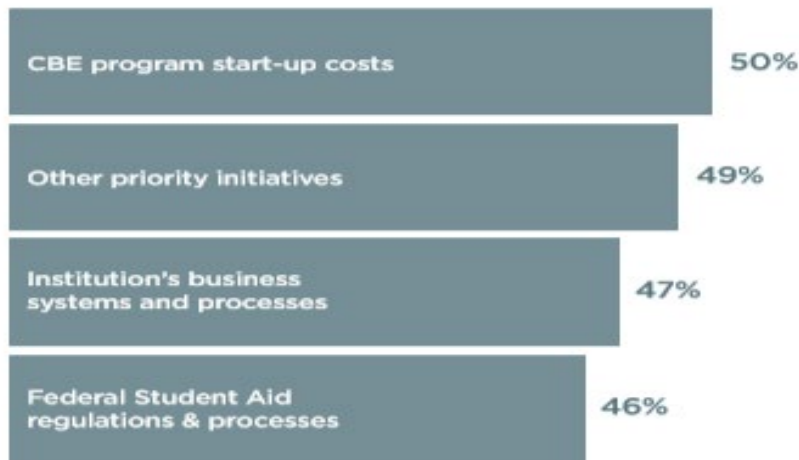
of CBE programs were **"less expensive"** than their traditional programs



Note: If students can adjust their pace, the price they experience may vary.

Institutions perceive substantial internal and external barriers to CBE implementation.

For institutions with existing programs or those that are in the process of implementing programs, perceived barriers included:



Future of CBE

Despite barriers, institutions are optimistic about the future of CBE.

76% said they expect the number of CBE programs nationally to grow in the next 5 years.

Note: This figure remains consistent with the 2018 survey.

What are institutions' most common motivations for adopting CBE?

For institutions in the process of adopting CBE, their most common motivations include viewing CBE as a/an:

opportunity to serve nontraditional students (57%)

- **response to workforce needs (53%)**
- **desire to improve learning outcomes (54%)**



Of those with CBE programs:

61%

said they plan to **increase** the number of CBE programs at their institution.

37%

expected the number **will stay the same**.





19 CBE Programs

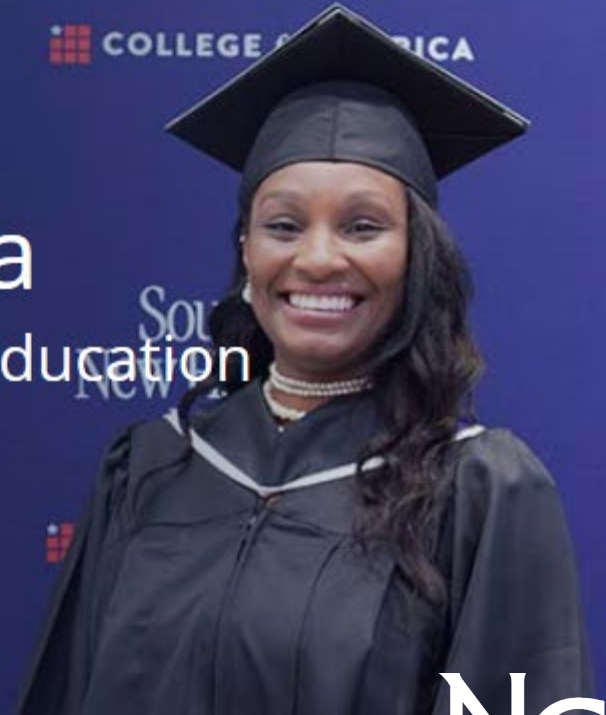
Open term, starting most Mondays of the year

Accelerate & decelerate as needed

Recognition of Prior Learning

SNHU's College for America

A revolution in flexible, affordable higher education



ED Proposed Rules – April 2020

The proposed regulations –

- Provide flexibility to distance education, competency-based education (CBE), and other types of educational programs that emphasize demonstration of learning rather than seat time when measuring student outcomes

Allow institutions to respond to students' educational needs through direct assessment programs.

- Clarify and simplify the requirements for direct assessment programs, including how to determine equivalent credit hours for such programs and the distribution of aid to simplify administration

Different Versions of CBE

The U.S. Department of Education recognizes three approaches to competency-based education programs

- Course/Credit-based CBE
- Direct Assessment CBE
- Hybrid
 - *34 CFR § 668.10 compliance requirements for federal financial aid*

Course/Credit-Based vs. Direct Assessment

	Course/Credit-Based CBE	Direct Assessment CBE
Is the traditional academic term followed?	Yes Traditional academic terms are followed	No Credit-hour equivalences are established
Do students have autonomy over their progress?	Yes, but bound within the term Students can accelerate through summative assessment	Yes, within and across the program Students can proceed at their own pace toward mastery
How is learning evaluated?	Competency-based mastery Tied to courses	Competency-based mastery Tied to the program
Is transfer credit or CPL allowed?	Yes	No
Is an ACCJC substantive change approval required?	No	Yes U.S. Secretary of Ed approval of 1 st program also required



California Community Colleges Curriculum Committee (5C) Next Steps

Policy areas that need to be created, revised or modified to create direct assessment CBE programs for the CCCs:

- Establish direct assessment program quality standards and approval process
- Establish direct assessment academic standards and course approval process
- Define direct assessment academic terms and calendars
- Determine credit-hour equivalencies and methodology for a direct assessment program
- Establish a competency-based grading system for direct assessment programs
- Align direct assessment CBE course criteria with Associate Degree course standards

▸ Adult Education CBE

Career Pathways

Organizing
education for
acceleration

Alternatives to Testing

HSED test
changes
Multiple measures
movement

Adult Focused

State level credential
accommodates
mobility; recognizes
learning

Five Ways Wisconsin Adults Can Earn A High School Diploma Or High School Equivalency Diploma¹

A High School Diploma or High School Equivalency Diploma is a minimum requirement for entry into most jobs and careers today. For all branches of the military, the University of Wisconsin System, and a growing number of employers, the GED certificate (column 1 below) is not the same as a High School Diploma or High School Equivalency Diploma (columns 2 through 6).

Technical colleges are heavily involved with preparing students for GED and HSED completion, as well as with helping students continue their education after receiving a high school credential.

	1	2	3	4	5	6
	GED	High School Equivalency Diploma (HSED)				
	(General Educational Development) exams ²	HSED Based on the GED plus additional requirements	HSED Based on attainment of secondary and postsecondary credits	HSED Based on Postsecondary Education	HSED Based on a Foreign Diploma or Degree	HSED Based on completion of a Competency-Based Program
		P.I. 5.05	P.I. 5.06	P.I. 5.07	P.I. 5.08	P.I. 5.09

WI 5.09

- ❑ HSED based on demonstrating they meet high school-level competencies.
- ❑ Students usually build a portfolio rather than participate in extensive testing.
- ❑ Complete an approved program that demonstrates competency in academic areas: math, science, social studies, reading, writing, health, civics and employability skills.
- ❑ State Superintendent of Wisconsin issues equivalency diploma.

<https://www.wistechcolleges.org/sites/default/files/hsed.pdf>



Annual
Conference

College & Career
Readiness

Career
Pathways

Leadership
Development

Student
Supports

Client
Services

Ability to Benefit: Dual Enrollment

Ability to Benefit: Dual Enrollment

NCTN provides technical assistance to state systems to scale and sustain Ability to Benefit. [The Wisconsin Technical College System](#) ATB Toolkit is a prime example of our technical support of state champions engaging their colleagues to create actionable guidance. NCTN also works within local ATB efforts, bringing partners into dialogue on

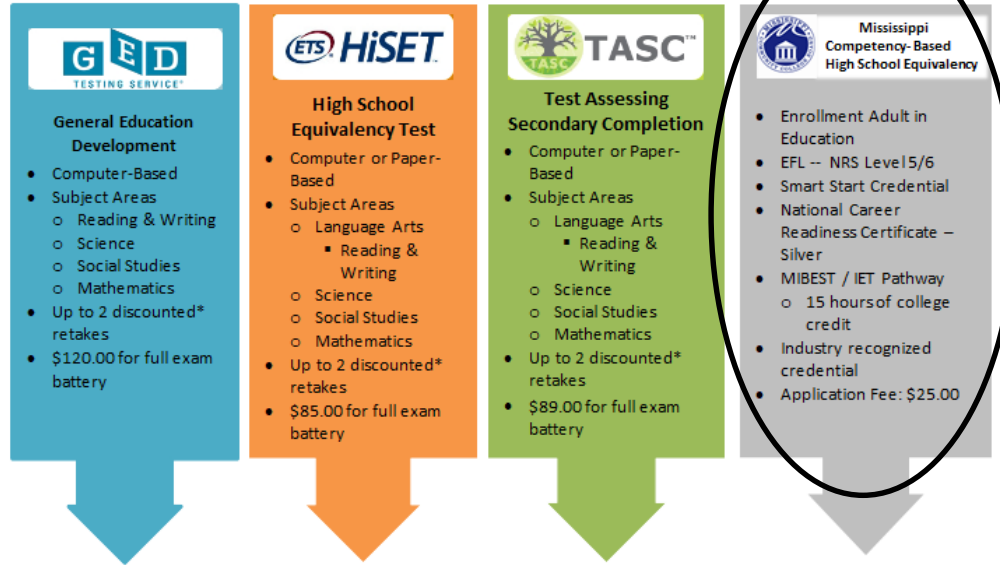
Career Pathways

Expertise

+ Promising Practices

There are multiple pathways to the Mississippi

High School Equivalency Diploma



Non-Sequential Education





Mississippi Competency- Based High School Equivalency

- EFL – NRS Level 5/6
- Enrollment in Adult Education
- Smart Start Credential
- National Career Readiness Certificate – silver
- MIBEST / IET Pathway
 - 15 hours of college credit
- Industry recognized credential
- Application Fee: \$25



<https://www.sbctc.edu/colleges-staff/programs-services/high-school-plus/default.aspx>

WASHINGTON'S
**COMMUNITY AND
TECHNICAL COLLEGES**

HIGH SCHOOL+



<https://www.sbctc.edu/resources/documents/about/facts-pubs/hs-plus.pdf>

- Recognizes life competency & classroom time and tests.
- Opens the door to federal financial aid so students can earn college certificates and degrees.
- Low-cost at \$25 per quarter & many students qualify for waivers.
- Available to students at correction sites.

CREATING A THIRD OPTION FOR HIGH SCHOOL COMPLETION

Adult Secondary Credential Options



**K-12
Diploma**



G.E.D.



**New Adult
Diploma**



Minnesota Department of
Education



What is the New State Adult Diploma?

▶ **Minnesota Standard Adult High School Diploma**

- ✓ Prior Experience-Based Competency
- ✓ Verification Test-Verified Knowledge
- ✓ ABE Course Demonstration
- ✓ Applied and Experiential Learning

State Director Updates

AZ High School Equivalency Diploma Pathways

GED® Testing Pathway

**College Credit
Pathway**

**Career Ready Portfolio
Pathway**

The Career Ready Portfolio Pathway will be administered through Adult Education Programs and only available to our students.

We are providing an opportunity for Program Administrators to learn more about this pathway and give input on implementation at the **Institute.**

This Focus Group session is Saturday afternoon and it's optional.



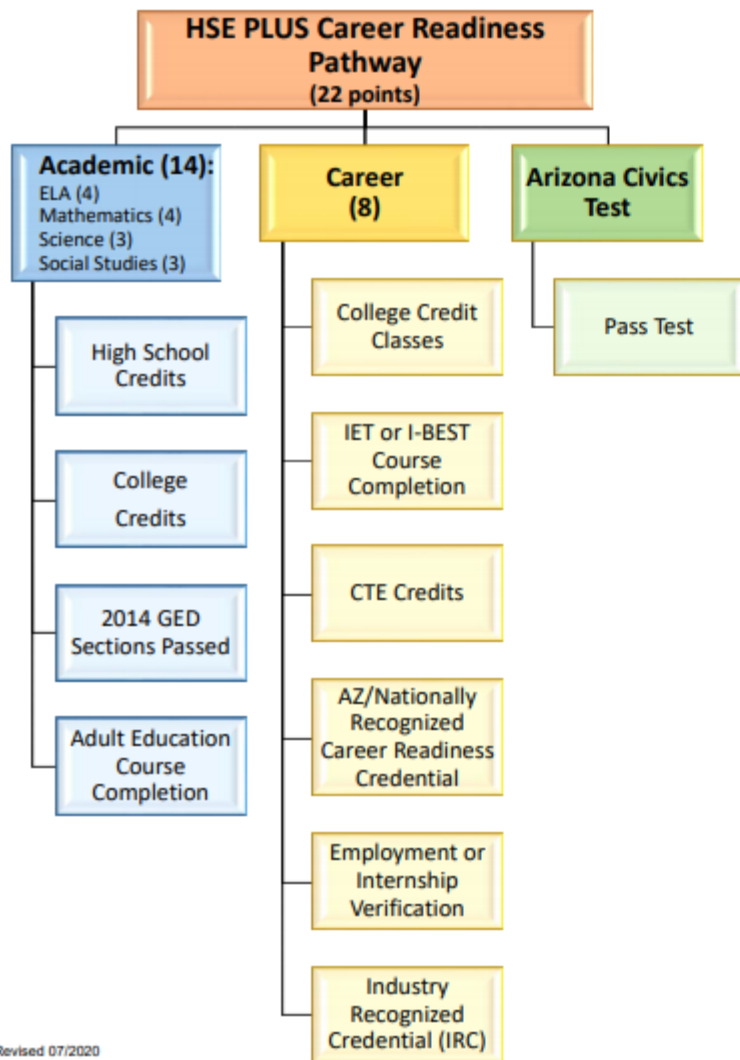


State of Arizona
Department of Education
Adult Education Services



High School Equivalency Diploma – College Credit Pathway

- Complete 25 specific college credits, 100+ level with grade of C or above
- Complete the Arizona Civics Test



High School Equivalency PLUS Career Readiness Pathway

Academic Readiness

- **Required:** 14 points.
- **Areas:**
 - ELA
 - Mathematics
 - Science
 - Social Studies
- **Sources:** Combination of high school credits, college credits, 2014 GED test sections passed, and adult education course completion.

Career Readiness

- **Required:** 8 points.
- **Sources:** Combination of college credits, IET or IBEST course completion, CTE credits, Arizona or Nationally recognized Career Readiness Credential, employment or internship verification, and Industry Recognized Credentials.

Arizona Civics Test

- **Required:** Pass.

**HSE PLUS Career
Readiness Pathway
(22 points)**

Academic (14):

ELA (4)
Mathematics (4)
Science (3)
Social Studies (3)

High School
Credits

College
Credits

GED Sections
Passed

Adult Education Course
Completion

HSE+CR Summary of Requirements - Academic Readiness (14 points)

English Language Arts

Required: 4 Points

Sources

High school credits

- English Language Arts class(es) passed.
- Value: 1 point per full credit.
- Up to 4 points.

College credits

- ELA 100+ level course completed, C or above.
- Value: 3 credits = 4 points
- Dev. Ed. Courses = 2 pts.

**2014 GED RLA
Passed**

- Value: 4 points.

Adult Education Classes

- 60 hours of attendance and:
- ABE 5 in TABE 11&12, level D, Reading (1 point), OR
- ABE 5 in TABE 11&12, level A, Reading (2 points), OR
- ABE 6 in TABE 11&12, level A, Read., and GED Ready Test score 'Likely to Pass' in RLA or College Placement Test in ELA placing student in credit bearing course (4 pts.)
- *Progress test required

Mathematics

Required: 4 Points

Sources

High school credits

- Mathematics class(es) passed.
- Value: 1 point per full credit.
- Up to 4 points.

College credits

- Math 100+ level course completed, C or above.
- Value: 3 credits = 4 points
- Dev. Ed. Courses = 2 pts.

**2014 GED
Mathematics**

- Value: 4 points.

Adult Education Classes

- 60 hours of attendance and:
- ABE 5 in TABE 11&12, level D, Math (1 point), OR
- ABE 5 in TABE 11&12, level A, Math (2 points), OR
- ABE 6 in TABE 11&12, level A, Math, and GED Ready Test score 'Likely to Pass' in Math or College Placement Test in Math placing student in credit bearing course (4 pts.)
- *Progress test required

Science

Required: 3 Points

Sources

High school credits

- Science class(es) passed.
- Value: 1 point per full credit.
- Up to 3 points.

College credits

- Science 100+ level course completed, C or above.
- Value: 3 credits = 3 points

**2014 GED Science
Passed**

- Value: 3 points.

Adult Education Classes

- Mastery level of 70% in ADE/ASE approved online course completed:
- Life Science (1 point)
- Earth Science (1 point)
- Chemistry (1 point)
- Up to 3 points.

Social Studies

Required: 3 Points

Sources

High school credits

- Soc. St. class(es) passed.
- World History/Geo. (1 pt.)
- US History (1 point)
- Economics (0.5 points)
- Government (0.5 points)
- Up to 3 points.

College credits

- Soc. St. 100+ level course completed, C or above.
- Value: 3 credits = 3 points

**2014 GED Social Studies
Passed**

- Value: 3 points.

Adult Education Classes

- Mastery level of 70% in ADE/ASE approved online course completed:
- World History/Geo. (1 pt.)
- US History (1 point)
- Economics (0.5 points)
- Government (0.5 points)
- Up to 3 points.

HSE PLUS Career Readiness Pathway (22 points)

Career (8)

College credit bearing
Classes

IET or I-BEST
Course Completion

Career Technical and
Education Credits

AZ/Nationally
Recognized Career
Readiness Credential

Employment or
Internship
Verification

Industry Recognized
Credential (IRC)

HSE+CR Summary of Requirements - Career Readiness (8 points)

College Credits Up to 5 points

- Any 100+ level College credit bearing classes, not used in the Career-ready Portfolio Pathway Academic requirements.
 - Minimum passing grade letter of 'C'.
 - 1 point for each credit hour earned.

IET or I-BEST Course Completion 5 points

- Certificate of IET or I-BEST course completion from an AZ state-funded Adult Education IET program.
 - Required: Industry Recognized Credential.
 - 5 points

CTE Credits Up to 3 points

- Career and Technical Education (CTE) Credits.
 - 1 point per credit hour
 - Must be verifiable in Official High School Transcript.

AZ/Nationally Recognized Career Readiness Credential

- Arizona Career Readiness Credential, ACT WorkKeys:
 - 1 to 4 points depending on performance level
 - Maximum of 4 points
 - Cannot combine or use both certificates

Employment Verification Up to 1 point

- 1 year of continuous full time or part time employment within the past 3 years (1 point)
 - Letter from HR Department, paystubs, W-2 forms, tax return, etc.
- 1 year of self-employment allowed: must show tax return forms for period of self-employment (1 point)

Internship Verification Up to 1 point

- 120 verifiable internship hours.
 - Letter from HR Department. No volunteering work allowed.
 - 1 point

Industry Recognized Credential Up to 1 point

- Certificate or transcript of completion.
 - Must be different from IRC earned by completion of an IET/I-BEST course and verifiable.
 - 1 point

National External Diploma Program® (NEDP)

Offer an Outstanding High School Diploma Program and Begin Changing Lives!



- Web-based applied performance system
- Program assessment and periodic check-in visits during independent work
- Obtain a high school diploma and acquire academic, critical thinking, digital literacy, and related skills
- Aligned to College and Career Readiness Standards



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► Serving Adult Students
in the California
Community Colleges:
Opportunities and
Barriers to Success

Success Center Research Brief –
August 2019

With expanded credit for prior learning in California Community Colleges, students will experience a better sense that their previous learning has value. Perhaps more importantly, they will know that we value it.

- CPL Advisory Committee member

“At a time when our Vision for Success goals demand us to increase certificate and degree completion and reduce achievement gaps, helping students get through faster is a win for colleges and students alike.”



College for Working Adults

- ❑ Flexible course delivery
- ❑ Clearly defined paths
- ❑ Guaranteed enrollment
- ❑ Personalized supports

Accelerated College Education

- ❑ Compressed course schedule
- ❑ Flexible delivery
- ❑ Cohort structure
- ❑ Student success facilitator
- ❑ Textbook library

CAEP

- “Because non-credit instruction does not directly result in postsecondary degrees or certificates, adult education (as provided by CAEP) is not a focus of this report. However, several interviewees emphasized that CAEP does prepare many adults for postsecondary instruction, and therefore should be considered part of the outreach and pipeline infrastructure for postsecondary adult education in California.”

May Revision to Budget 2020-21

All education segments should expand opportunities for competency-based education and for credit-by-exam to enable students to earn credit for a broader range of previous experiences, including on-the-job training, internships, military service, or independent efforts.

Establish system-wide policy goals in the following areas:

- Percentage of students earning credit through competency-based education and/or credit by exam.

► The Competency Based Movement



PERSONALIZED LEARNING

- Using technology
- Dual Enrollment

SECONDARY



FLEXIBLE & RELEVANT

- Accelerating secondary and postsecondary
- Providing Options

ADULT ED



ACCESSIBLE & CONTEXTUALIZED

- Modernizing the credit hour
- Serving adult learners

POSTSECONDARY

Questions?



Keep in touch!

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World Education, Inc
National College Transition
Network

