



Midwest Credential Transparency Alliance (MCTA)

Kick-off Meeting

May 13, 2021



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Agenda

Thursday, May 13, 2021

2:00 p.m. - 2:10 p.m.

Welcome and Opening Remarks

Emilie Rafal, Director of Programs, Credential Engine

Carolynn Lee, Program Officer, Ascendium

Susan Heegaard, President, MHEC

Scott Cheney, CEO, Credential Engine

2:10 p.m. - 2:30 p.m.

The Midwest Credential Transparency Alliance (MCTA)

Jenny Parks, Vice President, MHEC

Jeff Grann, Solutions Lead, Credential Engine

2:30 p.m. - 3:00 p.m.

Discussion of State and Regional Priorities

Jennifer Briones, Project Manager, Credential Engine

Sara Appel, Associate Director for Policy Initiative, MHEC

3:00 p.m. - 3:30 p.m.

Use Case Breakouts

State Leads

3:30 p.m. - 3:50 p.m.

Report Out and Idea Sharing

Emilie Rafal, Director of Programs, Credential Engine

(moderator)

3:50 p.m. - 4:00 p.m.

Closing Reflections and Next Steps

Emilie Rafal, Director of Programs, Credential Engine

**The Midwestern Higher Education Compact
and Credential Engine
would like to thank
Ascendium Education Group
for their generous support of the
Midwestern Credential Transparency Alliance.**

Presenters



Scott Cheney, CEO, Credential Engine

Scott Cheney is Credential Engine's first chief executive officer where he leads the organization's efforts to bring transparency to credentials and reveal the marketplace of credentials. Scott has over 25 years of experience in and brings a multi-faceted perspective to, developing the skills of the U.S. workforce to meet the needs of the

economy.

Prior to Credential Engine, he served as the policy director for Workforce, Economic Development, and Pensions for Senator Patty Murray and the Senate Health, Education, Labor and Pensions (HELP) Committee. He led the reauthorization of the country's central workforce development legislation, the Workforce Innovation and Opportunity Act. Scott also led the Senator's work to reauthorize Perkins, expand registered apprenticeships, provide training for ex-offenders to support successful re-entry, formalize research and evaluation standards at the Department of Labor, enhance services and resources for dislocated workers, modernize unemployment insurance, and better align workforce and economic development in distressed regions around the country. Previous positions with the Senator's office include serving as a senior advisor on the Senate Budget Committee, and as her staff director for the HELP Subcommittee on Employment and Workplace Safety.

Scott holds a Bachelor of Arts in Philosophy from Carleton College, and a Master of Public Policy degree from Georgetown University.



Jeff Grann, Solutions Lead, Credential Engine

Jeff Grann is the Credential Solutions Lead for Credential Engine, where he advances systems of trust that incent adult development and empower learners to reach their potential. He currently works with the higher education industry to advance the goal of publishing to the

registry, setting standards, improving data integration and interoperability, and realizing use cases that improve credential decision making.

Previously, Jeff worked at Capella University on a synergistic mix of academic and technical projects related to competency-based education. From 2005 to 2018, he defined and led the implementation of Capella University's fully-embedded assessment system and its competency map, and most recently served as Academic Director of Assessment and Learning Analytics. He also

has several years of teaching experience with traditional college students, adult learners, and higher education professionals. Jeff holds a Ph.D. in Educational Psychology from the University of Minnesota, and works remotely for Credential Engine from White Bear Lake, Minnesota.



Susan G. Heegaard, President, MHEC

Susan Heegaard is the president of the Midwestern Higher Education Compact (MHEC). She represented Minnesota, serving on MHEC's Commission as a commissioner alternate from 2004-2009, during her time as commissioner of the Minnesota Office of Higher Education. From 2013-2018, she worked as a senior consultant with HCM

Strategists, a public policy firm, primarily with the Lumina Foundation Strategy Labs, connecting state and system leaders with effective approaches aimed at improved postsecondary education approaches and outcomes. She was also a vice president and education team leader for the St. Paul based Bush Foundation.

Susan has guided policy under two governors and a U.S. senator, worked for the Minnesota Chamber of Commerce, the Minnesota Private College Council, and the Minnesota Planning Agency. She holds a law degree from Mitchell Hamline College of Law and a bachelor's in economics and government. She began working for the Compact in November 2018.



Jenny Parks, Vice President, MHEC

Jenny Parks is vice president of policy and research at the Midwestern Higher Education Compact (MHEC). She leads the exploration, development, and implementation of projects that help Midwestern postsecondary institutions improve the way they serve students.

Jenny has worked at all levels of education and in multiple sectors of higher education having worked with state and federal compliance, institutional research, and policy advocacy. She earned her master's degree in Educational Policy and Research from the University of Wisconsin-Madison. Currently, she is pursuing her Doctorate in Higher Education from Northeastern University in Boston.

Extended MHEC and Credential Engine Team

Sara Appel, Associate Director for Policy Initiatives, MHEC

Sara Appel serves as the Associate Director, Policy and Research Initiatives, in this role she manages the Multi-State Collaborative on Military Credit and the Midwest Student Exchange Program. She has been working with student service members in higher education for over 20 years and has experience in grant writing and program management. Prior to her working for the Compact, Sara was the academic programs manager at the Indiana Commission for Higher Education. She has an undergraduate degree in Secondary Education and a master's degree in history with an emphasis on research. Both degrees are from Southeast Missouri State University in Cape Girardeau.

Jennifer Briones, Project Manager, Credential Engine

Jennifer Briones is the Project Manager for Credential Engine where she manages state and regional scale-up projects, explores expansion opportunities, and supports program and partnership development. Before joining Credential Engine, she was a Policy and Advocacy Associate at the Data Quality Campaign (DQC)—a nonprofit organization that works to ensure students, parents, educators, and policymakers have the right information to make decisions.

Jennifer holds a Bachelor's degree from Loyola University Maryland in Political Science and Writing and a Master of Public Policy degree from the George Washington University, where she co-founded the Women's Leadership Fellows program.

Emilie Rafal, Director of Programs, Credential Engine

Emilie Rafal is the Director of Programs for Credential Engine. In this capacity, she develops and manages state and regional scale-up projects, oversees sector transparency initiatives, and leads special projects. Emilie began her work with this project as a Research Associate for the Credential Transparency Initiative through the George Washington University Institute of Public Policy, where she worked with credentialing organizations to test the CTDL and prototype search application during its pilot phase. She holds Bachelors degrees from the College of William & Mary in Psychology and Women's Studies and a Master's of Public Policy from the George Washington University, where she served as co-chair of the diversity & inclusion committee.

Working Draft: Charter

Please note that this is a working draft of the MCTA Charter. We are seeking your feedback and input as we refine and update the document.

What is it?

The Midwest Credential Transparency Alliance (MCTA) is a regional alliance focused on advancing credential transparency in service of learners, workers, educators, employers and policymakers across the Midwest. Credential transparency is an approach to making essential information about credentials and competencies public, easily accessible, and actionable so that credentials can be better understood and pursued based on what it takes to earn them, what they represent, and the jobs they can lead to. We seek to reduce barriers to information, ensuring that all individuals have equitable access to the full range of learning, advancement, and meaningful career opportunities in the region.

The MCTA operates by hosting regular convenings to

1. Network (identify common challenges, project consulting, mentorship)
2. Create new resources (guidance, blogs, webinars, reports)
3. Form action teams (technical & business requirements, policy, research)
4. Advance dissemination (celebrate accomplishments, presentations, articles, social media).

The MCTA welcomes a wide range of participants, whether new to this effort or well underway, including individuals representing state agencies, secondary education providers, postsecondary education providers, employers, quality assurance organizations, workforce development agencies, and more.

Why does it matter?

America is searching for ways to help students and workers find the most efficient and cost-effective pathways to secure the right skills and credentials that lead to good jobs, but right now the learn and work ecosystem is fragmented and information about credentials is confusing and inconsistent. In the Midwest, states are working to break down data silos to empower an estimated 35 million workers in the region. This work entails advancing a linked open data strategy to consistently describe for the public the key attributes of about 150,000 credential offerings, such as their associated competencies, quality indicators, costs, transfer value, occupational codes, pathways, outcomes, and more. This information is critical for answering many basic questions, such as:

- **Career pathways:** What do I want to do? What are my options? How can I get started? What's the sequence? What are the benefits? Will this be a good fit for me?
- **Enrollment decisions:** What's the experience like? How much will it cost? How long will it take? How are these programs different? How effective has this offering been for people like me?
- **Transfer and prior learning assessment:** What are my options for transferring? How can I obtain advanced standing? Will my existing credits apply to program requirements? Will I lose any time or money?
- **Verifiable achievements:** Are my demonstrated skills and competencies valuable to employers? How can I communicate my achievements to others? How can I secure or advance my career?

The work of defining, accessing, combining, describing, sharing, and comparing information about credentials is difficult and too often falls upon isolated individuals with limited context, resources, or support. Credential transparency reduces barriers to information and makes opportunities more equitably attainable. For too long, gaining information about credentials has depended on personal social networks, wealth, and access to institutions, compounding structural inequities. Transparent access to information about credentials and their value can be a crucial element of working to dismantle systems that have created the racial bias we see today. The MCTA accelerates the midwest region's ability to ensure the public can access the information about credentials that opens their eyes to the full range of opportunities for learning, advancement, and meaningful careers.

Who does it?

The MCTA is an alliance of people working toward credential transparency – at all stages and steps – from across the Midwest region. Given the broad range of work required to advance credential transparency, the community is intentionally eclectic and open so that it can collectively build a fully-informed, end-to-end network of aligned practitioners. Anyone can be a credential transparency champion.

- **State government officials** (Legislators, leaders, Governor's office staff, and staff connected with state education and workforce departments, agencies, & commissions) can set policies, procedures, and strategic guidance to facilitate

Working Draft: Charter

- publishing credential information to the Registry
- **Secondary and postsecondary credential providers** (Presidents, chief academic officers, superintendents, principals, provosts, deans, career services staff, academic affairs staff & faculty) can use the many tools available for publishing detailed credential information to the Registry
- **Data managers** (Chief technology officers, chief data officers, business analysis, institutional researchers, registrars) can advance interoperability and benchmark their technical systems for emerging use cases
- **Business community** (Hiring managers, human resources staff, economic developers, workforce training professionals, & chambers of commerce) can discover aligned credential and competency pathways to fill critical positions

The MCTA welcomes a broad range of practitioners interested in this type of work and benefits from everyone's perspective.

How does it work?

The MCTA builds on, and accelerates, the Midwest region's focus on credential transparency by providing a loose structure for connecting distributed practitioners. The MCTA meets quarterly using Zoom and intends to host an annual in-person convening. Some topics require focused small group discussions, and the MCTA also supports volunteer action teams that meet more frequently between quarterly meetings. All convenings are open to the entire MCTA community.

There are many ways to connect with the MCTA. Simply attending the convenings regularly helps increase awareness of the value of credential transparency and its benefits for students, workers, employers, educators, policymakers, and others. Volunteers can also engage in more substantive ways by sharing their own credential transparency successes and challenges with others, such as by giving a presentation, writing a blog article, or contributing to a new shared resource. The MCTA supports all of these advances by providing a helpful forum and supportive network for your credential transparency efforts. All contributions are valued, needed, and celebrated.

The MCTA also works as a group to identify technical and business requirements for the procurement of tools and services related to credential transparency, such as the issuing of digital credentials, career planning and pathway services, transfer and prior learning assessment services, credential data management services, and more. Prioritized master contract opportunities will be advanced through competitive RFP processes in order to spur supportive technologies at negotiated prices.

MCTA Key Terms and Common Acronyms

Application Programming Interface (API)

A computing term used in this context to denote how data are transferred between computers on the web. An API permits data to be exchanged automatically based on predetermined business rules and thereby reduce the amount of work required to publish and/or consume data.

Commissioner

MHEC is governed by a 60-member commission. Each member state has five appointed commissioners: the governor or the governor's designee; two legislators, one from each house; and two other at-large members, at least one of whom shall be selected from the field of higher education.

Consuming

In this context consuming refers to pulling data from the Credential Registry, often via an API. This is a fairly common activity for many technical applications and usually involves integrating the data with an existing user interface for display.

Convening

MHEC convening empowers the member states of the Compact to connect for the purpose of exchanging expertise, sharing ideas and experiences, and collaboratively pursuing efforts that help further higher education. This convening builds cooperation around important and emerging issues in higher education and leads to many initiatives and activities that produce a variety of outcomes and results ranging from the dissemination of knowledge and expertise about practical solutions, to leveraging the collective purchasing power of the region to achieve efficiencies and savings.

Credential

Credential Engine uses the term "credential" broadly. It refers to diplomas, badges, certificates, apprenticeships, licenses, certifications and degrees of all types and levels. Each credential represents unique competencies that signal what a holder can do in the workforce.

Credential Engine Technical Site

Credential Engine maintains an extensive set of resources including handbooks, term definitions, projects, release histories, and more at <https://credreg.net>.

Credential Finder

A web application maintained by Credential Engine for viewing the data in the Credential Registry. For more information, visit <https://credentialfinder.org>.

Credential Registry

A cloud-based repository that collects, maintains and connects information on all types of credentials—from diplomas, certificates and apprenticeships to certifications, licenses and degrees of all types and levels. The registry holds detailed information in an easily-accessible format. Users can explore competencies, learning outcomes, up-to-date market values and career pathways.

Credential Transparency Description Language (CTDL)

An open-source language that lets states identify, describe, organize and compare credentials with uniformity, making it easier to match educational programs with careers. The CTDL is licensed under a Creative Commons Attribution 4.0 International License and publicly available at <https://credreg.net/ctdl/terms>.

Eligible Training Provider List (ETPL)

Every state is required to develop a list of training providers that have been approved for federal funding under the Workforce Innovation and Opportunity Act. This list must be accessible to the public so consumers interested in postsecondary education can find those opportunities.

JSON-LD

A specification that enables a standardized way to express RDF data. All Credential Registry information is in JSON-LD format.

Master Agreement

A master agreement is a contract made available across the region that leverages the expertise and buying power of the eligible organizations within the region and is competitively solicited using a team comprised of multiple institutional subject matter experts. Higher education institutions (public and private not-for-profit) within the member states of MHEC are eligible to use all MHEC contracts. Additionally, most of the technology contracts are available for use by member state K-12 districts and schools; cities, counties, local subdivisions; state government; and non-profit organizations (education-related only).

Production

A computer software term referring to the environment used to deploy or deliver applications to their intended users.

Publishing

In this context publishing refers to pushing data into the Credential Registry. This is a common activity for many technical applications and usually involves integrating the data with an existing user interface for display.

MCTA Key Terms and Common Acronyms

P-20W Data System

Infrastructure that securely brings together specific data so leaders, practitioners and community members can better understand educational opportunities and pathways. Key sectors include early childhood, K-12 and postsecondary education and the workforce.

Regional Education Compacts

For more than half a century, most states have been collaborating with other nearby states through interstate higher education compacts. While many people within American higher education may not be familiar with these collaborative activities, four regional compacts – the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE) – have helped states, and the public and private institutions within the states, work cooperatively to expand access and excellence within their regions. These regional compacts provide a range of programs and services, including student exchange programs that provide lower-cost access to programs present in one state but not another; collective purchasing initiatives for computer hardware and software, institutional property liability insurance, and student health plans; and policy analysis and research, including comparative economic and demographic analyses. The compacts have worked together where their partners -- states or the institutions within states -- deem collaboration to make sense. From <https://nc-sara.org/regional-education-compacts>.

Resource Description Framework (RDF)

A standard model for data interchange on the web developed by W3C. The “triple” is the basic grammatical construct in making RDF data assertions about “things” and consists of three components: a subject, a predicate and an object. CTDL is built on the principles of RDF.

Request for Information (RFI)

A Request for Information (RFI) is a common business process whose purpose is to collect written information about the capabilities of various suppliers. For more information, visit <https://www.naspo.org/Toolbox%20Issue%204.pdf>.

Request for Proposals (RFP)

The Request for Proposal (RFP) is a document that solicits proposals, often made through a bidding process, by an agency or company interested in procurement of a commodity, service, or valuable asset, to potential suppliers to submit proposals. For more information, visit <https://www.naspo.org/Toolbox%20Issue%204.pdf>.

Roadmap to Credential Transparency for States

A sequence of 10-steps to help state leaders begin and advance credential transparency. The roadmap is supplemented by a detailed Action Guide, Exemplars, Policy Briefings, and a Toolkit of resources that includes guiding materials to inform the work. For more information, visit <https://credentialengine.org/state-partnerships>.

Sandbox

A technical resource, or “environment”, for IT programmers to test publishing and consuming data with the Credential Registry. The sandbox is configured to mimic the production environment. The data in the sandbox environment is not public or preserved as it is often “test” data used for developmental purposes.

Stackable Credentials

Stackable credentials allow people to accumulate (or “stack”) learning experiences and credentials over time to help them earn a higher-order credential or four-year degree. Stackable credentials can help individuals move along education and career pathways that lead to higher-paying jobs. (Also referred to as “embedded” credentials when these stacking opportunities are intentionally integrated into college curricula).

Standards

The word “standards” is used in at least two distinct ways with regards to educational technology; 1) an intended academic or curricular objective for students, and 2) a consistent, and often certified, implementation of a technical or business process.

Registered Attendees

ILLINOIS

Joanne Ivory, William Rainey Harper College
Michael Rose, Morton College
Shaista Saiyed, Illinois State Board of Education
Michelé Smith, William Rainey Harper College
Natasha Telger, Southern Illinois University

INDIANA

Dawn Clark, Indiana Commission for Higher Education
Amy Coats, Vincennes University
Jake Docking, Independent Colleges of Indiana
Jessica Gray, Indiana Department of Workforce Development
Beth Meguschar, Indiana Dept of Workforce Development
Ken Sauer, Indiana Commission for Higher Education
Jillian Scholten, Indiana Commission for Higher Education
Patti Shields, Ivy Tech CCEC Valparaiso
David Wantz, Independent Colleges of Indiana

IOWA

Rachel Boon, Iowa Board of Regents
Todd Brown, Iowa College Aid
Olivia Madison, Iowa State University
Michelle McNertney, Iowa Workforce Development
Paula Nissen, Iowa Department of Education

KANSAS

Charmine Chambers, Kansas Board of Regents
Cynthia Farrier, Kansas Board of Regents
Marti Leisinger, Kansas Board of Regents
Nathan Snyder, Kansas Board of Regents
Helen Van Etten, Kansas Board of Regents

MICHIGAN

Chad Arney, Michigan Technological University
Carol Bale, Western Michigan University
Lori Crose, Oakland University
David Eisler, Ferris State University
Ahmad Ezzeddine, Wayne State University
Jennifer Hegenauer, Ferris State University
Anne Hitt, Oakland University
Theresa Jacques, Michigan Technological University
Brandy Johnson, Michigan Department of Labor and Economic Opportunity
Simone Jonaitis, Grand Valley State University
Michael Kelly, Wayne State University
Brian Knetl, Grand Rapids Community College
Tapia Miah, Michigan Department of Labor and Economic Opportunity
Melissa Peraino, Grand Valley State University
Bill Pink, Grand Rapids Community College
Jeni Spaulding, State of Michigan - LEO-E&T
Deedee Stakley, Ferris State University
Vern Westendorf, State of Michigan
Matt Zeig, Oakland University

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Connie Bernardy, Minnesota House of Representatives
Alison Groebner, Minnesota Private College Council
Sara Leiste, Metropolitan State University
Jess Niebuhr, Minnesota State Colleges and Universities
Christen Pentek, State of Minnesota
Mary Rothchild, Minnesota State Colleges and Universities

MISSOURI

Jacob Fling, Truman State University

NEBRASKA

Thomas Arnsperger, Nebraska Education Committee
Mike Baumgartner, Nebraska Coordinating Commission for Postsecondary Education
John Cavanaugh, Nebraska Legislature
Steven Duke, University of Nebraska System
Kathleen Fimple, Nebraska Coordinating Commission for Postsecondary Education
Deborah Frison, Nebraska Coordinating Commission for Postsecondary Education
April Paschall, University of Nebraska at Omaha

NORTH DAKOTA

Kyle Davison, North Dakota Legislature
Davonne Eldredge, North Dakota Department of Public Instruction
Tracy Korsmo, North Dakota Information Technology
Mike Paolini, North Dakota State College of Science
Steve Snow, North Dakota Department of Public Instruction
Alicia Uhde, Bismarck State College
Sara Vollmer, Bismarck State College

OHIO

Cheryl Brilmyer, Ohio State
Gary Cates, Ohio Department of Higher Education
Paula Compton, Ohio Department of Higher Education
Mike Duffey, Ohio Department of Higher Education
Robert Griffiths, Ohio State
Stephanie McCann, Ohio Department of Higher Education
Cheri Rice, Ohio Department of Higher Education
Janet Staderman, University of Cincinnati
Thomas Sudkamp, Ohio Department of Higher Education
Nikki Wearly, Ohio Department of Higher Education
Mitch Wilson, Ohio Department of Higher Education

SOUTH DAKOTA

Scott DesLauriers, South Dakota Board of Technical Education
Eric Schultz, Lake Area Technical College
Marli Wiese, South Dakota House of Representatives

WISCONSIN

Andrea Deau, University of Wisconsin-Madison
Connie Hutchison, State of Wisconsin Higher Educational Aids Board

Registered Attendees

WISCONSIN (CONTINUED)

Laura Kite, University of Wisconsin Extended Campus
Sean Nelson, University of Wisconsin System
Administration
Ben Passmore, University of Wisconsin System
Administration
Laura Pedrick, University of Wisconsin-Milwaukee
Chrystal Seeley-Schreck, Wisconsin Technical College
System
Karin Smith, Wisconsin Department of Public Instruction

NATIONAL & REGIONAL

Rod Angulo, Dulce UC
Nori Barajas, InStride
Sarah Cacicio, Digital Promise
Karis Chang, Riid Labs
Josie Goytisolo, Codella.org
Tara Conrad, National Student Clearinghouse
Sarah Cunningham, American Council on Education
Joanne Duklas, Duklas Cornerstone Consulting Inc.
John Frank, Vantage Point
Joshua Gage, Vantage Point
Matt Gee, Brighthive
Larry Good, Corporation for a Skilled Workforce
Tom Green, AACRAO
Nick Hathaway, ELocker
Naghmeh Heil, Macmillan
Laura Heller, Midwest Urban Strategies
Terry Holliday, GoEducate
Kathleen Houlihan, Dream2Career, LLC
Sally Johnstone, NCHEMS
Nan Kalke, Higher Education Licensure Pros, LLC
Sarah Kiley, Parchment
Becky Klein-Collins, CAEL
Radhika Krishnadas, LSU Online and Continuing Education
Natasha Labos, The Myers-Briggs Company
Patrick Lane, Western Interstate Commission for Higher
Education
Jessica Langley, National Healthcareer Association
Carolynn Lee, Ascendium Education Group
Mark Leuba, IMS Global Learning Consortium
Kimberly Linson, RANDA Solutions
Joshua Marks, Public Consulting Group (PCG)
Gwen Marsh, XAP Corporation (Partner of ND Dept of CTE)
Kevin Martin, Parchment
Rick Mathieu, PSI Services
Michael McKenzie, Vantage Point
Gloria McMahon, R & A Solutions, Inc.
Sarah Miller, Federal Reserve Bank of Atlanta
Linda Molnar, NSF
Amy Morys, Consultant
Greg Nadeau, Public Consulting Group
Samantha Norris, Leepfrog Technologies
Don Phillips, XAP Corporation (partner of ND Department
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Martin Reed, RANDA Solutions

NATIONAL & REGIONAL (CONTINUED)

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Teresa Sears, CompTIA
Karen Solomon, Higher Learning Commission
Jason Weaver, Parchment
Dustin Weeden, SHEEO
Andrew Wermes, STS-Trade-Industry
Candace Williams, New England Board of Higher Education
Holly Zanville, George Washington Institute of Public Policy

CREDENTIAL ENGINE

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MHEC

Sara Appel
Susan Heegaard
Jenny Parks
Mary Roberson
Deb Kidwell (consultant)
Annika Many (consultant)
Rohit Tandon (consultant)

About MHEC

MHEC brings together Midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities. Through these efforts it works to ensure strong, equitable postsecondary educational opportunities and outcomes for all.

MHEC is comprised of member states from the Midwestern United States. MHEC works with and for a variety of stakeholders within and across member states, including higher education system leaders, state policymakers, legislators, and institutional leaders, while always maintaining a focus on students and their success.

MHEC is a 501(c)3 entity statutorily-created in each of its member states which include: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. MHEC's office is headquartered in Minneapolis.

<https://www.mhec.org>

About Credential Engine

Credential Engine is a non-profit whose mission is mapping the credential landscape with clear and consistent information to fuel the creation of resources that make it easy for people to find the pathways that are best for them.

<https://credentialengine.org>

**Join the conversation on social media using
the official hashtag: #MidwestCTA!**

MHEC: [@mhec12](https://twitter.com/mhec12)

Credential Engine [@credengine](https://twitter.com/credengine)