



NEW ENGLAND BOARD OF
HIGHER EDUCATION

ALL LEARNING COUNTS

Legislative Advisory Committee
March 16, 2020

What does **All Learning Counts** mean?

CREDIT FOR PRIOR LEARNING

Academic credit granted for demonstrated college-level equivalencies outside of the classroom.

PRIOR LEARNING ASSESSMENT

Methods to validate prior learning and award credit.

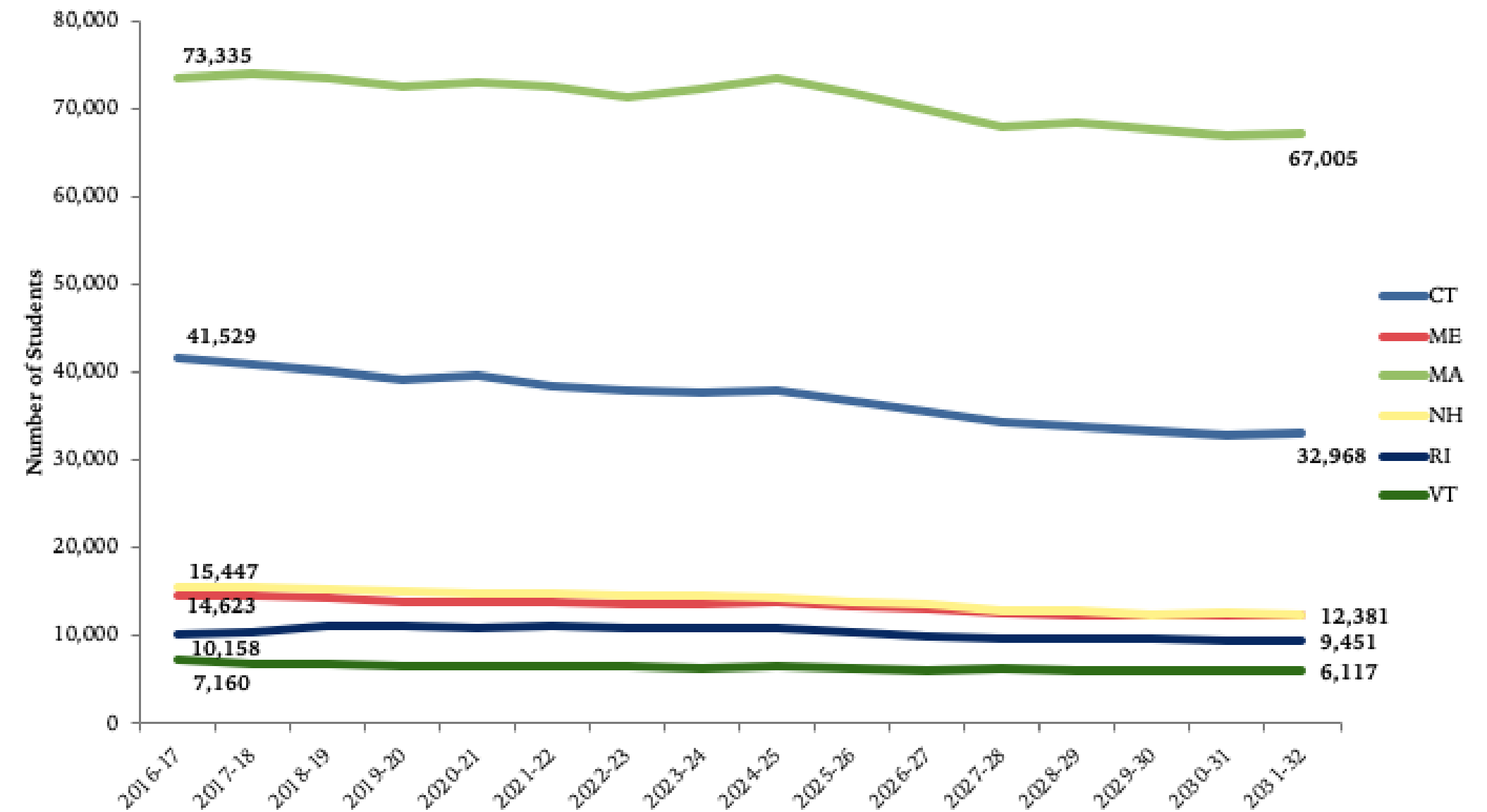
ALL LEARNING COUNTS

A system of learning beyond high school where all learning can be validated and valued regardless of where it happens.

RECOGNITION OF LEARNING

Credit for Prior Learning 2.0: Implementation of stackable learning models based on demonstrated competencies.

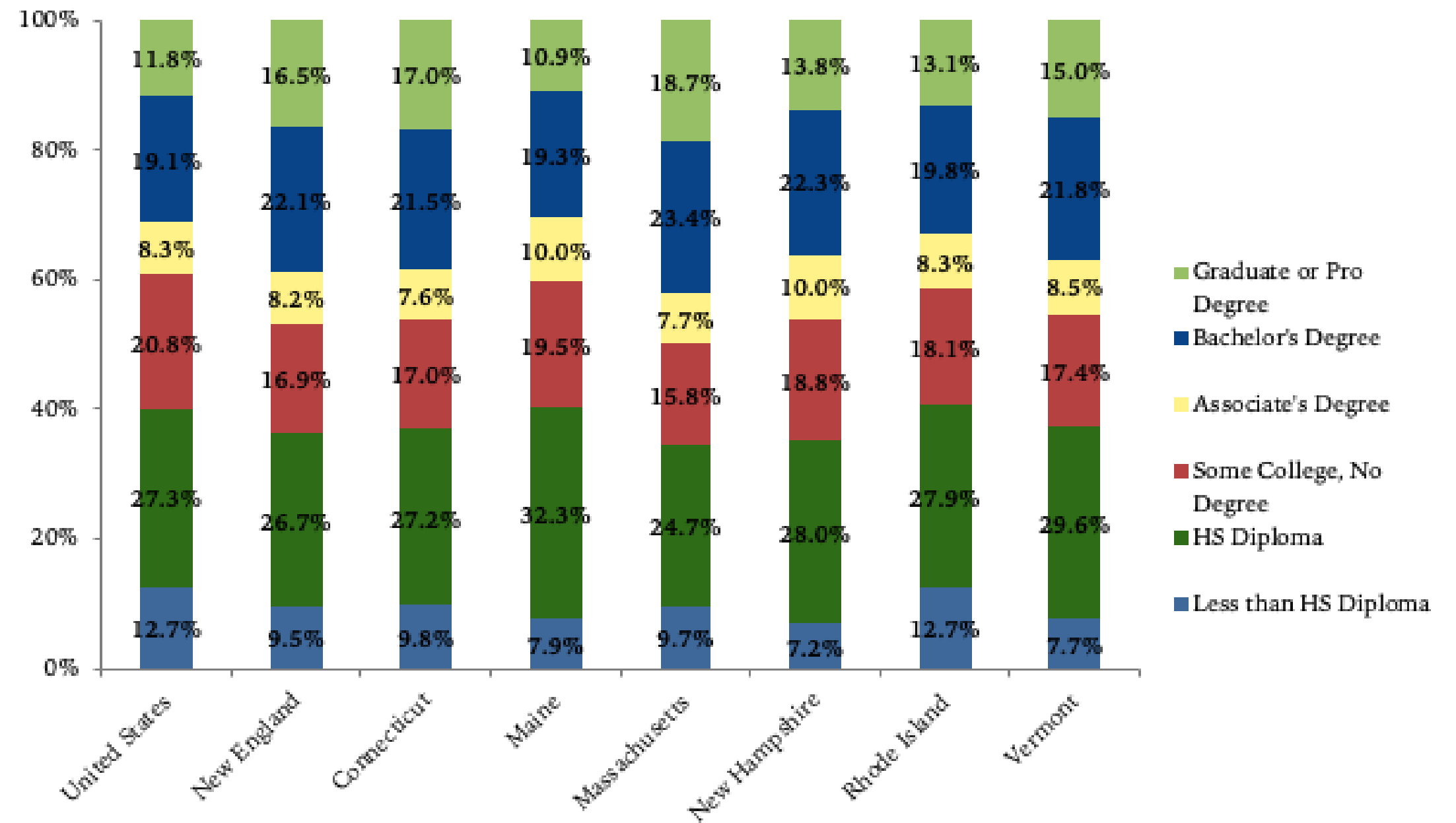
Why is Recognition of Learning Important?



Declining Numbers of High School Graduates

The number of high school graduates is expected to decline 14% by 2032.

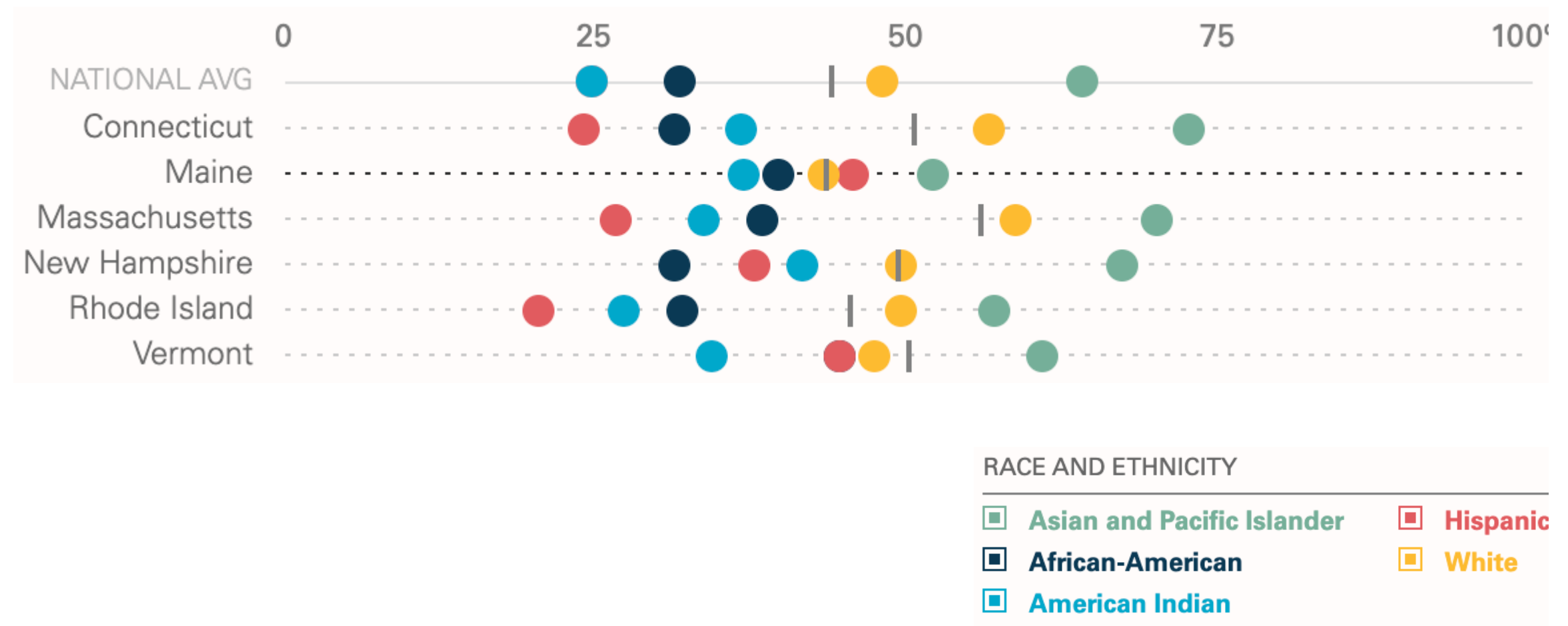
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Postsecondary Attainment of Adults

53% of adults in New England have no college degree. 25% have some college experience or an associate's degree.

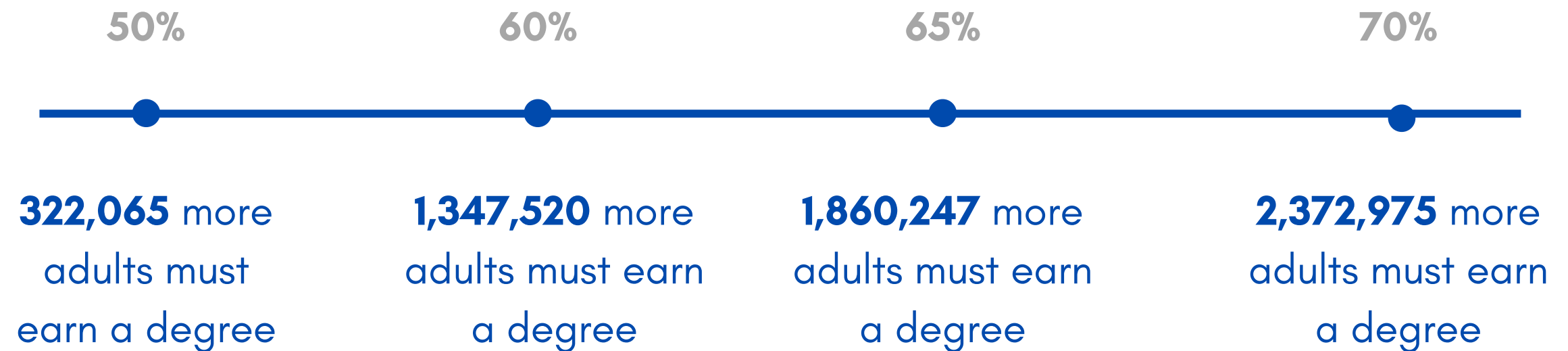
Why is Recognition of Learning Important?



Equity Gaps in Attainment

In states like Connecticut, Massachusetts and Rhode Island, attainment gaps are as large as 30 percentage points.

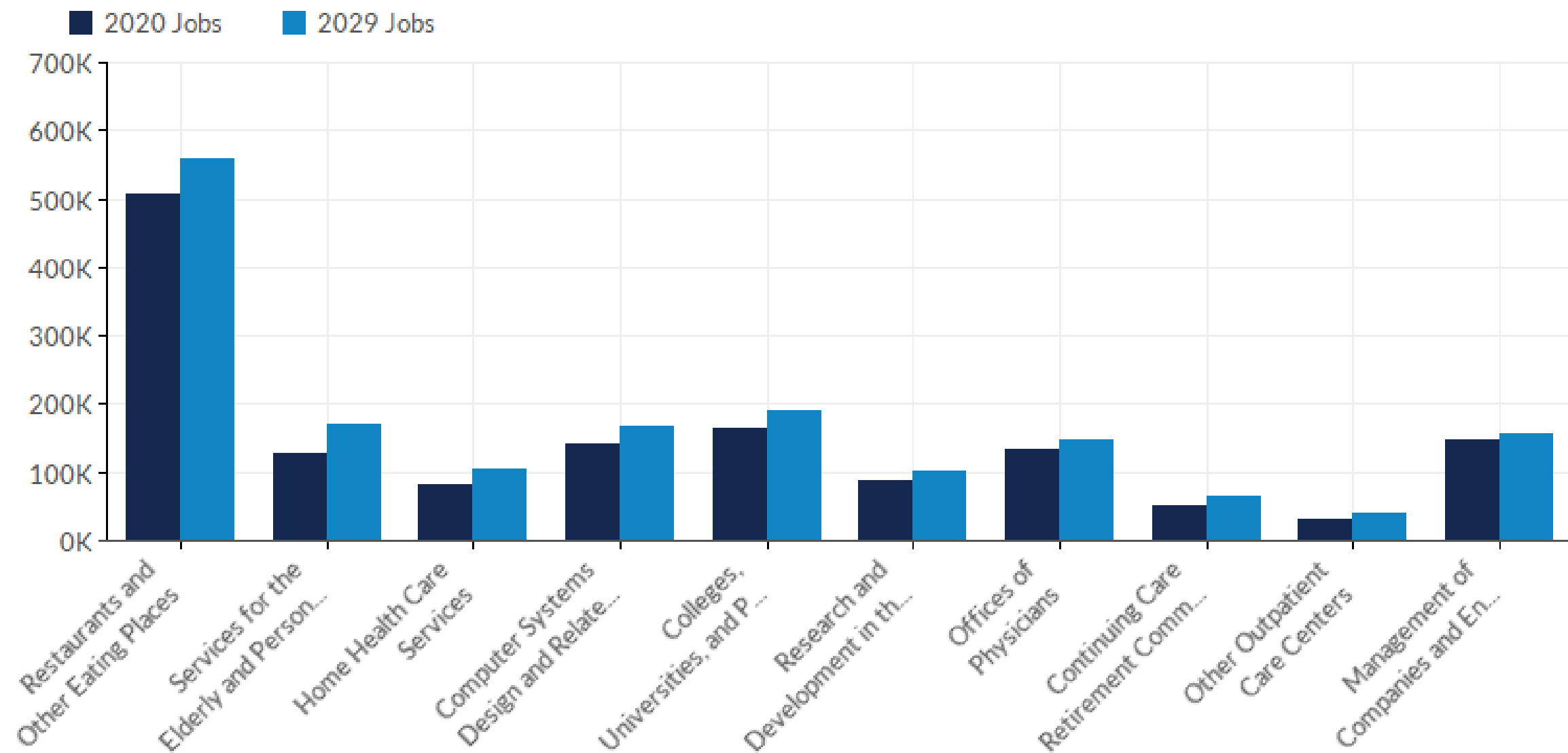
Why is Recognition of Learning Important?



Attainment Goals

To make progress toward states' attainment goals and meet labor market demands significant numbers of adults in New England must earn postsecondary credentials.

Why is Recognition of Learning Important?



Fastest Growing Industries in New England

Occupations in fast growing fields like healthcare, computer systems design, life and bioscience research and development and management are more likely to require postsecondary credentials.

TRANSPARENCY + ACCESS

Tennessee Reconnect allows adults to access counselors, financial aid information and credit equivalency tools all in one place.

AFFORDABILITY

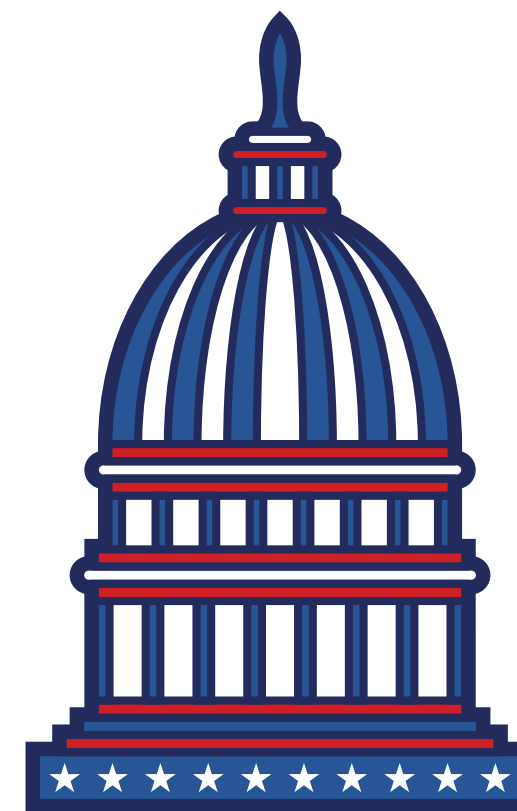
Indiana allows scholarships and grants to be used toward the cost of PLA.

CREDIT ACQUISITION

Florida's Department of Education lists all industry certifications that translate to credit in degree programs.

**Best
Practices**

Recognition of Learning in New England





Institutional Practices

- Community and Completion Colleges are the primary source for CPL
- Costs are not standard
- Transparency around CPL application processes and costs is uneven
- Institutions have not addressed the stackability of microcredentials or industry-recognized credentials

The background of the slide features a blurred image of a computer screen displaying lines of code. A solid blue rectangular overlay is positioned on the left side of the screen, partially obscuring the code. The word 'Employers' is written in white, bold, sans-serif font across the middle of this blue overlay.

Employers

- Recognize degrees and industry-recognized credentials as signals for skills and competencies
- Do not have capacity map on-the-demand skills and requirements to academic pathways
- Can better support employees to pursue and earn additional credentials through partnerships and upskilling programs



State Policy

- Allows institutions to provide CPL
- Asks institutions to provide policies and procedures for awarding CPL
- Requires CPL guidelines for military veterans

NEBHE'S ROLES

- **Survey of Adult Learners**
To understand how improving Recognition of Learning would impact decisions to pursue education.
- **Policy & Research Reporting**
To identify gaps and opportunities in state policy and institutional practice.
- **State-based Meetings**
To establish networks of stakeholders and build momentum.
- **Policy Summit**
To widely share best practices and connect New England policymakers and higher education leaders with national experts.