TOWN HALL CALL

2020 NON-DEGREE CREDENTIALS

JANUARY 23, 2020
2:00 – 3:00 PM ET

DIVISION OF ACADEMIC AND TECHNICAL EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
WELCOME!

Today’s Speakers:

■ Amanda Winters, National Governor’s Association
■ Emily Passias, Education Strategy Group
■ Amy Ellen Duke-Benfield, National Skills Coalition
■ Emilie Rafal, Credential Engine
Project Overview

Amanda Winters
Program Director- Economic Opportunity
NGA Center for Best Practices
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Relevant projects

- Expanding Community College Apprenticeships (AACC-DOL)
- Higher Education Quality Assurance Oversight (Lumina)
- Educate For Opportunity (Strada Education Network)
- Policy Academy on Scaling Work-Based Learning (Siemens Foundation)
Educate for Opportunity Overview

• Partnership with Strada Education Network
• Using Consumer Insights Survey data to inform state policy and programs
• Focus on adults
  • What is keeping adults from re-engaging with postsecondary systems?
  • How can states lower barriers to adults completing their degrees?
  • Where are there gaps between delivery and consumer insights?
• Data and funding for six competitively selected states
Educate for Opportunity Structure

Phase One: Leveraging Data to Empower Changemakers (Sept.- Spring 2020)

Phase Two: Prioritizing Strategies for Change (Spring-Summer 2020)

Phase Three: Implementing the Long-term Change-Process (Fall 2020-Spring 2021)
Educate for Opportunity State Participants

• Louisiana- Regional approach, in partnership with existing Walmart project

• Massachusetts- Increasing access through financial aid restructuring, increase in amount of support services

• Minnesota- Looking at the issue from an equity lens; hoping in increase attainment for underserved populations
Educate for Opportunity State Participants (Cont’d)

• Ohio - Debt relief for adults, regional listening sessions

• Pennsylvania - Data deep dive to better understand regional differences in the state

• Wyoming - Creating a dashboard connecting future occupations, skills, and available programs
Policy Academy on Scaling Work-Based Learning

- Currently in Phase III, since 2016 the Academy has engaged 18 states and one territory through a mix of intensive technical assistance, peer learning and topic-based learning labs.
- 10 states participating in the Policy Academy proposed or passed legislation that is expected to expand and scale high-quality work-based learning opportunities.
• **Phase I:** Engaged competitively selected states to pilot the Policy Academy.

• **Phase II:** States from Phase I continued work and shared lessons learned with additional new states.

• **Phase III:** Will continue to work with states to share best practices with new states through topic-based Learning Labs.
Policy Academy on Scaling Work-Based Learning

• Phase III Mentor States
  - Alabama, North Carolina, Nevada, Rhode Island, Utah, and Washington

• Learning Lab topics:
  - State Infrastructure for Work-Based Learning Success and Sustainability
  - Ensuring Equitable Access to and Success in Work-Based Learning
  - Partnering for Success: Building a Coalition to Advance Work-Based Learning
Feel free to reach out!

• Technical Assistance
• Connection to resources
• Access to upcoming events or conversations
• Uplifting the great work in your state!

Amanda Winters- awinters@nga.org
Building Credential Currency: Identifying High Value Credentials

Emily J. Passias, Ph.D.
Identifying High Value Credentials Matters

The credentials that we...

- build into our accountability systems
- count toward attainment goals
- embed in career pathways and guided pathways
- and make available through ETPL providers

signal to learners what has value to their lives!
States are setting goals to increase credential attainment.
And they’re including IRCs in High School Accountability
They have opportunity in Perkins V to align efforts

Which states will include IRCs as their Program Quality Indicator for Perkins?
ESG’s theory of action

- Identify high-value credentials
- Incentivize attainment
- Collect and report credential attainment data

Equitable access & Economic prosperity and career success
ESG’s theory of action

This is the Lynchpin
Credentials
Employers Want

Students
Earn

Credentials

Education Strategy Group
ACHIEVING GREATER IMPACT
Credentials of Value Institute

North Carolina

Florida

Kentucky

Ohio

Massachusetts

Washington
Building Credential Currency Toolkit: What’s Inside

Building Credential Currency offers cross-sector teams a suite of resources to identify, validate, incentivize, and report on their state’s priority non-degree credentials.
Building Credential Currency Toolkit: What’s Inside

1. Identify High-Value Non-Degree Credentials

   - Use real-time LMI to identify high-value non-degree credentials in priority occupations

2. Identify ID occupations

3. Identify HS occupations from the ID list

4. Finalize your priority statewide and regional occupations

5. Identify HW occupations from ID/HS list
Building Credential Currency Toolkit: What’s Inside

2. Validate the Preliminary List of Priority Non-Degree Credentials

- Vet any changes to credentials list against your established process
- Synthesize survey and focus group findings
- Convene industry-specific focus groups
- Survey employers
Building Credential Currency Toolkit: What’s Inside

1. Finalize your priority credentials list
2. Incentivize districts and schools
3. Incentivize attainment of priority non-degree credentials
4. Incentivize higher education
5. Incentivize students and families
4. Report on Attainment of Priority Non-Degree Credentials

Collect reliable data on credential attainment
Work may not go exactly as planned with no one route
Questions?

Emily Passias
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Expanding Opportunities: Defining Quality Non-Degree Credentials and Driving Attainment for States

Amy Ellen Duke-Benfield
January 23, 2020
Project: Defining Quality for States

✓ Goal: Develop a consensus definition of quality non-degree credentials for states

✓ Explored how states are using employment, earnings, and competencies to set quality standards

✓ Developed initial definition with AL, IA, NJ, TN, VA, WA

✓ Vetted definition with CO, FL, LA, OR, RI, WV

✓ Sought feedback from research and advocacy organizations with expertise in higher education and workforce policy, including those with a racial equity mission
Definition

A quality non-degree credential is one that provides individuals with the means to equitably achieve their informed employment and education goals. There must be valid, reliable, and transparent evidence that the credential satisfies the criteria that constitute quality.
Required Criteria

✓ Substantial job opportunities
✓ Transparent evidence of the competencies mastered by credential holders
✓ Evidence of the employment and earnings outcomes of individuals after obtaining the credential
Strongly Preferred Criteria

✓ Stackability to additional education and training

The gold standard is that credentials stack to additional education or training, and state and institutional policies should support stackability.
Next Phase: Policy Academy to Support Quality Postsecondary Credentials

- Alabama
- Colorado
- Louisiana
- New Jersey
- Oregon
- Virginia
State Policy Recommendations

✓ Codify or regulate quality criteria
✓ Develop policies to support quality postsecondary credential attainment
✓ Establish policies to improve data, determine quality, and measure credential attainment
State Policy Options

✓ Expand state financial aid and other training funds
✓ Expand non-tuition supportive services
✓ Expand career counseling capacity
✓ Support development of industry partnerships
✓ Expand apprenticeship and other work-based learning models
✓ Support stackable credentials
✓ Invest in integrated education and training programs
Bringing Credential Transparency and Literacy to the Marketplace
Problem: The Marketplace of Credentials is Confusing and Complex

- Many different types of credentials with variations in content, quality, and value
- Missing mechanisms for stacking credentials or connecting them to each other
- Misalignment between educational offerings and career pathways
- Lack of interoperability between credentialing technology systems
- Before Credential Engine, no common language to describe or compare credentials
Over 738,000 Credentials Offered in the U.S.
Credential Data: Current State

Searching for Hotels v. Credentials

Why are the searches different?

- Travel industry uses linked data
- Credentials currently don’t
  - information is not well-organized or comparable.
- With Credential Engine, we’re moving the credential marketplace to use linked data, allowing credentials to be found and compared just like cars, flights, or commercial goods.
- To get there, we need a common language
  - CTDL is going through the process of gaining recognition to become the official schema for Credentials.
Our Mission and Work

• To bring transparency to all credentials—their content, competencies, pathways and outcomes.
• To reveal the marketplace of credentials.
• To increase credential literacy.
• To help everyone make more informed decisions about credentials and their value.
**Transparency through Technology**

**Credential Transparency Description Language (CTDL)** – Common language that describes key features of credentials, credentialing organizations, competency frameworks, and quality assurance bodies.

Common descriptors allow for better apples-to-apples comparison between credentials.

**Publishing** – After creating a user account, organizations use the API, Credential Registry Publisher, or bulk upload to convert organization, credential, competency framework, and quality assurance information to CTDL and publish to the Registry.

Organizations have a suite of options to add information to the Credential Registry.

**Credential Registry** – More than a database, the Registry collects and connects credential data described with CTDL and supports an open applications marketplace.

Developers can create specialized applications to utilize Registry data for different types of audiences, such as employers, veterans, and learners.

**Credential Finder** – A basic app to view and explore the information stored in the Registry.

The public can use the Finder to see all information published to the Credential Registry.

**Community** – A wide range of stakeholders provide and receive technical assistance and other services to both publish to the Registry and consume the data it houses.

Credentialing bodies, developers, and other users have access to resources such as do-it-yourself guides, best practices, and technical support.
Colleges and universities can
• Differentiate their programs to help them stand out in the vast credential marketplace, as well allowing both learners and employers to better understand their credentials and how they connect to education and career pathways.

Learners, workers, guidance counselors, and veterans can
• Access comprehensive and comparable data which empowers them to make informed education and career pathway decisions.

Employers and HR staff can
• Use comprehensive data to help find, signal, and understand the credentials that have value to for business needs, adding context to the hiring process.

Policymakers can
• Make better decisions about how to address economic, workforce, and education challenges, as well as break down data silos.
Goal: Help states use Credential Engine’s infrastructure to organize credential information to meet state’s priorities such as:

- Identifying high value and/or industry recognized credentials
- Developing and making navigable career and education pathways
- Creating a single source of information about all credential types
- Serving as backbone of state approving functions
For more information

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: credentialengine.org

Technical Information:  www.credreg.net/
Credential Finder Search App Prototype:  
http://credentialfinder.org

Follow @credengine on social media
Q&A
THANK YOU!

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