

Credit for Prior Learning Experience in Washington

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Summary

Legislation passed in 2011 required the Washington Student Achievement Council to convene the Prior Learning Assessment Work Group to coordinate and implement seven goals described in statute for promoting the award of college credit for prior learning (RCW 28B.77.230).¹ The Council submits an annual report to the Legislature on work group progress in carrying out the seven goals.

This report summarizes progress in the first full year since the legislation passed and also outlines a work plan of activities to be conducted in 2013.² Some of the work group's significant accomplishments during 2012 include the following:

- Creating preliminary operational definitions of Prior Learning Assessment (PLA) to measure increases in the number of students who receive academic credit for prior learning, and the number and type of academic credits accepted for prior learning.
- Drafting a Statewide Policy for Prior Learning Assessment and a draft policy for transcribing PLA credit.
 - These are being circulated for comment within the higher education system. The statewide PLA policy will be presented to the Student Achievement Council and the State Board for Community and Technical Colleges in late 2013. The draft policy for transcribing PLA credit is expected to be implemented statewide in 2013.
- Gathering initial data from community and technical college registrars on the number of students receiving PLA credit.
- Encouraging improvements to college and university websites to provide better information about PLA practices.
- Hosting a second annual PLA conference in November 2012. The conference provided an opportunity to survey attendees on their knowledge and use of PLA.

The work group has identified a number of priority actions that will be the focus of its work in 2013. Key among these actions will be formalizing how prior learning is operationally defined in Washington. This is a critically important step which will allow institutions to begin collecting and reporting consistent data so that we can monitor the degree to which increasing numbers of students are earning credit through PLA.

In addition, the work group will continue a number of activities designed to raise awareness among faculty, administrators, and students about various options for assessing and awarding credit for competencies developed through a variety of learning experiences.

¹ The statute is available at <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.77.230>.

² The first HECB report is available at www.wsac.wa.gov/sites/default/files/PriorLearningExperienceWA-2011.pdf.

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Introduction

Granting college credit based on assessment of a student's prior learning in the workplace, military or through other life experiences can have positive impacts on college affordability, institutional capacity and student success. The Washington Student Achievement Council has identified affordability and institutional capacity as obstacles to student success and opportunities for change.³ The Council will examine these issues in greater depth during 2013, as it develops a roadmap for improving educational attainment among Washington residents.

As the Council discussed in its first strategic action plan, *Critical Crossroads: A Call for Action*, raising our state's level of educational attainment will require meeting the educational needs of adult residents, whether they are first-time or returning students. Currently, Washington ranks below the national average in the enrollment of 25 to 49 year olds as a percentage of its total population in that age group.⁴

Prior learning assessment (PLA) is one option that addresses the obstacles identified in the *Call for Action*. Expansion of prior learning assessment in Washington will increase the number of adult students completing certificates, degrees and credentials. In addition, expansion of PLA will reduce the cost of a degree by awarding course credits for knowledge and skills developed through prior learning.

Legislation passed in 2011 required the Washington Student Achievement Council to convene the Prior Learning Assessment Work Group to coordinate and implement seven goals described in statute for promoting the award of college credit for prior learning (RCW 28B.77.230). The Council submits an annual report to the Legislature on work group progress in carrying out the seven goals.

What is Prior Learning and Prior Learning Assessment?

Prior learning is defined as the knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

Prior learning assessment is the process used to evaluate previous life experience for academic credit. Prior learning assessment can be accomplished through standardized tests, course challenge examinations, portfolio assessment, and crosswalks⁵ between work-based learning and college courses.

³ For a further discussion of these and other educational roadblocks and opportunities identified by the Student Achievement Council, see *Critical Crossroads: The 2012 Strategic Action Plan for Educational Attainment*. Washington Student Achievement Council. December 2012. www.wsac.wa.gov/sites/default/files/SAP-CriticalCrossroads-2012.pdf.

⁴ National Center for Public Policy and Higher Education. 2008. Measuring Up 2008, The National Report Card on Higher Education. <http://measuringup2008.highereducation.org/>.

⁵ A Crosswalk refers to a matrix used to compare industry-based learning outcomes with outcomes for specific courses in a college. (Example: Basic Law Enforcement Academy training compared to Criminal Justice coursework).

Some PLA methods cost a student more than others, but any PLA credit-earning method will typically cost less than tuition to enroll in the equivalent course. In addition, when PLA credit is earned, it may allow the student to enroll in, or advance to, higher-level courses.

Prior Learning Assessment in Washington

Currently every college and university in Washington offers some form of prior learning assessment. The Council and Education Research and Data Center (ERDC) staff are working to develop methods for collecting PLA data. At present, discrete data elements do not exist in the state's centralized higher education database to enable tracking of PLA progress at the public baccalaureate institutions. Incomplete data is reported below for the community and technical colleges using preliminary definitions.

A draft statewide policy for prior learning assessment, which will provide a clear operational definition and guidance on tracking credits earned through PLA, is currently being reviewed by institutions and will be brought to the Council for review and adoption in late 2013.

The Prior Learning Assessment website⁶ provides additional information on the background of PLA in Washington; definitions; national research; and reasons why Washington is often regarded as a bellwether state in prior learning assessment. The website also provides draft documents under review by the higher education system that will serve as the foundation for collecting data on PLA expansion in Washington.

The Prior Learning Assessment Work Group

The Prior Learning Assessment Work Group consists of 70 representatives from a broad range of postsecondary education sectors, the Legislature, public safety, and the military. The work group is co-chaired by representatives from the Washington Student Achievement Council and State Board for Community and Technical Colleges and includes:

- 9 representatives from postsecondary education boards and Councils
- 26 from SBCTC (including 7 faculty)
- 9 from baccalaureate institutions
 - 7 public
 - 1 private non-profit
 - 1 WGU Washington
- 3 from Career Colleges
- 7 from the state House of Representatives, Senate, and other agencies
- 2 from public safety
- 1 student
- 1 from the Military/Department of Defense
- 12 from workforce and apprenticeship sectors

⁶ www.wsac.wa.gov/PreparingForCollege/PriorLearningCredit

Progress on Legislative Goals: 2012

The enabling legislation for the work group (RCW 28B.77.230) lays out seven goals for prior learning assessment in Washington. The work group met four times in 2012 and also convened the second annual statewide PLA Conference in November 2012, which was attended by more than 130 faculty and staff—representing 50 colleges and universities in Washington. The conference provided an opportunity to gather data from attendees concerning their knowledge and use of PLA. The work group has made significant progress on each of these goal areas.

Goal 1: Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential—while ensuring that credit is awarded only for high quality, course-level competencies.

In order to establish a baseline for determining increases in the number of students who receive prior learning credit, a clear operational definition of PLA and a uniform method of coding credits received by each student must exist. Previous work by groups in Washington concluded that it is virtually impossible to track PLA in Washington because of the lack of a uniform definition or coding method. A major task of the work group in 2012 was to develop preliminary working definitions and to share these with various stakeholder groups.

Using preliminary definitions based on recommendations from the first statewide PLA Conference in November 2011, a coding method was developed by the work group and the State Board for Community and Technical Colleges (SBCTC). A memorandum regarding coding of PLA credit was sent to all SBCTC registrars in April 2012, and community and technical colleges began entering data for 2011-12 and 2012-13. Incomplete results from 14 of the state's 34 community and technical colleges show (for July 1- November 30):

- 2011-12 174 students receiving academic credit for PLA
- 2012-13 124 students receiving academic credit for PLA

Over the coming year, more complete results will be collected and will be included in the Student Achievement Council's next annual report.

Goal 2: Increase the number and type of academic credits accepted for prior learning.

Further discussion across the higher education system resulted in a draft policy that provides greater clarification for transcribing PLA credit. In December 2012, this draft was disseminated to the higher education system for review and feedback prior to statewide deployment and implementation in 2013. Clear definitions will lead to more accurate transcription and counting to meet the prior learning goal objectives.

Additional progress:

- The Council and Education Research and Data Center (ERDC) staff are working to develop methods for collecting PLA data. At present, discrete data elements do not exist in the state's centralized higher education database to enable tracking of PLA progress at the public baccalaureate institutions.

A survey was conducted by the Council of President's office to determine what types of PLA are currently offered on each campus.

- The work group is in discussions with the Independent Colleges of Washington and Northwest Career College Federation to establish methods for collecting PLA data from their colleges and universities.
- The Northwest Commission on Colleges and Universities (NWCCU) allows a maximum of 25 percent of degree requirements to be met by credit awarded for prior experiential learning.⁷ This has been a concern raised by work group members. The 2012 PLA Conference produced options that might increase the number of credits allowed so students might benefit even more.

Goal 3: Develop transparent policies and practices in awarding academic credit for prior learning.

A draft Statewide Policy for Prior Learning Assessment that would apply to public two and four-year institutions was developed and disseminated throughout the higher education system for review and comment. The policy is expected to be presented to the Student Achievement Council and SBCTC for review in late 2013.

In addition, PLA was added to an existing reciprocity agreement between the colleges of the state community and technical college system. That agreement, which was approved by the Instruction Commission of the State Board, provides for reciprocity of transfer coursework among colleges.

The SBCTC reciprocity agreement allows for individual courses that meet certain requirements at the sending college to be considered to have met that requirement at the receiving college for a similar transfer degree—even if the course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

Additional progress:

- College and university websites were improved, and information about PLA practices was expanded across the system.
- The draft policy for transcribing PLA credit described under Goal 1 above was disseminated throughout the higher education system for review and feedback. The policy will be deployed and implemented statewide in 2013.

⁷ Northwest Commission on Colleges and Universities. Standard 2.C.7.
<http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm>

- National progress and best practices were reviewed and monitored as other states begin to address PLA.
- A transfer liaison continued to be available at the Washington Student Achievement Council to assist students having difficulties with credit transfer, including credits earned through prior learning assessments. In 2012 no issues related to prior learning assessment were reported to the transfer liaison.

Goal 4: Improve prior learning assessment practices across the institutions of higher education.

The work group explored technology options for improving prior learning assessment. For example, Edmonds Community College has an exemplary online system for tracking student application, assessment and progress toward credit for prior learning. The work group recommends that a similar system be adopted by other Washington state colleges and universities.

The work group also convened the second annual Washington PLA Conference in November 2012. Participation grew from 93 faculty and staff involved in PLA on their campuses in 2011, to more than 130 participants from 50 colleges and universities in Washington in 2012.

During the conference, a survey was administered to participants to assess their knowledge and use of PLA. More than 90 percent indicated they knew something about PLA. Of the options for PLA in Washington:

- 48 percent accept portfolios for credit
- 90 percent offer credit for challenge exams
- 26 percent have established crosswalks between industry and college

When asked what method of prior learning assessment they expect to expand, participants responded that:

- 32 percent would expand course challenge exams
- 21 percent would expand portfolio review
- 46 percent would expand industry-based crosswalks and/or articulation agreements

Ninety-seven percent of participants responding to a survey after the conference said the conference met or exceeded their expectations.

Goal 5: Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education.

Colleges in Washington made substantial progress and improvements in growing PLA awareness. Washington PLA maintains a wiki webpage that includes all activities of the work group and is available for everyone to view.⁸ The work group also created a Prior Learning Assessment Handbook for faculty and staff, including relevant legislation, policies and guidelines.

Goal 6: Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.

The work group continued to refine a model ‘template’ for crosswalks between work-based prior learning and community and technical college courses. This process is coordinated through the Centers of Excellence, flagship institutions that build and sustain Washington’s competitive advantage through statewide leadership.

Existing crosswalks include the Council for Professional Recognition Child Development Association Certificate to Early Childhood Education programs, all Washington state community and technical colleges. Crosswalks were developed between common prior learning and college courses in the following areas:

- Washington State Basic Law Enforcement Academy to Criminal Justice program, Highline Community College
- Comptia A+ Essentials Certificate to Information Technology program, Green River Community College
- Various apprenticeships to Multi-Occupational Trades program, Wenatchee Valley Community College
- Nasbite Global Business Professional Certificate to International Trade, Transportation, and Logistics program, Highline Community College
- ARRT Advanced Certificate Exam to Allied Health Imaging program, Bellevue College

Crosswalks under development include:

- Military medic training to Registered Nurse program, Pierce College
- Military police training to Administration of Justice program, Highline Community College

Goal 7: Develop outcome measures to track progress on the goals outlined in this section.

Preliminary outcome measures are under development for each of the goals outlined above. Preliminary measures are listed in Appendix A and on the Student Achievement Council website and will be refined by the work group in 2013.

⁸ <http://wa-priorlearningassessment.wikispaces.com/>

2013 Work Group Action Steps

The work group continues to develop recommendations for achieving legislative goals that ensure more adult learners efficiently move through postsecondary education and enter the workforce well-prepared.

1. Common definitions are required to develop a system-wide method of tracking PLA outcome measures for goals outlined in legislation and reporting. Data gathering processes do not currently exist across the system.

ACTION A: Finalize the DRAFT Statewide Policy for Prior Learning Assessment and submit to the Student Achievement Council and State Board for Community and Technical Colleges for review and adoption in 2013.

ACTION B: Finalize the DRAFT policy for transcribing PLA credit mentioned in Goal 1 above for statewide deployment and implementation in 2013.

2. Continue to increase transparency and consistency of information available to students and stakeholders, faculty and staff.

ACTION A: Plan and implement third annual Statewide PLA Conference, centrally located and at a larger venue for expanded participation.

ACTION B: Refine the cost analysis and fee model for providing PLA at community and technical colleges and baccalaureate institutions and share information broadly across the system as requested by attendees at the 2012 PLA Conference.

ACTION C: Develop a portfolio review template for colleges and faculty using this method of PLA.

ACTION D: Develop a 'best practice' template for sharing information about PLA with students through the recruitment process, during new student orientations, and within online and in-person advising modules. Create a 'checklist' for advisors.

ACTION E: Expand information on the web – state agency sites, campus sites, and through apprenticeship and industry sites.

ACTION F: Develop a Listserv to share information about PLA statewide. Move policy documents from wiki to agency websites.

3. Financial assistance is not currently available for students pursuing credit for prior learning. The Student Achievement Council has identified affordability as an obstacle to increasing educational achievement in Washington.

ACTION: The Work Group will research and develop recommendations for financial assistance options to support students pursuing PLA.

4. 'Crosswalks' and articulation agreements are an underutilized pathway between industry and education that can lead towards increased completion of certificates and credentials for workers in Washington.

ACTION A: Increase the number of crosswalks between industry certifications and college credentials.

ACTION B: Finalize Crosswalks currently in development.

5. Work group members are working with the Washington State Department of Health and the Department of Defense, seeking clear learning outcomes for military training in order to create crosswalks from military training to college courses.

ACTION A: Review military experience and training crosswalks being developed by the Department of Health for applicability to degree and certificate completion

ACTION B: Review best practices in other states and contact the Minnesota State University System regarding their "VETS" program.

6. Transfer of credits awarded for prior learning between institutions is primary to increasing academic achievement for students in Washington.

ACTION A: Align proposed draft PLA policies with transfer policies in Washington. Increase recognition and acceptance of credit towards general education requirements based on nationally recognized and standardized examinations.

ACTION B: Initiate conversations with faculty and transfer-oriented work groups regarding a state policy on the acceptance of College Level Examination Program (CLEP) credits that will count to satisfy degree and certificate requirements.

7. 2012 PLA Conference attendees continued discussions about limits set by NWCCU on experiential learning courses and credit acceptance.

ACTION: Investigate and develop recommendations for system-wide consideration of options using multiple accreditation standards (e.g. Standards 2.C.7 and 2.C.18) and institutional definitions and coding that would allow more than 25 percent of degree requirements to be met through PLA work.

Conclusion

Progress made by the Prior Learning Assessment Work Group over the past year and a half has brought a new awareness of the value students with prior learning bring to campuses. Granting college credit based on the assessment of a student's prior learning is one strategy that addresses obstacles to Washington's goal of increasing student achievement, particularly for returning and adult learners.

The Prior Learning Assessment Work Group, by completing the 2013 Action Steps, will help address the Council's challenge areas of improving Student Readiness, Affordability, Institutional Capacity and Student Success.

To address these challenge areas and achieve the goal of increasing student achievement will require continued collaboration and new levels of integration and focus within our educational system.

In the past, the assessment of prior learning was addressed by separate institutions and sectors. We are beginning to move forward as an educational system with a comprehensive, integrated approach. We have made substantial progress, and although we are viewed nationally as a leader in PLA policy development, much work remains to be completed.

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Appendix A. Preliminary Outcome Measures

RCW 28B.77.230 directs the Academic Credit for Prior Learning Work Group to develop outcome measures to track progress on the goals outlined in this section. Preliminary outcome measures (listed below) are under development for each goal and will be refined by the work group in 2013.

Goal 1: Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies.

Goal 2: Increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies.

Outcome Measures

1. Increase in number of students receiving PLA credit that applies to a major, degree, certificate, or credential.
2. Increase in academic credits awarded for PLA.

Goal 3: Develop transparent policies and practices in awarding academic credit for prior learning.

Outcome Measures

1. Policies developed and deployed through institutions statewide.
2. Increase number of colleges and universities subscribing to policy.
3. Policies and practices deployed statewide on college websites and in print literature.
4. Complaints addressed by the WSAC Transfer Liaison regarding PLA.

Goal 4: Improve prior learning assessment practices across the institutions of higher education.

Goal 5: Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education.

Outcome Measures

1. Institutional improvements documented.
2. Increase in faculty and staff knowledge and awareness of PLA.
3. Attendance at statewide PLA Conference, ratings of conference.

Appendix A. Preliminary Outcome Measures (cont.)

Goal 6: Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.

Outcome Measures

1. Increase in number of articulation agreements developed.
2. Increase in number of students receiving credits and credentials through articulation agreements.

Goal 7: Develop outcome measures to track progress on the goals outlined in this section.

Outcome Measures

1. Measures developed for each goal area.
2. Baseline data and information collected for each goal area.

Appendix B. Prior Learning Assessment Work Group

Organization	Representative (F=faculty)	Position
Postsecondary Education Boards and Councils		
Washington Student Achievement Council	Jim West	Associate Director
State Board for Community and Technical Colleges	Noreen Light	Faculty Development Coordinator
State Board for Community and Technical Colleges	Bill Moore	Policy Associate, Project Director
State Board for Community and Technical Colleges	Tiffany Merkel	Program administrator, workforce education
Workforce Training Board	Bryan Wilson	Deputy Director
Workforce Training Board	Nova Gattman	Legislative Liaison / Policy Analyst for Adult Workforce Issues
Council of Presidents		
	Paul Francis	Associate Director
Independent Colleges of Washington	Violet Boyer	President & CEO
Independent Colleges of Washington	Chris Thompson	Director of Government and Public Relations
Baccalaureate Institutions		
Washington State University	Jane Sherman	Vice Provost-Academic Policy & Evaluation
City U of Seattle	Jodey Lingg (F)	Program Manager, PLA Director
University of Washington Seattle	Deborah Wiegand (F)	Assistant Dean, Undergrad Academic Affairs
University of Washington Tacoma	J.W. Harrington (F)	Vice Chancellor, Academic Affairs
The Evergreen State College	Leona Walker	Admissions
Central Washington University	Scott Carlton	Interim Registrar
Eastern Washington University	John Neace	Senior Director & ITDS Chair, Interdisciplinary Studies
Western Washington Univ. (Joint Transfer Council Co-chair)	Steven Vanderstaay	Vice Provost Undergraduate Education
WGU Washington	Phil Schmidt	Associate Provost
Community and Technical Colleges		
Edmonds Community College	Pamela LeMay (F)	Director, Special Academic Programs
Cascadia Community College	Walter Hudsick (F)	Dean for Student, Learning/Tenured Faculty
Whatcom Community College	Beth Tyne (F)	Faculty, Social Science. Learning Contracts
Community and Technical College Workforce Education Council (Highline Community College)	John Huber	Director, Workforce Education Services
Community and Technical College-Articulation and Transfer Council (Bellevue College)	Joyce Carroll	Associate Dean of Instructional Services
Community and Technical College-Articulation and Transfer Council (Bates Technical College)	Mike Brandstetter	Dean of Instruction, Bates Technical College
Community and Technical College Workforce Education Council (Whatcom Community College)	Linda Maier	Dean, Workforce Education Instruction
Community and Technical College Workforce Education Council (Highline Community College)	Alice Madsen	Academic Affairs/Instruction
Community and Technical Colleges-Instruction Commission (Spokane Falls Community College)	Jim Minkler	Vice President of Learning

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Organization	Representative (F=faculty)	Position
Everett Community College	Sharon Buck	Dean, Business, North and East County
Center of Excellence for Careers in Education (Green River Community College)	Erik Tingelstad	Director
Center of Excellence (Highline Community College)	Caryn Fosnaugh	Director
Bellevue College	Robin Jeffers	Coordinator, Effectiveness/Assessment
Lake Washington Institute of Technology	Bob Monroig	Dean of Industrial Technologies
Faculty Association of Community and Technical Colleges (Shoreline Community College)	Diana Knauf (F)	Business/Intra-American Studies & Social Sciences
Shoreline Community College	Ted Haase	Director of Enrollment and Financial Aid Services
Shoreline Community College	Dani Dutro	Faculty Counselor, Veteran Programs
Faculty Association of Community and Technical Colleges (Clover Park Technical College)	Phil Venditti (F)	Speech Communications Faculty
Clover Park Technical College	Cindy Mowry	Director of Enrollment Services
Green River Community College	Denise Bennatts	Director of Enrollment Services
South Seattle Community College	Holly Moore	Executive Dean
South Seattle Community College	Wendy Price	Dean of Workforce Education and New Initiatives
Pierce College	Anne White	Registrar/Director Enrollment Services
Pierce College Fort Steilacoom	Tami Walsh	Evaluations
Spokane Community College/Air Washington	Eric Moore	Assessment Coordinator
Lower Columbia College	Tamra Bell	Director, Work-based Learning & External Outreach
Career Colleges		
Northwest Career College Federation	Gena Wikstrom	Executive Director
Corinthian Colleges Incorporated/Everest College	Paul De Giusti	Vice President, Legislative Affairs
Corinthian Colleges Incorporated /Everest College	Gail McGaffick	Legislative Consultant
State House and Senate Staff, other state agencies		
Senate Higher Education and Workforce Development Committee	Kimberly Cushing	Committee Coordinator/Counsel
House Higher Education Committee	Madeleine Thompson	Research Analyst
Senate Democratic Caucus	Becca Kenna-Schenk	Policy Analyst/ Communications Specialist
House Democratic Caucus	Patrick Nevill	Policy Analyst
Senate Republican Caucus	Cody Eccles	Staff Counsel
Department of Licensing	Ralph Osgood	Assistant Director, Business & Professions Division
Department of Labor and Industry	Melinda Nichols	Apprenticeship Program Manager
Public Safety		
Criminal Justice Training Commission	Anthony Anderman	Eastern Regional Training Manager
Criminal Justice Training Commission	Steve Lettic	Manager

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Organization	Representative (F=faculty)	Position
Students		
Washington Student Lobby	To be determined	Executive Director
Military/Department of Defense		
Regional Liaison NW - Department of Defense	Mark B. San Souci	Department of Defense Advisor
Workforce and Apprenticeship		
Puget Sound Regional Council	Olivia Robinson	Regional Affairs Coordinator
Washington Workforce Association	Cheryl Fambles	Executive Director
Spokane Area Workforce Development Council	Mark Mattke	Executive Director
SkillUp Washington	Susan Crane	Executive Director
Service Employees International Union Healthcare NW Training Partnership	Nancy Dapper	Project Manager – Workforce Intelligence & Integration
Service Employees International Union 199 NW Multi-Employer Training Fund	Mary Rosenthal	Executive Director
International Brotherhood of Electrical Workers Association and Joint Apprenticeship and Training Committee	Nicole Grant	PSEW H&W Trustees
Joint Apprenticeship and Training Committee and International Brotherhood of Electrical Workers	Peter Lahmann	State Apprenticeship Coordinator
American Federation of Teachers WA	Tony Lewis	
WA State Building and Construction Trades Council	Bernal Baca (F)	Government Relations
Spokane Regional Labor Council	Terry Tilton	Assistant Executive Secretary
	Beth Thew	Secretary-Treasurer