

LEARN Community of Practice Kick-Off
Local Education Adult Resource Network

August 13, 2024
12:00 – 1:30 PM

Agenda

1. Welcome
2. Orienting: What is LEARN?
3. Learning: Guest speaker Dr. Amber Garrison Duncan, Executive Vice President, Competency-Based Education Network
4. Engaging: Small group breakout rooms
5. Sharing: Key themes and takeaways
6. Wrap Up

Meeting Schedule

Monthly, 90 minutes from 12:00 – 1:30 PM

- September 10, 2024
- October 8, 2024
- November 5, 2024
- December 10, 2024
- January 14, 2025
- February 11, 2025
- March 11, 2025
- April 8, 2025
- May 13, 2025
- June 10, 2025

Information: <https://wsac.wa.gov/LEARN>

Contact: AdultPathways@wsac.wa.gov

LEARN Session #1 – August 13 Breakout Room Discussion Themes

What motivates you in your work with adult learners?

- **Supporting Diverse Learners:** A strong commitment to providing opportunities and tailored support for diverse populations, including non-traditional students, refugees, immigrants, and those with challenging life experiences, is a recurring motivation.
- **Community and Workforce Development:** Many are driven by the desire to contribute to community growth and economic development through education, focusing on talent development, workforce readiness, and partnerships with businesses.
- **Personal Experience and Empathy:** Personal connections and experiences, such as being an adult learner, living the military life, or having friends and family who have pursued further education, deeply influence their motivation. This empathy fuels their passion to make education accessible and relevant.
- **Innovation and Growth:** There is a shared interest in exploring new, innovative approaches to adult education, such as competency-based learning, flexible funding streams, and creating programs that align with the needs of both learners and employers.
- **Responsibility and Impact:** A sense of responsibility to improve educational offerings and provide more options for adult learners drives many participants, with the goal of empowering individuals to achieve self-sufficiency and success.

What do you hope to gain from this community of practice?

- **Collaboration and Partnership:** A strong desire to collaborate with others, share resources, and avoid duplicating efforts is evident. Participants are keen on discovering new ways to align missions, bridge gaps, and leverage partnerships across institutions to better serve adult learners.
- **Supporting Adult Learners:** There is a collective focus on improving support for adult learners, particularly those who have been underserved by conventional educational structures. This includes exploring ways to recognize prior learning, align credentials, and package job-specific skills to help learners advance in the labor market.
- **Learning and Innovation:** Many hope to learn from others' experiences, share creative ideas, and discover what has worked (or not worked) in different contexts. This learning is intended to be brought back to their own institutions to drive innovation and adapt practices to better meet the needs of adult learners.
- **Addressing Financial Barriers:** Participants are concerned with finding ways to address financial barriers that prevent adult learners from accessing education. This includes exploring alternative funding streams, scholarships, and strategies to cover unmet financial needs.
- **Data and Best Practices:** There is an interest in sharing and understanding data to inform decisions and practices. Participants seek to learn about best practices in outreach, advising, and program development, with a focus on adapting to industry needs and supporting adult learners effectively.

- **Systemic Improvement:** A recurring theme is the desire to build the capacity of the educational system to better support adult learners. This includes training advisors, improving collaboration between institutions, and adopting a state-level approach to competency-based education (CBE) to reduce silos and increase acceptance of credentials.

Who else should be a part of this work?

- **Diverse Stakeholders and Voices:** There is a strong emphasis on including a wide range of stakeholders in this work, particularly those who are directly affected by the current system, such as students, business members, and marginalized communities like refugees, immigrants, and communities of color. Their perspectives are seen as crucial to understanding and addressing the challenges within the system.
- **Educational Leaders and Decision-Makers:** Participants highlight the importance of involving campus-based educational leaders, such as deans and decision-makers at the community college level, who have a direct influence on what is needed and funded within educational institutions. Their engagement is seen as essential to driving meaningful change.
- **Legislative and Advocacy Groups:** There is a call to include organizations involved in legislative action and advocacy, particularly those working to address unmet needs through policy changes. Participants recognize the importance of influencing legislation to support adult learners and improve the education system.
- **Industry and Professional Associations:** Involvement of professional associations like CAEL, UPCEA, 1EdTech, and SkillsFWD is seen as valuable for their expertise and resources in adult education and workforce development. These organizations can contribute to aligning efforts and enhancing the impact of the work.
- **Community and Advisory Boards:** Advisory boards, especially those representing communities of color, are identified as important contributors. These boards can provide valuable insights and influence, ensuring that the work is informed by diverse perspectives and is responsive to the needs of all communities.
- **Collaboration and Networking:** There is a desire for increased collaboration and networking among participants, as indicated by requests for lists of attendees and results from polls. This reflects the importance of building a strong network of engaged stakeholders to support the work effectively.



Local Education Adult Resource Network (LEARN) Community of Practice

August 13, 2024





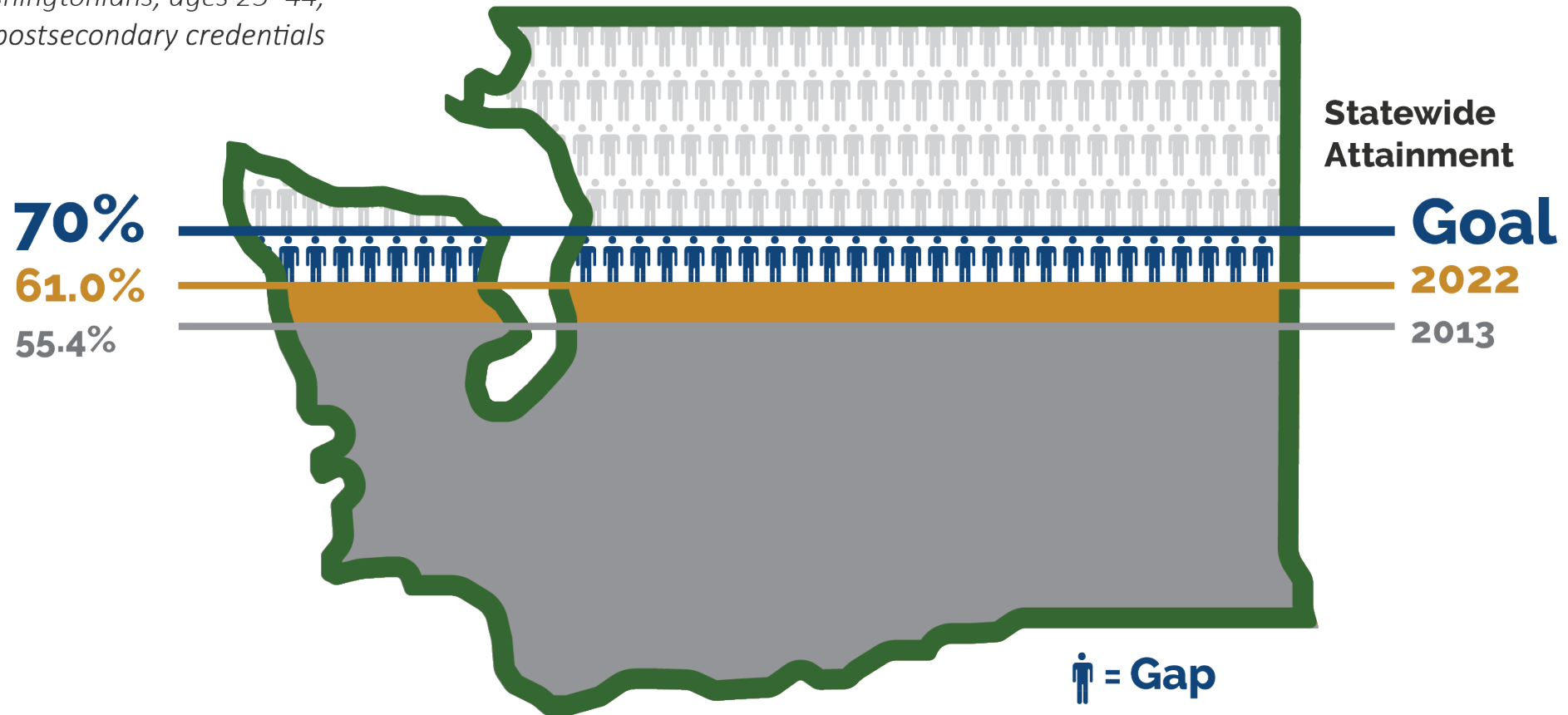
Agenda

- LEARN Overview
- Guest Speaker – Dr. Amber Garrison Duncan
- Small group discussion and sharing
- Wrap Up



Why LEARN?

*Washingtonians, ages 25–44,
with postsecondary credentials*

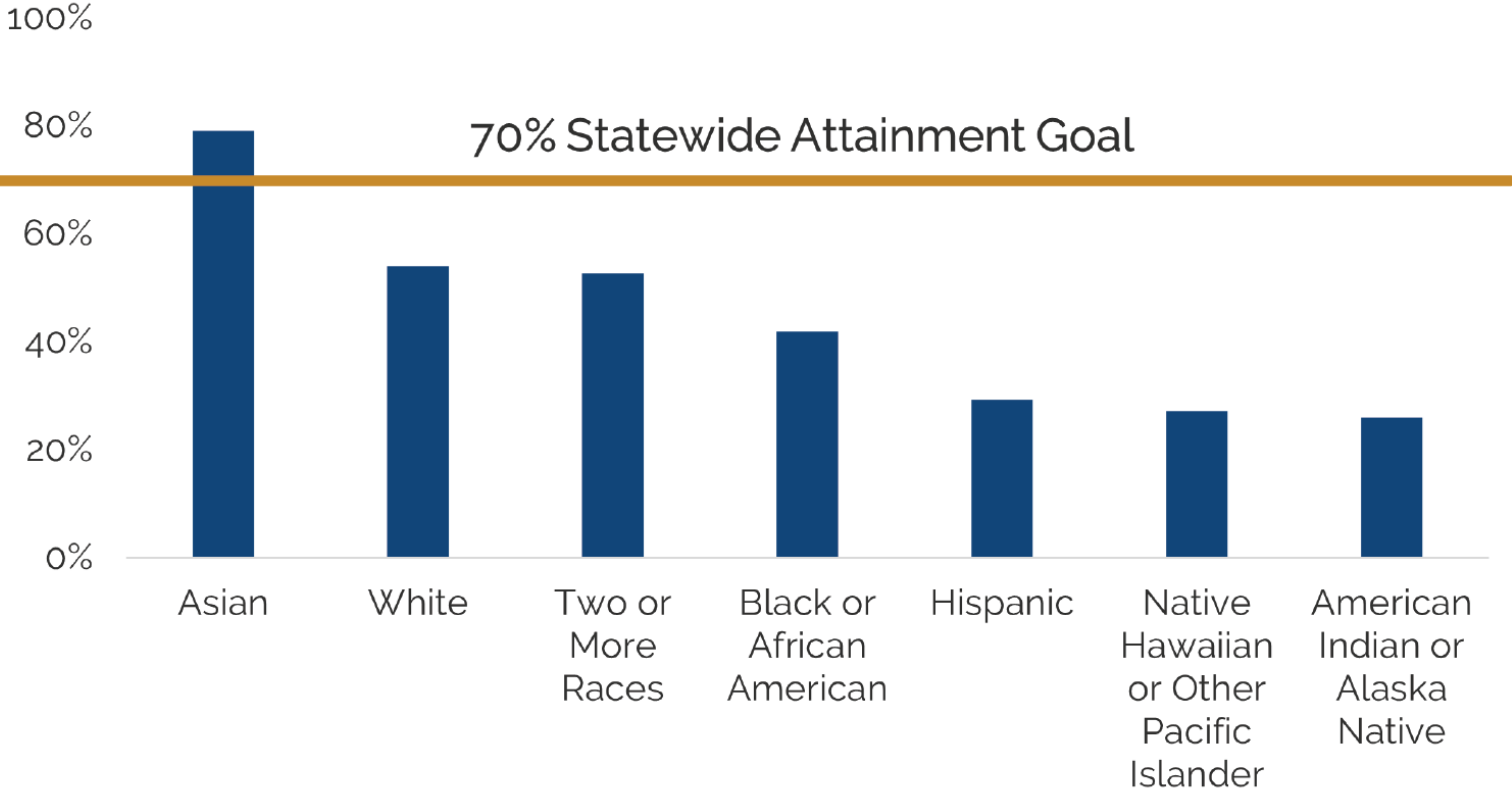




Equity in Educational Attainment

2022 Attainment by Race/Ethnicity

Washingtonians, ages 25–44, with postsecondary credentials





What is LEARN?

- Resource hub
 - Understand and analyze WA's adult learner landscape
 - Networking and connection space
 - Opportunity to engage with adult learner experts
 - Receive and provide guidance and support
- Idea lab
 - Pilot initiatives
 - Form new or expand partnerships



LEARN Content: Interest Survey Results

Top 5 areas of interest:

1. Building effective partnerships
2. Short-term microcredential programs
3. Special populations
4. Funding exploration
5. Addressing basic needs



Guest Speaker: Dr. Amber Garrison Duncan





Small Group Breakout Discussions

- Introduce yourself: who are you, what type of work do you do?
- What motivates you in your work with adult learners?
- What do you hope to gain from this community of practice?




Wrap Up

- Follow-up email with a recurring meeting registration link
- Letter of support
- Next session – September 10
 - Guest Speaker: Tracy Robinson, Executive Director – Center for Regional Economic Enrichment with the University of Memphis

Contact email: adultpathways@wsac.wa.gov

Website: www.wsac.wa.gov/LEARN



Skills Ecosystems to Serve Adults

Emerging Skills-Based Practices in Education and Work

C-BEN's Mission



CAPACITY BUILDING



COMMUNITY



CONSULTING

World of Work and Skills



**Technology
is changing
the nature of
work and job
tasks**

**Employers
seeking
talent from
all sources
by shifting
to skills-
based hiring**

**Majority of
workers are
adults who
have skills
but also need
new ones**

Trends Impacting Education Beyond High School

1. Population Demographic Shifts in Age, Race, and Region
2. Digital Transformation and Skills Economy Creating New World of Work
3. Increase in Necessity for Learning Beyond High School for Economic Mobility

Connected System of Learning

Secondary
Education

Postsecondary
Education

Military

Workforce

Work and
Work-Related
Training

Competencies as Currency

Two Sides of the Same Coin: Competency-Based Education and Skills-Based Hiring

- Research shows that skills-based hiring is now helping employers find workers and retain them.
- Despite growing interest in skills-based hiring—and its potential to advance social and economic mobility—there is a talent assessment gap.
- Education providers can help bridge that gap by embracing a system of learning and assessment based on competency.
- Competency-Based Education represents the most impactful way institutions can help learners demonstrate what they know and can do while signaling mastery to employers and other stakeholders.

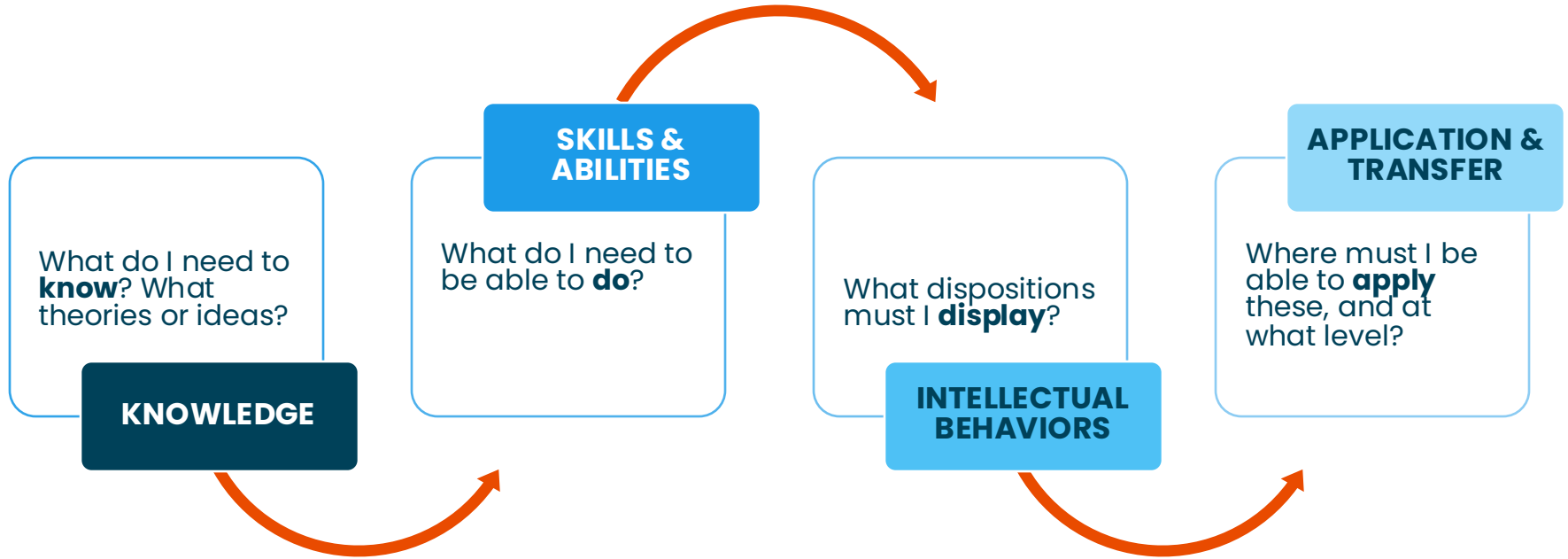
What is CBE

Competency-based education (CBE) is focused on actual student learning, and the application of that learning, **rather than time spent in class/on material.**

Learners' progress is measured when they demonstrate their competence through a system of rigorous assessments, meaning they prove they have mastered the knowledge and skills required for a particular competency or area of study.



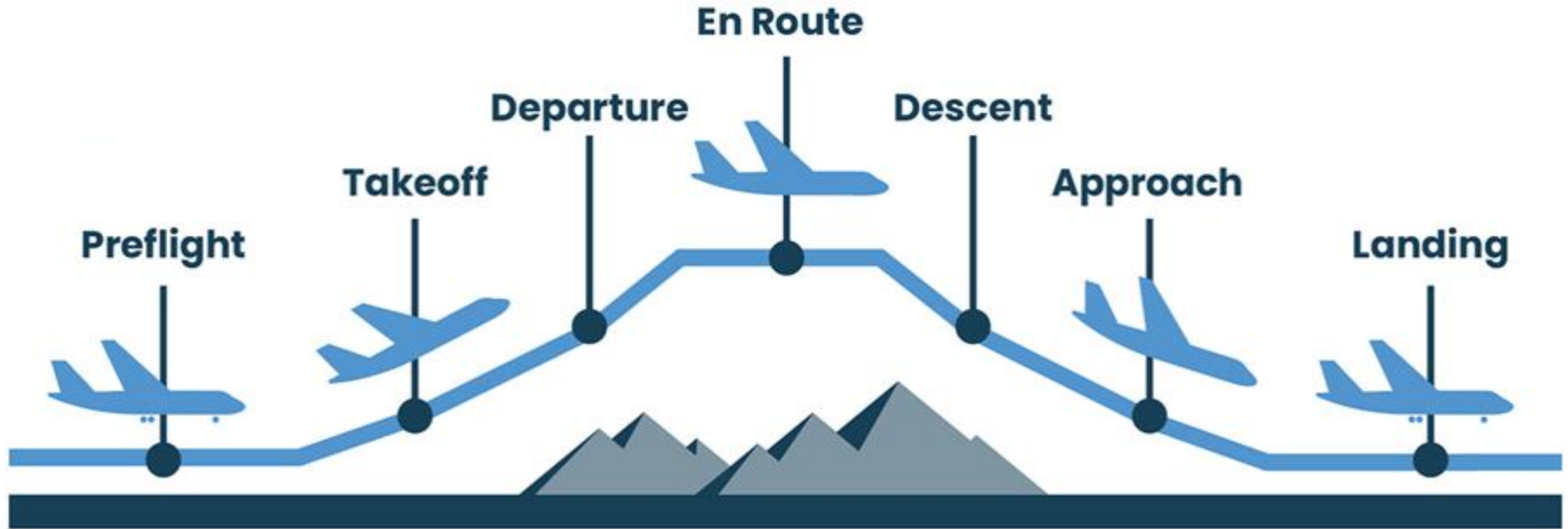
Competency Defined



Six Key Characteristics

1. What the learner knows and can do (competencies).
2. Mastery or proficiency is required.
3. Time is variable, learning is fixed.
4. Flexible, pre-planned, backward designed curricular journey.
5. Performance-based, criterion-referenced, authentic assessments.
6. Personalized approach to wraparound supports.

Mastery of Every Competency



WHY PURSUE CBE?

67%

Desire to expand
access for non-
traditional learners

Flexibility

59%

Response to
workforce needs

Employability

56%

Desire to improve
learning outcomes

Quality

Building Trust in Skills for Hiring

1. Flexibility of pathway depends on assessment to unlock access and provide options in pacing, place, and personalization.
2. Employability depends on assessing the right skills, at the right proficiency for the job.
3. Quality depends on assessing every learner based on common criteria, for every competency in the program.

All three depend on performance-based, criterion referenced, authentic assessments

Competencies Connect

When institutions and employers use competencies as the currency of learning, **we can connect, compare, and validate** learning across multiple contexts using a shared competency language.

Competency-Based Credit for Prior Learning

Traditional CPL

- Course Material Matching
- All or nothing credit
- Based on academic outcomes, not workforce outcomes

Competency-Based CPL

- Competency Matching at the Program Level
- Identifies Left to Learn Competencies
- Based on workforce outcomes
- Can be assessed anywhere, anytime

Bluegrass CTC– Orthotics and Prosthetics Technology

Workforce
Training
Certificate
(KCTCS)

AAS
Degree
(KCTSC)

Bachelors
Degree
(Univ of
Kentucky)

REQUEST MORE INFORMATION

FIRST NAME *

LAST NAME *

EMAIL *

DATE OF BIRTH *

PHONE *

Submit

Program Contact

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FAAOP
Program Coordinator
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WHAT IS ORTHOTIC & PROSTHETIC TECHNOLOGY?

The Orthotic & Prosthetic Technician fabricates, repairs and maintains devices to provide the best possible fit, function, and appearance in consultation with the practitioner. The technician is an expert in techniques and materials used to fabricate devices and is skilled in the use of tools and machines.

WHAT ARE MY CAREER CHOICES?

For Technicians, employment options are available throughout the United States in small and large practices, acute care hospitals, central fabrication facilities, U.S. Department of Veteran Affairs and rehabilitation hospitals.

- Orthotics & Prosthetics (O&P) Fitters
- O&P Pedorthists
- O&P Technicians
- O&P Assistants
- O&P Practitioners

+ EMPLOYMENT STATISTICS

Orthotic & Prosthetic Technology in the Real World

Kentucky, USA

Search new location

Overview



16,948

Currently Employed



\$42,352

Average Salary



73

Job Postings

REQUEST INFORMATION

VISIT A CAMPUS

CREATE A CUSTOM VIEWBOOK

Start Your Application

Sampling of Skills Ecosystem Efforts

- Alabama Talent Triad
- Illinois Early Childhood Education Initiative
- California Community College Chancellor's Office
- AgTech Collaborative in Northern California
- Kentucky Essential Skills
- Navajo Nation

Competencies & Records

Traditional College Transcript:

- Abbreviated course titles and numbers
- No indication of what a learner knows & can do
- Meant for colleges to talk to other colleges
- Charge learners for a record of their own learning

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Learning and Employment Records

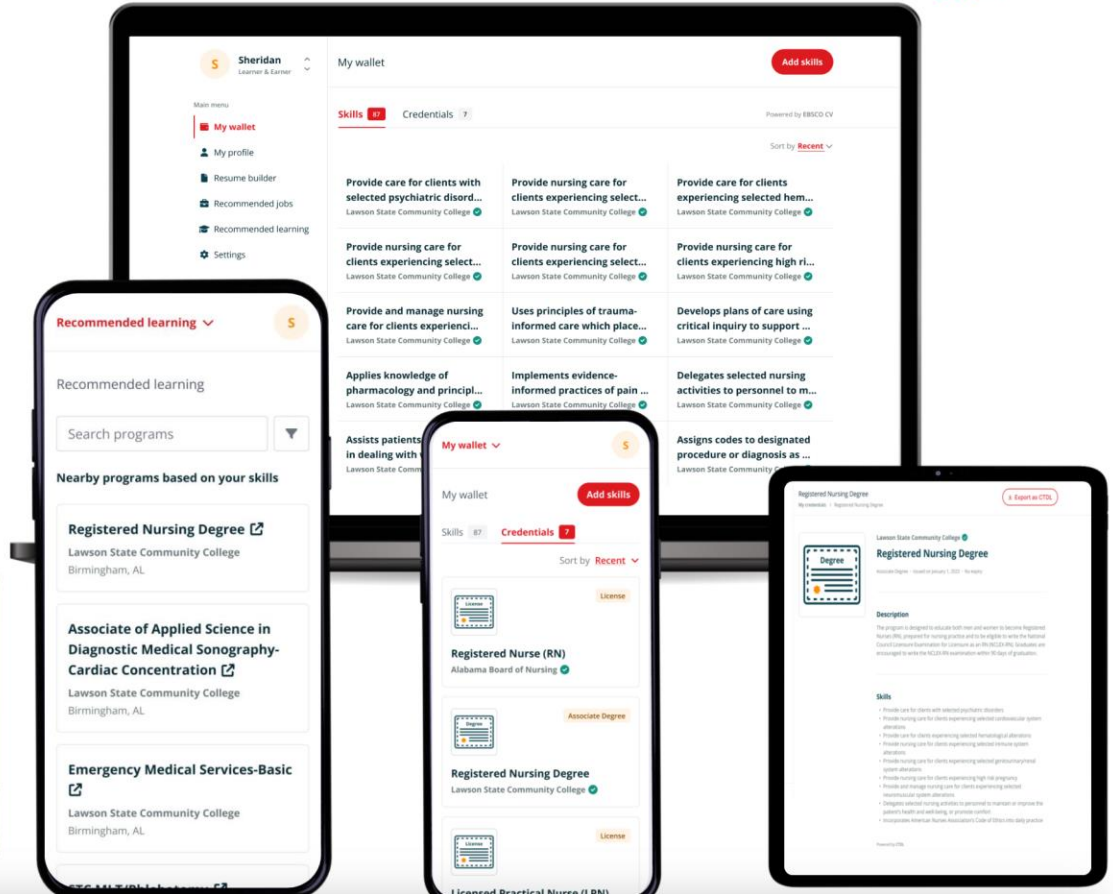
- Competencies are transcribed: Allows learners to access, visualize, and manage their competency attainment and assessment results on a pathway over time.
- User owned to share with employers: allows learners to share competencies and evidence of assessments in real-time with employers, allowing use of validated skills and competencies in skills-based hiring practices.
- User owned to pursue further education: More accurate in transfer and credit for prior learning situations as institutions can complete competency audits to determine credit for prior learning and most viable next credential pathway.

3 years later...

Sheridan has a daughter now and, after a complicated childbirth, she realizes she wants to be a Registered NICU nurse.

Using the same process, she can find jobs and new programs to continue her career and learning through **Recommended Learning**.

After completing her RN coursework and going through the certification process, **skills-based jobs** allows her to search for the job of her dreams.

The image displays four mobile devices showing the user interface of the Alabama Works! platform. The devices are arranged in a collage, showing different views of the application.

- Top Device (Tablet):** Shows the user profile for 'Sheridan' and the 'My wallet' section. The 'Skills' tab is active, displaying a grid of skills such as 'Provide care for clients with selected psychiatric disord...', 'Provide nursing care for clients experiencing select...', and 'Develops plans of care using critical inquiry to support...'. A red 'Add skills' button is visible in the top right corner.
- Bottom-Left Device (Smartphone):** Shows the 'Recommended learning' section. It features a search bar for programs and a list of nearby programs based on the user's skills, including 'Registered Nursing Degree', 'Associate of Applied Science in Diagnostic Medical Sonography-Cardiac Concentration', and 'Emergency Medical Services-Basic'.
- Bottom-Middle Device (Smartphone):** Shows the 'My wallet' section with the 'Credentials' tab active. It displays a list of credentials, including 'Registered Nurse (RN)' from the Alabama Board of Nursing, 'Associate Degree', and 'Registered Nursing Degree' from Lawson State Community College.
- Bottom-Right Device (Tablet):** Shows a detailed view of the 'Registered Nursing Degree' program. It includes a description of the program, a list of skills, and a 'Report on CTE' button.

KEY MINDSET SHIFTS

- Every person can learn.
- Multiple models must exist, and every person can have a unique pathway to success.
- Ecosystem of learning, versus individual institutions.
- Collective goal is mobility.



Connect with us!

www.c-ben.org

