Regional priorities for a connected learn-and-work ecosystem: Results from the Midwest Credential Transparency Survey

Series 1 with Credential Engine

A recording will be sent.
Submit questions in the questions box.
Please complete our survey.
Moderator

• Jenny Parks
  MHEC
  Vice President
Presenters

• Scott Cheney
  Credential Engine
  Executive Director

• Jeff Grann
  Credential Engine
  Principal Investigator
Presenters

• Marcia Black-Watson
  MI Department of Labor & Economic Opportunity
  Industry Engagement Division Administrator

• Ken Sauer
  IN Commission for Higher Education
  Sr. Associate Commissioner and Chief Academic Officer
Poll Question #1
Credential Engine, Inc.

Update

May 2020

Scott Cheney
scheney@credentialengine.org
www.credentialengine.org
www.credreg.net (technical website)
• **Who We Are**
  - Non-profit
  - Community built
  - Data Driven
  - Mission oriented around credential transparency

• **What We Do**
  - Provide common infrastructures
  - Leverage a common language
  - Build and mobilize partnerships
  - Develop and support open technology
Shared Understanding Across All Credentials

- The market is large and expanding -
- Over 738,000 credentials confirmed in the U.S. alone.
- As many or more competency models / frameworks
- Approximately $2t spent in the U.S. market annually
- Possibly 40,000+ separate providers / issuers of credentials
  7,000 from IPEDS, 500+ licensing bodies, 1000+ certification bodies, 23,000+ apprenticeship programs, thousands of badge issuers
- Our two description languages (schema) for all these credentials and their competencies allow them to be searchable, discoverable and comparable using linked, open, interoperable, machine-actionable data.
## Counting U.S. Postsecondary and Secondary Credential Programs

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Program Count</th>
<th>Nature of Current Count</th>
<th>Method and Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>738,428</td>
<td></td>
<td></td>
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<tr>
<td><strong>Postsecondary Educational Institutions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IV Schools – Degrees</td>
<td>212,802</td>
<td>Enumeration</td>
<td>Count – IPEDS</td>
</tr>
<tr>
<td>Title IV Schools – Certificates</td>
<td>111,941</td>
<td>Estimate</td>
<td>Count – IPEDS plus Extrapolation from 8 states’ lists</td>
</tr>
<tr>
<td>Non-Title IV Orgs. – Degrees</td>
<td>3,188</td>
<td>Rough Estimate</td>
<td>Count – IPEDS plus Extrapolation from 8 states’ lists</td>
</tr>
<tr>
<td>Non-Title IV Orgs. – Certificates</td>
<td>42,089</td>
<td>Rough Estimate</td>
<td>Count – IPEDS plus Extrapolation from 8 states’ lists</td>
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<tr>
<td><strong>MOOC Providers</strong></td>
<td>7,132</td>
<td></td>
<td></td>
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<tr>
<td>Microcredentials</td>
<td>629</td>
<td>Enumeration</td>
<td>Count – Class Central</td>
</tr>
<tr>
<td>Degrees from Foreign Universities</td>
<td>28</td>
<td>Enumeration</td>
<td>Count – Class Central</td>
</tr>
<tr>
<td>Course Completion Certificates</td>
<td>6,475</td>
<td>Enumeration</td>
<td>Count – edX, Course, FutureLearn, Kadenze</td>
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<tr>
<td><strong>Non-academic Organizations</strong></td>
<td>315,047</td>
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<tr>
<td>Occupational Licenses</td>
<td>11,837</td>
<td>Estimate</td>
<td>Count – ETA License Finder plus Extrapolation from 10 states’ lists</td>
</tr>
<tr>
<td>Industry-recognized Certifications</td>
<td>6,724</td>
<td>Estimate</td>
<td>Count – ETA Certification Finder and program accreditors plus Extrapolation from 3 industry lists</td>
</tr>
<tr>
<td>Military Certifications</td>
<td>1,378</td>
<td>Partial Enumeration</td>
<td>Count – COOL (accredited certificates not in Certification Finder)</td>
</tr>
<tr>
<td>Registered Apprenticeships</td>
<td>22,488</td>
<td>Enumeration</td>
<td>Count – ETA Apprenticeship Registry</td>
</tr>
<tr>
<td>Unregistered Apprenticeships</td>
<td>50</td>
<td>Partial Enumeration</td>
<td>Count – German- and Swiss-American company programs (less Registered Apprenticeships)</td>
</tr>
<tr>
<td>Coding Bootcamp Course Completion Certificates</td>
<td>1,014</td>
<td>Estimate</td>
<td>Count – Coursereport.com (less programs not available in U.S.)</td>
</tr>
<tr>
<td>Online Course Completion Certificates</td>
<td>80,117</td>
<td>Estimate</td>
<td>Sums provided by Udemy, Lynda, SkillSuccess</td>
</tr>
<tr>
<td>Digital Badges</td>
<td>191,459</td>
<td>Enumeration</td>
<td>Count – badge vendors (Badgr, Credly, Acclaim, LRN, MyMantle, Participate)</td>
</tr>
<tr>
<td><strong>Secondary Schools</strong></td>
<td>46,209</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School Districts – Diplomas</td>
<td>33,540</td>
<td>Estimate</td>
<td>Count of number of public school districts, by state – CCD Count of number of diploma options, by state – Achieve</td>
</tr>
<tr>
<td>Private Schools – Diplomas</td>
<td>12,669</td>
<td>Estimate</td>
<td>Count of number of private secondary schools – PSS (Assume one diploma option)</td>
</tr>
</tbody>
</table>

Stakeholders and Key Initiatives for a Connected Learn-and-Work Ecosystem

1. Credential Transparency
   - Credential Engine
   - Credential Registry
   - Open-platform schemas and languages

2. Alignment and Alliances
   - State/regional projects
   - Military (Dept of Defense, Navy)
   - Public/private ROI
   - Credentials of value
   - Aligning bachelor's degrees and industry-recognized certifications
   - T-Profile builder

3. Drive and Connect Systems
   - Credential Engine: Credential Registry Learn and Build Summit Series (apps)
   - T3 Innovation Network (10 pilot projects)
   - Workcrew: Data-sharing among organizations awarding non-degree credentials
   - Non-Degree Credential Research Network
   - Understanding the landscape of industry certifications

4. Understanding Credentials of Value
   - State identification of credentials of value
   - Public-private education/credentialing data infrastructure
   - Credential Registry use in Eligible Training Provider List and other eligibility determinations
   - Incremental higher education credentialing system framework
   - SocialTech's unmudl.com

5. Employers/Workforce
   - Jobs Data Exchange
   - Talent Pipeline Management Initiative
   - Competency/skills competency calibrator
   - Hiring for competencies/skills
   - Workforce Partnership Initiative

   - Digital learner records
   - The Quality Assurance Commons
   - Google Education and Pathways Search

7. Messaging about Credentialing System
   - Gallup surveys
   - Media messaging
   - Research: number of credentials

Lumina Foundation
January 2020
Colorado is working to improve ETPL and pathways tools.

Los Angeles is our first work in California, and is a partnership with the LA Chamber.

Colorado is working to improve ETP and pathway tools.

Kansas has published 2,400+ through Regents and now adding accreditation data.

AL led by Gov; cred data will be part of longitudinal data work, digital backpacks, employer signaling, new ETPL tools, and response to Coronavirus.

MI is publishing 200+ licenses and ~3,000 degrees/certificates.

Ohio has published 4,600+ credentials, and is expanding to include a platform to show credentials approved for public funding.

NJ is overhauling much of their state data systems and using CTDL as the common language for all credential data, as well as integrating into their ETPLs.

In the Works: MD, CT, CA PA, WV, KY, TN, FL, SD, ...

NEBHE states working on healthcare, financial services, IT.
Emerging Focus Areas....

- Response to Covid-19
  --Alabama is including credential transparency in their Covid-19 response plans
  --Other states are looking to act as well

- Making open and machine actionable the links between skills/competencies, credentials, and jobs

- Publishing data elements to improve pathways and navigation tools and services
Scaling Up....

- Being incorporated into / aligned with ETPLs in a growing number of states:
  - Washington, Alabama, New Jersey, Colorado, Michigan, Indiana, Minnesota
  - CT Governor signed an executive order calling for credential transparency
  - MD and other states are considering legislation

- Aligned with state efforts to better use data to identify credentials of value, especially against state attainment goals

- Being embedded into comprehensive / interoperable learning records (CLR/ILR) work coming out of projects at the White House, IMS Global / AACRAO, and elsewhere

- Working with the Open Skills Stack (WGU, ASU, SAP, IBM, Salesforce, etc.) to publish skills, competencies, and credentials in CTDL / CTDL-ASN to the Registry in machine-readable, linked open data

- Published O*NET and other industry competency models in CTDL-ASN to make it linked, machine readable data for the first time; working on publishing ESCO (Europe’s version of O*NET)
States Policy Partnership
A Few Notes…

• Public Service Non-Profit
  We believe that full access to linked, open, transparent data is a public good
  We are not a “vendor”

• No Fees to Publish Data.

• No Fees for Non-Commercial Use.

• Our language is an open, Creative Commons Licensed schema.

• Our role is NOT to define quality, but to provide appropriate ways to have
  quality described and determined by appropriate entities (i.e. accreditors, state
  agencies, etc.).

• We do not collect or track individuals or their data.
Convergence Accelerator Team – Connected Learn & Work Ecosystem

**Phase 1:** Data exchange evaluation criteria, Indiana roadmap, state-level toolkit

**Phase 2:** Connected data exchanges, new user applications, outcome measures

**Data Expert Workshop:** October - define requirements

**Use Case Workshops:** November & January - Indiana employers, ed providers, government, & experts

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**Jeff Grann (PI)**
Credential Engine

**Ken Sauer (Co-PI)**
IN Commission for Higher Ed

**Jenny Parks (SP)**
MHEC

**Emilie Rafal (SP)**
Credential Engine

**Jillian Scholten (SP)**
IN Commission for Higher Ed

**Holly Zanville (SP)**
Lumina Foundation
Midwest Credential Transparency Survey

4/27/20 - 5/6/20

Focal areas
1. State priorities
2. Stakeholders
3. Engagement strategies

Sample
• MHEC commissioners, alternates, and midwest CE partners
• n = 26 (58% state government, 30% credential providers, 12% non-profits)
• At least one response from each midwest states.
## Findings – State Priorities

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<th>Future</th>
<th>Not a Priority</th>
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<td>Careers: Help displaced &amp; transitioning workers gain skills for better jobs</td>
<td>90%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Planning: Set credential attainment goals by state employment needs (occupational sectors, population sectors, credential types, etc.)</td>
<td>81%</td>
<td>5%</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>Quality: Identify high-value credentials (such as certificates, micro-credentials, badges, and degrees) for in-demand occupations</td>
<td>67%</td>
<td>19%</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>Pathways: Identify education and career pathways supported by credentials and required for in-demand industries/occupations</td>
<td>76%</td>
<td>14%</td>
<td>5%</td>
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<tr>
<td>Competencies: Identify skills &amp; competencies supported by credentials and required for in-demand industries/occupations</td>
<td>38%</td>
<td>29%</td>
<td>24%</td>
<td>10%</td>
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<tr>
<td>Return on Investment (ROI): Measure and track educational outcomes and effectiveness of credentials</td>
<td>43%</td>
<td>38%</td>
<td>10%</td>
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<tr>
<td>Equity: Ensure equitable opportunities and outcomes for education and training</td>
<td>62%</td>
<td>19%</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>Performance: Meet statewide secondary &amp; postsecondary credential attainment goals</td>
<td>85%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<td>Policy: Update state policies and practices supporting workforce, employers, and education providers</td>
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</table>

**Current: Careers and Performance**

**Future: ROI and Competencies**
<table>
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<tr>
<th>Stakeholder</th>
<th>Currently engaged</th>
<th>Not currently engaged but should be</th>
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<td>High school leadership</td>
<td>76%</td>
<td>14%</td>
<td>0%</td>
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</tr>
<tr>
<td>College and university faculty</td>
<td>60%</td>
<td>30%</td>
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<td>10%</td>
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<td>College and career counselors</td>
<td>67%</td>
<td>19%</td>
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<td>14%</td>
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<td>Registrars and administrators</td>
<td>45%</td>
<td>25%</td>
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<td>Educational technology providers</td>
<td>33%</td>
<td>19%</td>
<td>14%</td>
<td>33%</td>
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<td>Human resource professionals and hiring managers</td>
<td>43%</td>
<td>43%</td>
<td>14%</td>
<td>0%</td>
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<td>Employer executives</td>
<td>76%</td>
<td>19%</td>
<td>5%</td>
<td>0%</td>
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<td>Non-profit organizations</td>
<td>50%</td>
<td>20%</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>State workforce and education agencies</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>State legislators</td>
<td>76%</td>
<td>19%</td>
<td>0%</td>
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</table>

**Current**: State agencies and college leadership  
**Recruit**: HR, faculty & registrars
## Findings – Engagement strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Highly effective</th>
<th>Effective</th>
<th>Not very effective</th>
<th>I don't know</th>
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<tbody>
<tr>
<td>Large face-to-face meetings (50 or more participants)</td>
<td>5%</td>
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<td>35%</td>
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Use small web meetings & action teams to engage
MHEC Commissioners interested in Credential Transparency

95%
Poll Question #2
Credential Transparency in Michigan
Michigan Department of Labor and Economic Opportunity-Workforce Development
Opportunities for Michigan

• Governor’s Sixty by 30 goal to increase the number of residents with postsecondary credentials.

• Connect training programs with certifications.

• Evaluate credentials to meet “industry-recognized” criteria.

• Unify terms across industry, education, and workforce arenas.
## 3 Business Cases

1. **Expand Registered Apprenticeships in Michigan**

2. **Enhance Public Workforce Information System**
   - Pure Michigan Talent Connect (PMTC)
   - Michigan Education & Career Pathfinder
   - Michigan Training Connect (MiTC)
   - One-Stop Management Information System (OSMIS)

3. **Define Career Pathways in Michigan**
Project Status – July 2018 Launch

Asset Mapping
- Credentials & Certifications
- Owners, Partners, & Stakeholders

Phased Approach
#1: State departments issue crucial licenses and certificates required for residents to work in Michigan.

Staffing
Grant-funded staff member dedicated 100% to assisting with account creation, data gathering, and credential uploading

Technology
Creating API connection to upload credential information
- ~ 6,900 in queue
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Credential Engine

Indiana

Indiana Commission for Higher Education
DATA WE’VE PUBLISHED

- Public Sector:
  - All 2- and 4-year campuses
  - All certificate and degree programs at
  - All levels

- Two Private, Non-Profit Institutions

- 3,000+ Indiana Credentials
USE CASE #1: SECONDARY SCHOOLS (HIGH SCHOOLS, DUAL CREDIT PROGRAMS AND CAREER EXPLORATION)

- High School Early College Programs
  - Starting with 31 high schools endorsed by CHE and Center for Excellence in Leadership of Learning (CELL)
  - Connection to postsecondary credentials
- Working with existing and future career exploration software vendors to use data in the Credential Registry
USE CASE #2: ELIGIBLE TRAINING PROVIDER LIST (ETPL)

- Eligible Training Providers have met specific performance and occupational demand criteria, and undergo an annual application review process.
- Indiana’s system is called INTraining.
- Working to connect this system with Credential Engine Registry.
- On hold due to COVID-19.
GOOGLE PATHWAYS APP

- Launched in Indiana in Dec 2019
- Three pilot sites
- In-demand information
- Alignment with credential descriptors
CONTACT INFORMATION

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Submit questions in the questions box.
Next Webinars

Series 2:
Technology services for a connected learn-and-work ecosystem: Results from the Midwest Credential Transparency Survey

Tuesday, June 2, at 10:00 a.m. CDT
Thursday, June 4, at Noon CDT
http://mhec.org/events
Contact

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