Navigating Credentials:

What's in Them and Why You Should Care

Robin McGill, Alabama Commission on Higher Education
Marina Parr, Washington State Workforce Board
Ken Sauer, Indiana Commission for Higher Education
Sean Seepersad, Connecticut Office of Higher Education

SHEEO Higher Education Policy Conference

August 10, 2022

Introduction

CREDENTIAL TRANSPARENCY: WHAT IS IT? STATE-LEVEL ENGAGEMENT

Credential transparency unpacked

- **What's inside** an education certificate, degree, or license?

- **SKILLS, COMPETENCIES, EXPERIENCES**. Like ingredients on a label.

- Employers, students, and educators **speak the same common language**.

- **Life experiences, other pathways count:** Recognize learning, value it, validate it, credential it.

- **Provide momentum, mobility along education/career pathways** for more people, including disadvantaged populations.
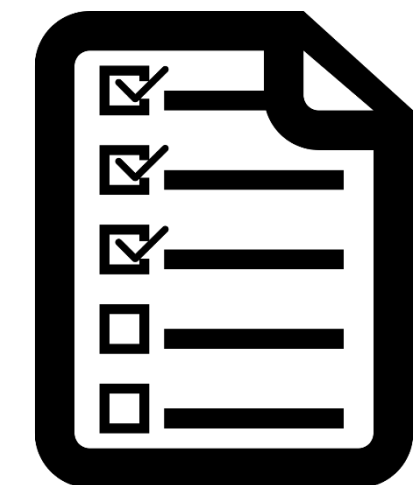
Computerized products or systems need to be able to connect & exchange information with one another.

Linked open data formats ensure individuals, employers, educators and training providers have access to the **most complete, current, and beneficial information** about providers, programs credentials, and competencies.

WHAT IS INTEROPERABILITY?

Image: South Western Communications, SWC

27 States/Regions Scaling up Credential Engine
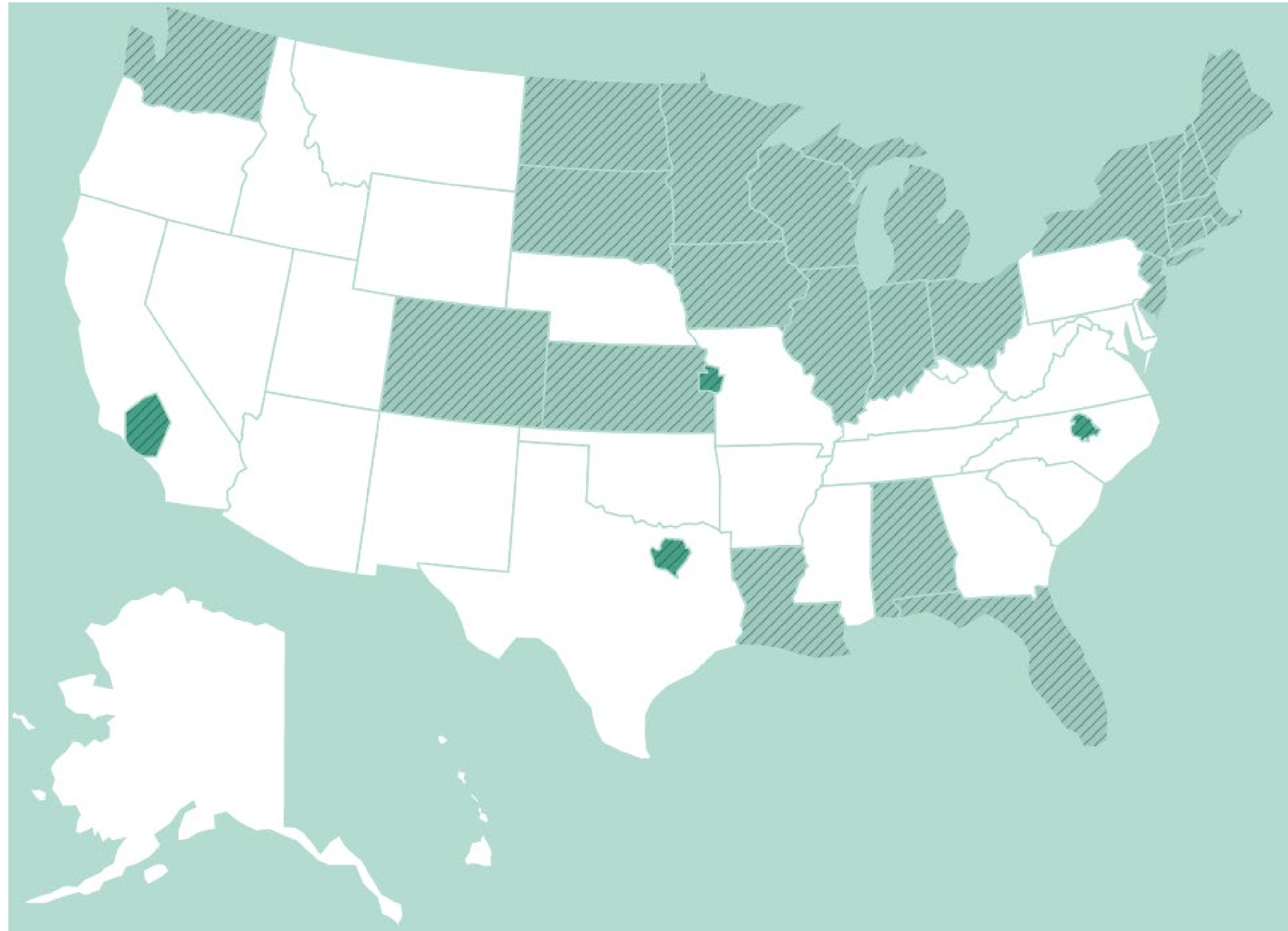
WHAT HAVE STATES DONE? WHY?   HOW?

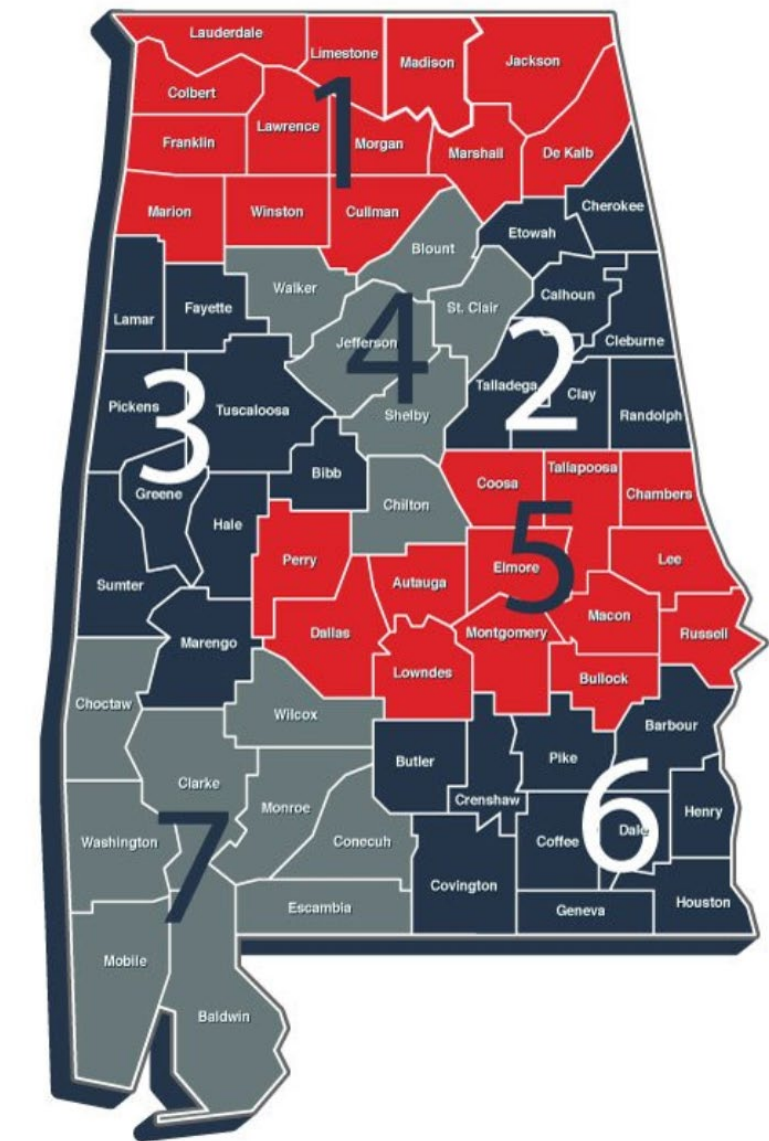# CHALLENGES, LESSONS LEARNED, & WHAT'S AHEAD

INDIANA COMMISSION for
HIGHER EDUCATION

ALABAMA

Alabama Committee on Credentialing and Career Pathways

ACCCP

- The **ACCCP was codified by Act 2019-506** (now Code of Alabama 1975 §41-29-333), which passed the Legislature unanimously during the 2019 session.

- The ACCCP has a two-fold mission:

(1) To **identify** Alabama's regional and statewide **in-demand occupations** and

(2) To identify **competency models and credentials** linked to those in-demand occupations.

- The ACCCP includes **16 Technical Advisory Committees,** each composed of **members of business and industry,** representing Alabama's workforce regions.

- Developed by Alabama Dept of Labor using BLS data

- Includes 235 "In-Demand" occupations, based on ACCCP criteria

- Organized by industry sector

Alabama Demand Occupations
ACCCP 2021-2022

	Occupation Title	2019 Employment	Avg Annual Openings	Median Annual Salary	Median WorkKeys Scores		
					Applied Math	Workplace Documents	Graphic Literacy
Edu.	Librarians	2,240	235	$55,527	4	5	4
	Self-Enrichment Education Teachers	4,210	515	$38,492	4	4	5
	Kindergarten Teachers, Except Special Education	**	90	$45,840	4	6	5
Finance	Accountants and Auditors	18,050	1,870	$63,802	5	4	5
	Financial Managers	5,390	540	$114,575	5	5	5
	Insurance Sales Agents	6,290	715	$57,641	4	5	5
	Loan Officers	4,050	390	$56,291	4	5	4
	Personal Financial Advisors	2,870	245	$81,555	4	4	4
	Securities, Commodities, and Financial Services Sales Agents	2,520	260	$49,368	4	4	4
	Loan Interviewers and Clerks	2,350	270	$34,717	3	4	4
	Insurance Claims and Policy Processing Clerks	2,580	270	$36,151	3	4	4
	Tax Preparers	860	105	$35,778	4	4	4
Government & Public Admin.	Compliance Officers	1,750	165	$62,864	3	4	4
	Construction and Building Inspectors	1,560	205	$55,895	5	5	4
	Tax Examiners and Collectors, and Revenue Agents	1,190	100	$56,470	4	4	4
	Eligibility Interviewers, Government Programs	3,090	300	$41,237	4	5	4
	Appraisers and Assessors of Real Estate	940	75	$52,188	5	5	5
	Court, Municipal, and License Clerks	2,840	275	$31,585	3	4	4
	Registered Nurses	53,200	3,530	$58,802	5	5	4
	Medical and Health Services Managers	3,730	365	$82,959	4	4	4
	Licensed Practical and Licensed Vocational Nurses	12,760	1,065	$39,060	4	4	4
	Nurse Practitioners	3,880	325	$96,473	6	5	4

- Designed as an **integrated talent marketplace**

- Relies on competencies as **"occupational DNA"** to serve employers, job seekers, and credential providers
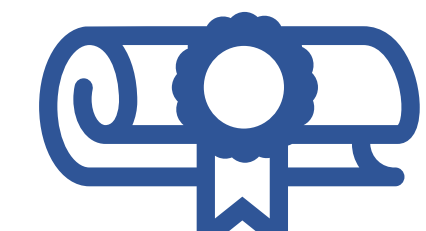
ALABAMA TALENT TRIAD

Learning and Employment Records (LERs)

Competencies/Skills

Skills-Based Job Descriptions

Quality, Transparent Credentials

Source: Governor's Office of Education and Workforce Transformation, August 2022

CONNECTICUT

- **History of Credential Registry in CT**

- **Introduction of Credential Transparency**
  - Senate Bill 1202, Public Act No. 21-2

- **Impact of Legislation on Credential Registry**

Office of Higher Education

Higher Ed Regulatory Oversight

University of Connecticut

CT State Colleges and Universities
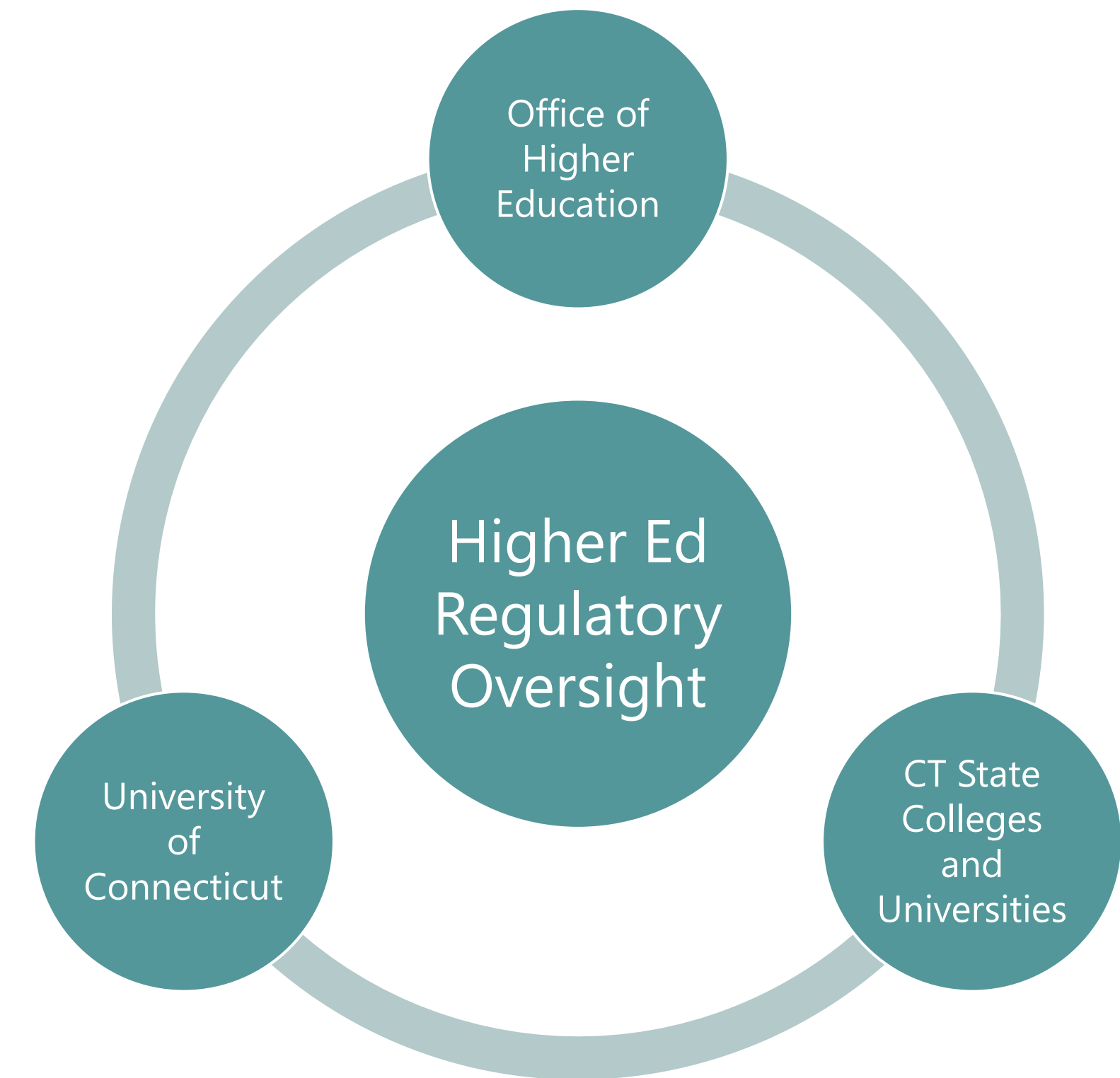
CT Credential Registry: Current Efforts

- Initial efforts focused on institutions and schools that already are regulated by and/or report to OHE:
  - Connecticut State Colleges and Universities (CSCU)
  - University of Connecticut (UConn)
  - Independent institutions of higher education
  - Private career schools

- In each group, we completed the following steps:
  - **PRE-LAUNCH - Socialization**
  - **LAUNCH - Training**
  - **POST-LAUNCH – Monitoring and Additional Training**

- Legislative mandates.

- New database system.

- Institutional hesitancy to provide certain credential information.

- Readily available support to use the database system is important.

- Interoperability.

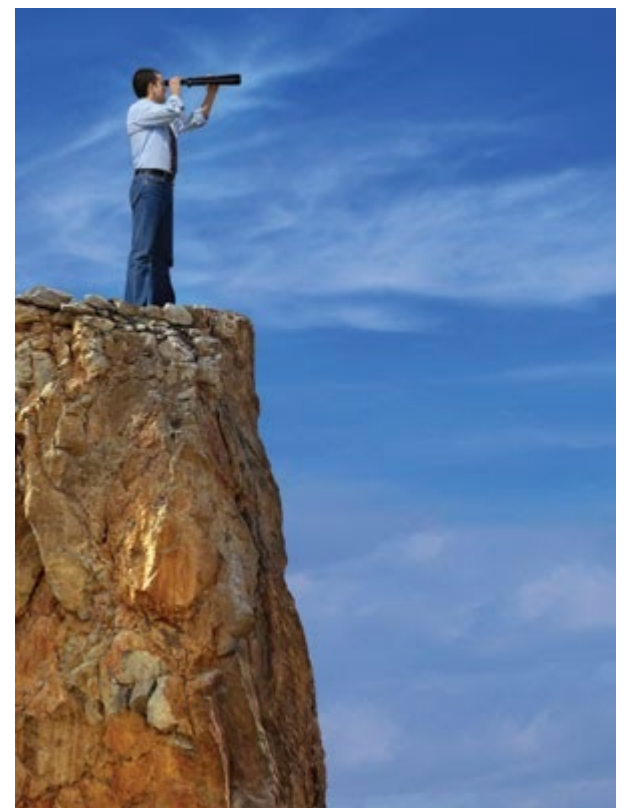- Provide a long runway for gradual adoption.

CT Credential Registry: Future Efforts

- Expanding data collection efforts to other sources identified in statute.

- Creation of an enhanced credential registry reporting tool.

This Photo by Unknown Author is licensed under CC BY-NC-ND

# INDIANA

What's Been Published to the Indiana Credential Registry

- **All public sector credentials (3,000+):**

  ▶ Certificates & degrees

  ▶ Undergraduate & graduate

- **Information about these credentials, for example:**

  ▶ ROI information: earnings 1-10 years after graduation

  ▶ Statewide transfer pathways

  ▶ High schools where the Indiana College Core can be earned (86 now ➡ 130 in Sept.)

  ▶ Distance education availability
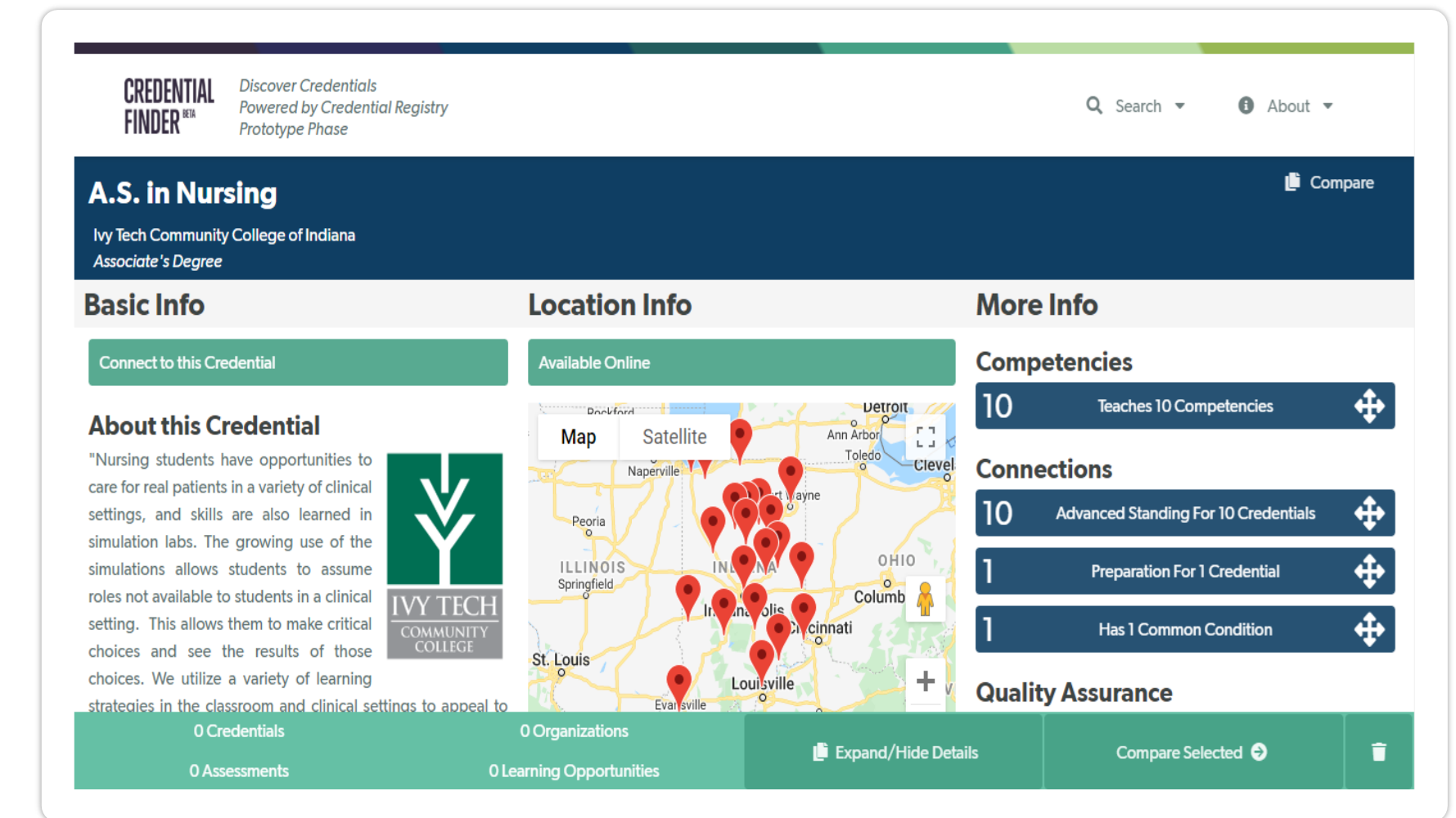
Additional Work Finished or Underway

- Using the Registry for statewide advising tools (finished):

  ▸ School Finder

  ▸ Career Explorer

- Publishing to the Registry (underway):

  ▸ Eligible Training Provider List

  ▸ Up to one-half of the independent institutions by Dec.

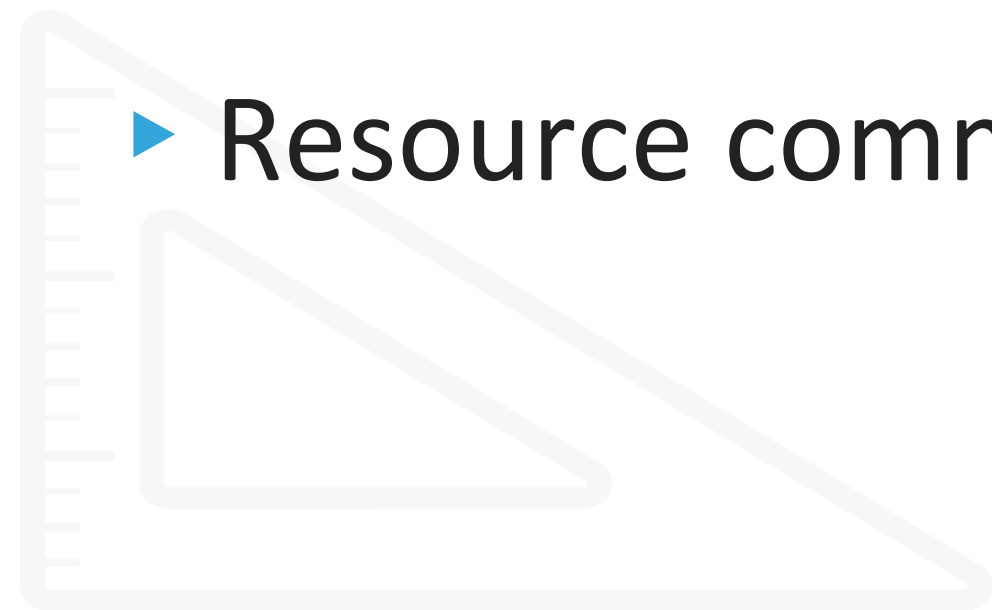- Developing a course-level advising tool for the Indiana College Core (underway)
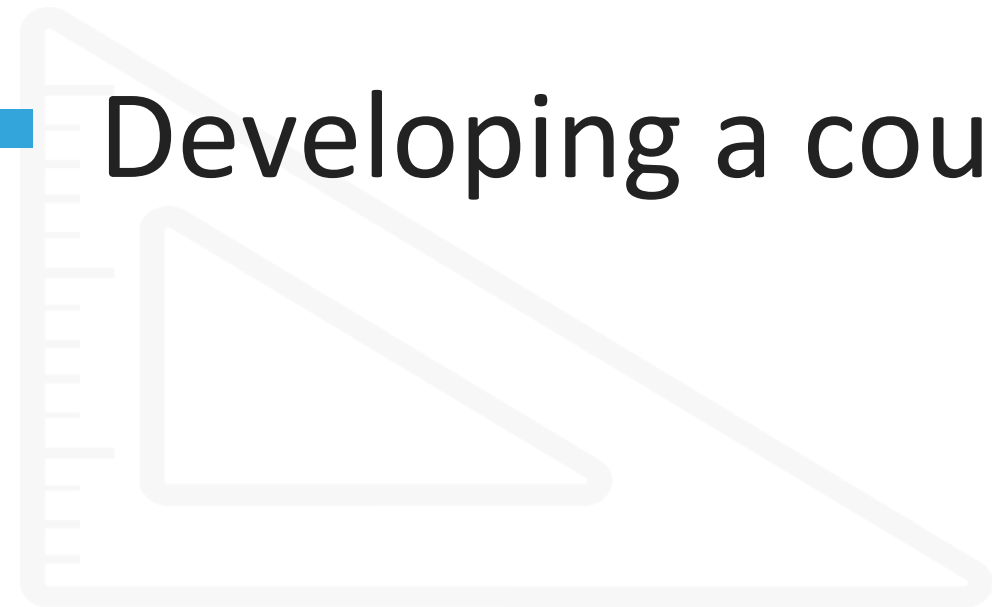
Challenges & Lessons Learned

Challenges

- ▸ Keeping information current

- ▸ Proactive outreach to underserved populations

Lessons Learned

- ▸ Importance of cultivating partnerships

- ▸ Demonstrating value drives engagement

- ▸ Resource commitment

Priorities for Future Work

- Expand publication of competencies

- Publish all valued industry certifications

- Develop APIs to keep information current among:

  - Institutions/training providers

  - Commission for Higher Education

  - Indiana Credential Registry

- Integrate with Learning and Employment Record (LER) work
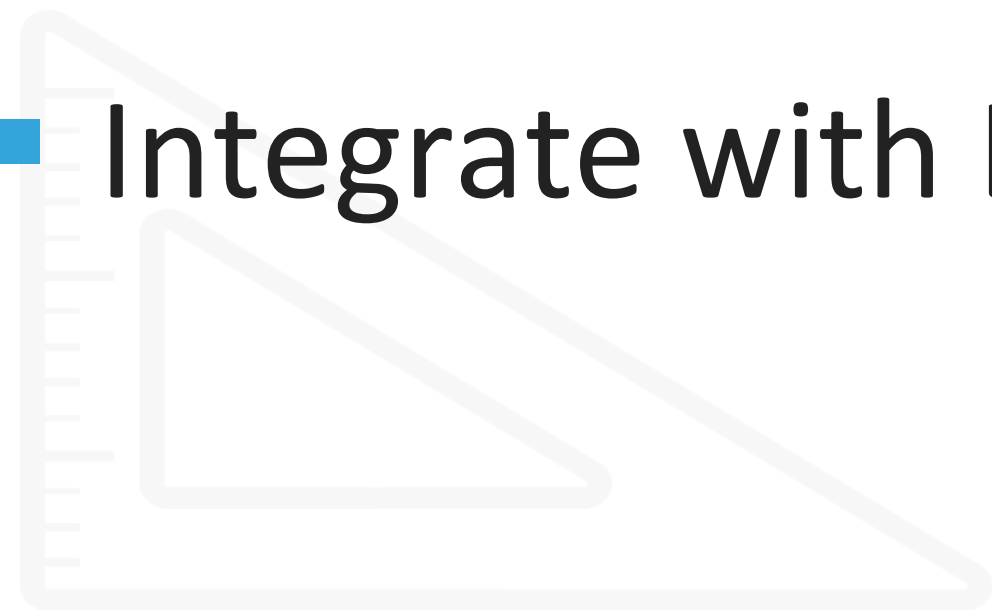
WASHINGTON

- Traditional education has been great for many, but not all populations.

- Want to empower people with information, and value their learning, wherever it happens, whatever modality.

- Formed the state's first ever Credential Transparency Advisory Committee to bring higher ed partners to the table together.

- Published thousands of WA state postsecondary programs to the national credential registry, including employment/earnings results.

- Currently modernizing state's career/education portal, CareerBridge.wa.gov to make it mobile-friendly, dynamic, provide digital portfolio.

Washington
Career Bridge
Find the education & training you need
to get the job you want

Challenges and lessons learned

- Fear among traditional higher ed that ALL education looked at as "occupational"

- Anxious that liberal arts are being done away, along with student choice.

- As we bring education partners to the table, we find common ground.

- Institutions also want students to use what they're teaching in the real world, & gain traction in the economy.

- Candid conversations are essential, with higher education/employers.
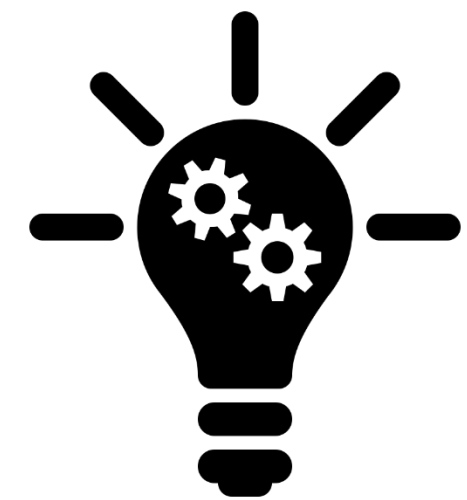
- **Engage business** (& labor, too, when possible). Employers need to be front and center or credential transparency won't translate to real opportunities.

- **Go beyond higher ed leadership.** Faculty are the ones who must adjust curriculum and be nimble to respond to market changes, keep up to date.

- **Be sure statutory/regulatory frameworks are in place.** If higher ed doesn't accept alternate pathways (geometry learned in construction, for ex.) or high school diploma doesn't provide equivalent credit for core academics in CTE.

- **Make info public**—we need meaningful, usable ways to get info out so anybody can use it, make good decisions about ed & training resources.

- **Hope to launch pilot "digital wallet"** as Certified Nursing Assistants work to become LPNs through apprenticeship program.
  - Digital wallets to contain past verifiable employment and education histories, including any credentials received. We believe that seeing the list of one's assets grow throughout the program will be motivational, keeping apprentices on track to completion.

- **Modernize CareerBridge.wa.gov site** so it's mobile friendly, accessible to diverse, disadvantaged, rural populations. Public education/career platform to include digital portfolio, dynamic user experience, more details for thousands of WA postsecondary ed programs.

Washington
Career Bridge
Find the education & training you need
to get the job you want

QUESTIONS?   COMMENTS?

YOUR THOUGHTS?