

**STATE WORKFORCE INNOVATION COUNCIL
EDUCATIONAL REVIEW COMMITTEE**

July 14, 2011

10:00 – 11:30 a.m.

Indiana Government Center South

Conference Room 12

INDIANAPOLIS, IN

Present: Senator Jean Breaux, Dan Clark, Leroy Jackson Jr., Derek Redelman, and Deb Seman.

Present via conference call: Dennis Rohrs

Absent: Teresa Lubbers, James Dunn and Debra Williams

Also Present: From the Indiana Department of Workforce Development (DWD): Jackie Dowd, Brenda Johnson, Megan Baker and Donna Lovelady

The meeting was called to order by Dan Clark, at 10:15 a.m.

SWIC State Business/BOX-WIB Business

Ms. Johnson with DWD requested that the Educational Review Committee (ERC) approve a ten-business day turnaround time for local workforce investment boards (WIB) to make a decision on a training program. (See handout 1 for complete background.)

DISCUSSION

Ms. Johnson explained that training will be provided for the approval/denial process. DWD staff will continue to review, and possibly bring to the ERC, any controversial decisions. Typically, the WIB staff have done the evaluations of local programs. Mr. Redelman saw a 10 business day turnaround as a reasonable amount of time, if WIB staff are performing the evaluation. Ms. Dowd and Senator Breaux stated that debated decisions will go to the local workforce investment board.

Senator Breaux asked if we needed to wait for any more regional input before deciding on an approval time period. She noted that 10 days may be sufficient if WIB staff conduct the evaluation, but the WIB may not meet during that 10-day period.

MOTION--Senator Breaux moved to have local WIB staff make approval/denial decisions of local programs in 10 business days. Any decision requiring the local WIB to take action shall be made in 30 calendar days.

Mr. Redelman seconded this motion.

Mr. Clark called for the vote. All were in favor and the motion was approved.

Ms. Johnson next presented for consideration a denial review for the ServSafe program at Central Nine Career Center. (See handout 2 for complete appeal submitted by Sherene Donaldson of Central Nine Career Center.)

DWD staff have completed a comprehensive review of the ServSafe program and recommends denial of this appeal. DWD found that there is little demand for the certification and this exam-prep program better fits the definition of “intensive” or basic job training rather than the broader occupational skills training. (See handout 2 for the complete DWD response to appeal.)

DISCUSSION

Mr. Redelman stated that it (the ServSafe program) does not fit in Career Pathways and that it does not lead to getting a job.

Mr. Clark queried if the criteria for approval of a program is that the training leads to a job.

Senator Breaux asked if the 4 entry-level job postings that mentioned ServSafe certification, (see handout 2, second page), set this as a requirement. Ms. Dowd stated that some job postings do not clearly state if certifications are required or optional for hiring. She asserted that since companies usually provide this training to employees already in a management position and that only one person per business is required to have the certification, it is not necessary to hiring.

Ms. Johnson reminded the committee that funds for intensive training, rather than occupational training, can be used. Also, she recommended that Central Nine Career Center provide this certification as part of their current culinary training. (Central Nine Career Center is asking that the ServSafe program be approved as an occupational training program.)

Senator Breaux asked if the ServSafe program is open to the public and available for employers to pay the nominal amount for an employee to gain this certification. Does this committee denying approval (as an occupational training program) prevent Central Nine Career Center from offering this program? Ms. Johnson replied that the program is open to the public and employers can pay for enrollment. This committee’s decision to deny would not prevent the program from being offered.

Ms. Johnson reviewed the appeal process for program denials: the training provider submits additional documentation; DWD staff review the new information; the appeal and DWD response are brought to the ERC for decision.

Ms. Dowd stated that a response from the ERC demonstrates that a second review was conducted and re-emphasizes what the policy requires.

MOTION--Senator Breaux moved to authorize DWD to notify Central Nine Career Center that the ServSafe program is denied. Ms. Seman seconded the motion. Mr. Clark called for the vote. All were in favor and the motion was approved.

Ms. Johnson also provided Training Provider Updates (see handout 3) and Training Program Statistics for the period June 11 through July 12, 2011 (see handout 4).

The June 16, 2011 minutes were reviewed. An amendment was made to complete a statement made at that meeting.

MOTION—Mr. Redelman moved that the minutes be approved as amended. Mr. Jackson seconded the motion. Mr. Clark called for the vote. All were in favor and the motion was approved.

Following the business portion of the meeting, Amy Sherman from The Council for Adult & Experiential Learning (CAEL) spoke about LearningCounts.org. (The full PowerPoint presentation is attached to these minutes.)

The discussion following the presentation focused on Prior Learning Assessments (PLA). A PLA is the evaluation for college credit of the knowledge and skills one gains from employment, military service, non-credit instruction/training, travel, self-study, civic activities and volunteer service. A formal, written communication describing, illustrating and documenting what a student has learned—a portfolio—is sent to the intended institution requesting college credit. Mention was made of a task force being formed to look at the feasibility of integrating PLA in Indiana's workforce training. The task force would draw members from legislative, educational and workforce areas. If this action occurs, we may ask the Education Roundtable to convene the task force.

The meeting was adjourned at 11:45 a.m.

EDUCATIONAL REVIEW COMMITTEE

Daniel Clark, Chairman

Date

ATTEST:

Jaclyn P. Dowd, Director of Educational and Training Programs
Indiana Department of Workforce Development

INTraining: Request a timeline for approving training programs

Background: Prior to July 1, 2012, there were two local workforce investment boards in Indiana: The Marion County Workforce Investment Board and the Balance of State Workforce Investment Board (includes regions 1, 2, 3, 4, 5 (minus Marion County), 6, 7, 8, 9, 10 and 11.)

The local workforce investment boards per Workforce Investment Act (WIA) legislation have the authority to approve/deny training programs.

Changes: Effective July 1, 2012, there will be nine local workforce investment boards in Indiana: Regions 1, 2, 3, 4, Marion County, 6, 7, 10 and Balance of State (regions 5, 8, 9, and 11). INTraining will automatically refer training programs to the local workforce investment boards for a decision.

Proposal to ERC: DWD is requesting that the Educational Review Committee approve a ten-business day turnaround time on making a decision on a training program. DWD believes this will give the region ample opportunity to review the program and make a decision without extending the decision process for WIA participants and training providers.

A survey of the affected regions resulted in the following suggestions for turnaround time: 2 days, 72 hours, one week, two weeks, 30 days and one quarter.

ServSafe Denial Review

July 14, 2011

Appeal: ServSafe Program at Central Nine Career Center

Submitted by Sherene Donaldson of Central Nine Career Center:

"After conferring with several colleagues about Central Nine being denied approval for our ServSafe training program, we have concluded that this decision needs to be re-evaluated. Our ServSafe program is one that does lead to an industry recognized certification as it is recognized by the Indiana State Department of Health. I am requesting that you provide us with more details as to why our program was determined to not lead to an industry recognized certification.

Please refer to the ServSafe website for more information regarding my aforementioned statement. I have copied and pasted their information below for your convenience. There, you will find that a ServSafe certification is an industry recognized certification that the Indiana Department of Health requires of all food establishments." (Please see attachment 1)

"Therefore, I am submitting our request for a re-determination of our ServSafe Program application by the State Workforce Innovation Council. Please let me know what the next steps are in the re-determination process for programs that have been denied approval. Please feel free to contact our ServSafe instructor (Chef Josh Schubert) or I if you have any questions about our program.

Thank you for your assistance and consideration of my request."

In addition, Peggy Wild from the Indiana Department of Education supplied the following information about this program:

The ServSafe program provides certification that is of high value to employers and to postsecondary institutions. For example:

1. Upon presentation of the ServSafe certification, Ivy Tech Community College will grant holders of the certification 3 credits in the course titled **HOSP 101 Sanitation and First Aid**, one of the required core courses for all of their Hospitality and Culinary degree and certification programs.
2. Indiana law requires that any establishment that serves food to the public have on duty during all hours of operation at least one person who holds the ServSafe/Food Handlers certification. Employees and potential employees who hold the ServSafe/Food Handlers certification bring a value added component that makes them highly competitive in the Food Service and Hospitality industry, one of Indiana's most robust and stable industries.

ServSafe Denial Review

DWD response: The ServSafe Program at Central Nine Career Center was initially denied due to an incomplete program application that did not specify a certification as an outcome. DWD staff does not provide a comprehensive review of programs that do not result in an industry recognized certification. Upon receipt of additional information from Central Nine, it was determined that its ServSafe Program did prepare individuals for the ServSafe certification that is recognized by employers in this field across the state.

It is noted that region 5 staff supports this type of training through WIA funding. They believe that for some individuals who might not be able to obtain a GED or HS diploma, this training could be valuable in assisting them with re-entering the workforce or for young people that are just entering the workforce.

However, after a comprehensive review, DWD recommends denial of this program due to a lack of demand for the certification and because this exam-prep program better fits the definition of "intensive" or basic job training rather than broader occupational skills training.

See key points below:

- ServSafe, a national sanitization certification, is one of three state approved organizations to certify food handlers. The certification is not required to work in the field, but as of October 20, 2010, each place of business that handles food is required to have at least one certified employee on staff. No class is required to take the exam. Classes typically last one eight-hour day, which is considered sufficient. Central Nine's 24-hour course meets two nights a week across four weeks.
- As of July 11, 2011, IndianaCareerConnect.com had 15 job entries across the state that even mentioned ServSafe. Only four of the 15 entries were for entry-level positions. This certification is typically sought in managers. The turnover rate is significantly less than in entry-level positions. The entry-level jobs on ICC that mention ServSafe list \$8-\$9 an hour to start. The higher-level positions go up to \$65,000 salary, but those require a minimum of an associate's degree and up to 5 years of experience.
- Organizations in the food service industry frequently pay for employees to get this certification if the employee is moving up the hierarchy, which indicates that incumbent workers are more likely to benefit from this certification rather than unemployed workers. In fact, this program is targeted to "busy food and beverage" employees.
- Such a short exam-prep course can be covered by intensive-training funding available to the WorkOne centers. This course does not meet the definition of occupational training that prepares workers for entrance into an occupation.
- This certification does not fit in with the DWD's recommended career pathways for the adult education population.

ServSafe Denial Review

Attachment 1

Indiana State Food Safety Requirement Summary

PLEASE SELECT THE JURISDICTION

Select Local Requirements

Jurisdiction Indiana

ServSafe approval

ServSafe is a recognized program throughout the state (Print, CD-ROM, on-line exam with a proctor)

Certification Fee

None

Instructor Requirements

Registered ServSafe Instructor

Code requirement

Mandatory. A food establishment must have at least one (1) certified food handler (an owner, an operator, a manager, or an employee of a food establishment) employed and have oversight responsibility for all periods of the food establishment's operation. The certificate must be recognized though ANSI-CFP. The certificate needs to be available upon request by the regulatory agency. (Title 410 IAC 7-22 Rule)

Hours of Instruction

Requirements at state level

Certification Renewal

State level requirement

Miscellaneous

For more information please contact Indiana State Department of Health Food Protection Program at 317-233-7360 or food@isdh.state.in.us

(Retrieved from http://www.servsafe.com/RegRequirements/rr_state_juris_summ.aspx?st=Indiana)

Training Provider Updates

Status	Training Institution	Address	Type	COPE	SOS	DWD	DOR	On-Site	Comments
Approved	Hammond Innovation Center	5209 Holman Ave Hammond, IN 46320	Non-Profit	N/A	OK	OK	OK	Endorsed by WIB	
Approved	Infinite Solar, Inc.	2880 Cornly Road Philadelphia, PA 19154	For-Profit	Yes - private school licensed by the PA DOE	OK	OK	OK		
Denial	The Salvation Army	4800 Harrison Street Gary, IN 46408	Non-Profit	N/A	OK	OK	OK	N/A	None of the training programs met the criteria for occupational programs (interviewing, GED prep, computer literacy, etc.). Consider "intensive" training under WIA regulations.
Denial	Adonia Community Services, Inc	1601 Broadway Gary, IN 46407	Non-Profit	N/A	OK	No	No	N/A	Told to reapply when tax issues are resolved.
Denial	Saving A Generation	2225 Broadway Gary, IN 46407	Non-Profit	No				Went to site, but refused entrance. The classroom had been flooded with substantial water damage.	Told to reapply if situation changes. In addition, the only program was a nursing aide program that had not been approved by the Department of Health.

12-Jul-11

**Training Program Stats
07/14/11**

SWIC State Business

Review of Training Programs: Marion County Workforce Investment Board
6-11-11 to 7-12-11 12-1-10 to 7-12-11 (YTD)

<u>24 Programs decided (11%)</u>	<u>276</u>	<u>13%</u>
19 Approved (79%)	248	90%
15 automatically eligible (79%) (Title IV)	179	72%
4 audited and approved (21%)	69	28%
5 Denied (21%)	28	10%
<u>11 Pending (37%)</u>	<u>32</u>	<u>20%</u>

SWIC BOS-WIB Business

Review of Training Programs: Balance of State
6-11-11 to 7-12-11 12-1-10 to 7-12-11 (YTD)

<u>189 Programs decided (89%)</u>	<u>1904</u>	<u>87%</u>
114 Approved (60%)	1709	90%
104 automatically eligible (91%) (Title IV)	1420	83%
10 audited and approved (9%)	289	17%
75 Denied (40%)	195	10%
<u>19 Pending (63%)</u>	<u>129</u>	<u>80%</u>

All Programs Submitted for Review

6-11-11 to 7-12-11	12-1-10 to 7-12-11 (YTD)
<u>213 Programs decided</u>	<u>2180</u>
133 Approved (62%)	1957 90%
119 automatically eligible (89%) (Title IV)	1599 82%
14 audited and approved (11%)	358 18%
80 Denied (38%)	223 10%
<u>30 Pending</u>	<u>161</u>

CAEL PRESENTATION



**MAKING LEARNING COUNT:
PRIOR LEARNING ASSESSMENTS**

JULY 14, 2011
PRESENTED BY:
AMY SHERMAN
THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING



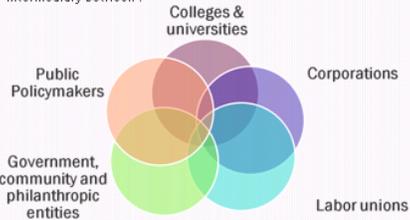
ABOUT CAEL

- CAEL is the Council for Adult and Experiential Learning
- A 501(c)3 non-profit organization with 37 years of lifelong learning and workforce development experience
- Mission to remove barriers to learning for the adult workforce
- CAEL connects learning and work
- CAEL has a national network of hundreds of colleges and universities
- www.cael.org

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CAEL'S INTERMEDIARY ROLE

CAEL is unique in its knowledge of adult/employee learning practices and in its ability to work as an active intermediary between :



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TOPICS FOR TODAY

- Prior Learning Assessment (PLA) overview and research on academic outcomes
- LearningCounts.org
- PLA Policy for Indiana

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PLA OVERVIEW AND RESEARCH FINDINGS

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THE CREDENTIAL ATTAINMENT AGENDA

US Dept of Labor TEGL 15-10: "To shorten the duration in training, state and local workforce agencies can pursue the following strategies . . .

- **Assess prior learning** to help adults and dislocated workers obtain academic credit for independently attained knowledge and skills, thereby accelerating the process of credential attainment. "

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WHAT IS PLA?

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

- › employment
- › military service
- › non-credit instruction/training
- › travel
- › self study
- › civic activities
- › volunteer service

PLA METHODS

- **Standardized exams**
 - › Advanced Placement (AP)
 - › College Level Examination Program (CLEP)
 - › Excelsior College Exams
 - › DANES Subject Standardized Tests (DSST)
- **Challenge exams**
- **Individual student portfolios**
- **Evaluation of non-college training**
 - › corporate or military training
- **Evaluation of non-credit instruction**

WHAT IS A PORTFOLIO?

- A formal, written communication describing, illustrating and documenting what a student has learned – and requesting college credit.
- Typical components (may vary from school to school):
 - Identification of prior learning- List and describe learning experiences
 - Essay or narrative- Describe goals and reasons for seeking credit for prior learning; demonstrate how prior learning relates to education goals
 - Documentation of knowledge and skills

FACULTY AND PLA

Typically, portfolios are assessed by:

- Faculty (either full-time or adjunct) approved to teach the identified course
- An internal assessment committee of two or three faculty members
- A team (four or five) faculty members representing a consortium (the Vermont State Colleges)

STANDARDS TO ENSURE QUALITY

The 10 CAEL Standards for Assessing Learning

5 ACADEMIC STANDARDS

1. **Credit or its equivalent should be awarded only for learning, and not for experience.**
2. **Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.**
3. **Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.**
4. **The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.**
5. **Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.**

5 ADMINISTRATIVE STANDARDS

1. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
2. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
3. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
4. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
5. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

RESEARCH FINDINGS ON THE VALUE OF PLA

CAEL'S PLA STUDY

What we wanted to know:

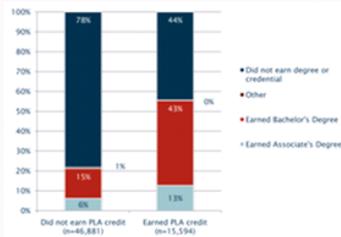
- Do adults who earn PLA credit have better graduation rates, compared with those who do not earn PLA credit?
- Do they have better persistence?
- Do they earn their degrees in a shorter period of time?

CAEL'S PLA STUDY

- 48-institution study of PLA and academic outcomes (funded by Lumina Foundation for Education)
- 62,475 total adult students in our sample (adult = age 25 or older)
- 15,594 (25%) had earned PLA credit between 2001 and 2008

GRADUATION RATES

Graduation Rates



Fueling the Race to Postsecondary Success, CAEL, March 2010

SUMMARY – GRADUATION RATES

PLA students in this study 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.

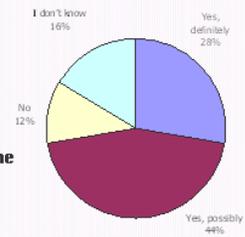
PLA earners with associate's degrees saved an average of between 1.5 and 4.5 months of time in earning their degrees, compared to non-PLA students earning associate's degrees.

OTHER RESEARCH SUPPORTING THE VALUE OF AND NEED FOR PLA

COMMUNITY COLLEGE PLA SURVEY

- Spring 2010 CAEL survey
- 88 respondents

Do you think your institution will see increased demand for PLA options in the future?



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

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



**Learning
Counts.org™**

College credit for what you already know™

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SCALING UP THE USE OF PLA THROUGH LEARNINGCOUNTS.ORG

A new national online PLA Center

- Supported by Lumina Foundation for Education, the Kresge Foundation, the Joyce Foundation and the Walmart Foundation
- Collaboration with ACE and College Board
- CAEL is drawing upon faculty experts nationwide for teaching portfolio development course and reviewing adult students' portfolios

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LEARNINGCOUNTS.ORG PROCESS

1. Talk to an Advisor - students have the option to speak one-on-one with an advisor to find out which LearningCounts.org PLA option is right for them

- **LearningCounts.org** - an online process to demonstrate learning by creating a portfolio and having it reviewed for credit
- **The College Board** - students can take a test to demonstrate learning outcomes in a particular subject
- **ACE CREDIT** - evaluates training offered by the military, employers, government agencies, and professional associations
- **Cost:** No Charge

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LEARNINGCOUNTS.ORG PROCESS

2. Enroll in CAEL 100: Prior Learning Assessment Theory and Practice

- A six-week, three credit, online course
- Course will teach students how to document their college level learning and lead them through the development of their portfolio.
- Courses start every few weeks. Next section begins on June 20
- **Cost:** \$500

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LEARNINGCOUNTS.ORG PROCESS

3. Create and Submit Portfolios

- Each portfolio may contain up to 6 credits in any one discipline. Students can submit up to 8 portfolios
- Faculty from colleges and universities from across the country will evaluate portfolios and make credit recommendations
- Credits will be recorded on an American Council on Education (ACE CREDIT) transcript
- **Cost:** **\$250** for 1-6 credits attempted in the same discipline

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NEW DEVELOPMENTS: WALMART LEARNING STIPENDS

- 114 stipends to cover cost of CAEL 100 and assessment fees for 1-6 credits
- Targeting low-income, underserved adults
- Working with Veterans Upward Bound and The Cara Program



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WHOM WILL IT SERVE?

Individuals already enrolled in community colleges or four-year institutions

- Provide support for postsecondary institutions that have no existing PLA programs
- Augment existing PLA programs at some postsecondary institutions

WHOM WILL IT SERVE?

Unaffiliated individuals not yet in college or those who have started but never finished college

- Active duty military and veterans
- Workers in transition or lower-income workers

WHOM WILL IT SERVE?

Employers and industry groups

- To pursue the further credentialing of their employees
- To document learning that has already been completed and identify skills gaps

LEARNINGCOUNTS.ORG FACT SHEET

- Website first online class launched January 24, 2011
- Classes begin every two weeks.
- Over 70 faculty assessors (over 500 applications!)
- Over 80 partner institutions have agreed to send students to LC.org for assessment and to accept the credit recommendations in transfer

SAMPLE PILOT INSTITUTIONS

Over 80 colleges and universities serving as LearningCounts.org pilot institutions



INDIANA PILOT INSTITUTIONS

- Franklin University
- Indiana University, School of Continuing Studies
- Ivy Tech Community College of Indiana
- Ottawa University

POLICY TO SUPPORT PLA



- Workforce
- Higher Education
- Corporate

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EXAMPLES OF POLICY CHANGE WE WOULD LIKE TO SEE IN INDIANA



- General Policy letter in support of PLA
- PLA in State WIA Plan and other state plans
- State or local policy letter from State WIB/Governor to agencies/contractors/providers verifying ITA usage for PLA
- PLA Assessment classified as a core and intensive service in WIA system
- Allow state financial aid to pay for assessment fees

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