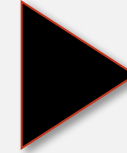


Regional priorities for a connected learn-and- work ecosystem: Results from the Midwest Credential Transparency Survey

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)

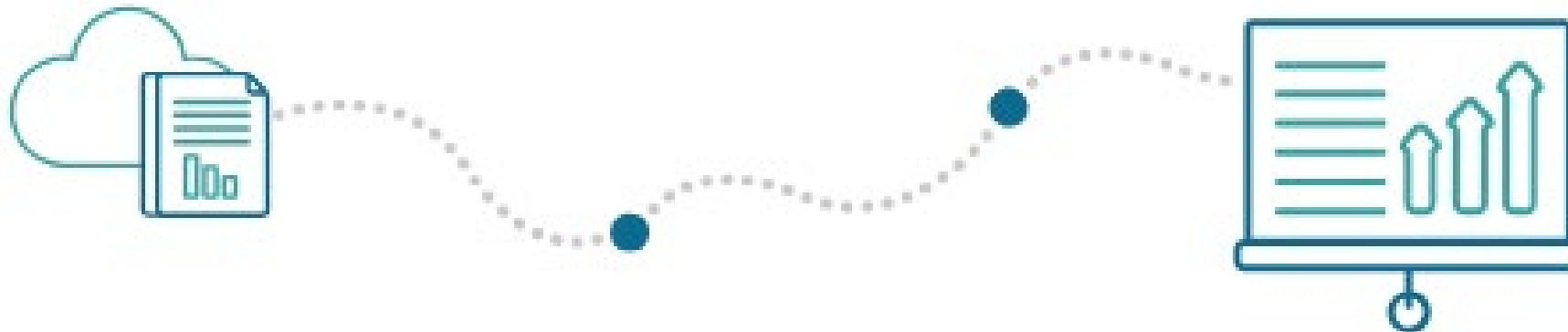


- **Who We Are**

- 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.



Count of U.S. Postsecondary and Secondary Credential Programs

Credential Type	Program Count	Nature of Current Count	Method and Sources
Total	738,428		
Postsecondary Educational Institutions	370,020		
Title IV Schools – Degrees	212,802	Enumeration	Count – IPEDS
Title IV Schools – Certificates	111,941	Estimate	Count – IPEDS <i>plus</i> Extrapolation from 8 states' lists
Non-Title IV Orgs. – Degrees	3,188	Rough Estimate	Count – IPEDS <i>plus</i> Extrapolation from 8 states' lists
Non-Title IV Orgs. – Certificates	42,089	Rough Estimate	Count – IPEDS <i>plus</i> Extrapolation from 8 states' lists
MOOC Providers	7,132		
Microcredentials	629	Enumeration	Count – Class Central
Degrees from Foreign Universities	28	Enumeration	Count – Class Central
Course Completion Certificates	6,475	Enumeration	Count – edX, Coursera, FutureLearn, Kadenze
Non-academic Organizations	315,067		
Occupational Licenses	11,837	Estimate	Count – ETA License Finder <i>plus</i> Extrapolation from 10 states' lists
Industry-recognized Certifications	6,724	Estimate	Count – ETA Certification Finder and program accreditors <i>plus</i> Extrapolation from 3 industry lists
Military Certifications	1,378	Partial Enumeration	Count – COOL (accredited certificates not in Certification Finder)
Registered Apprenticeships	22,488	Enumeration	Count – ETA Apprenticeship Registry
Unregistered Apprenticeships	50	Partial Enumeration	Count – German- and Swiss-American company programs (less Registered Apprenticeships)
Coding Bootcamp Course Completion Certificates	1,014	Estimate	Count – Coursera.com (less programs not available in U.S.)
Online Course Completion Certificates	80,117	Estimate	Sums provided by Udemy, Lynda, SkillSuccess
Digital Badges	191,459	Enumeration	Count – badge vendors (Badgr, Credly, Acclaim, LRNG, MyMantle, Participate)
Secondary Schools	46,209		
Public School Districts – Diplomas	33,540	Estimate	Count of number of public school districts, by state – CCD Count of number of diploma options, by state – Achieve
Private Schools – Diplomas	12,669	Estimate	Count of number of private secondary schools – PSS (Assume one diploma option

Counting U.S. Postsecondary and Secondary Credentials

<https://credentialengine.org/counting-credentials-2019-report/>



Certificate in Pharmacy Technician

Ivy Tech Community College of Indiana
Certificate

Basic Info

Connect to this Credential

About this Credential

A program that prepares individuals, under the supervision of pharmacists, to prepare medications, provide medications and related assistance to patients, and manage pharmacy clinical and business operations. Includes instruction in medical and pharmaceutical terminology, principles of pharmacology and pharmaceuticals, drug identification, pharmacy laboratory procedures, prescription interpretation, patient communication and education, safety procedures, record-keeping, measurement and testing techniques, pharmacy business operations, prescription preparation, logistics and dispensing operations, and applicable standards and regulations.



As part of Governor Holcomb's Next Level Jobs initiative, the Workforce Ready Grant program provides free training for working-age Hoosiers in the state's highest demand jobs. These industries have higher median salaried jobs and are rapidly growing in Indiana - including Advanced Manufacturing, Building & Construction, Health & Life Sciences, Information Technology & Business Services, and Transportation & Logistics. For more information, please refer to <https://www.nextleveljobs.org/job-Seeker/Available-Job-Training>

Estimated Time to Complete Required Learning Opportunities

Certificate in Pharmacy Technician
Estimated: 8 months
Completed in two semesters (21 credit hours)

Credential Status Type

Active

Credential Type

Certificate

Learning Delivery Type

In-Person Online Only

Audience Levels

Secondary School or Equivalent

Subjects

Anatomy Anatomy and Physiology Health Care Medical Terminology Pharmacokinetics
Pharmacology for Health Care Support Pharmacy Pharmacy Technician Pharmacy Technician Experiential Seminar Physiology
Prescription Safety

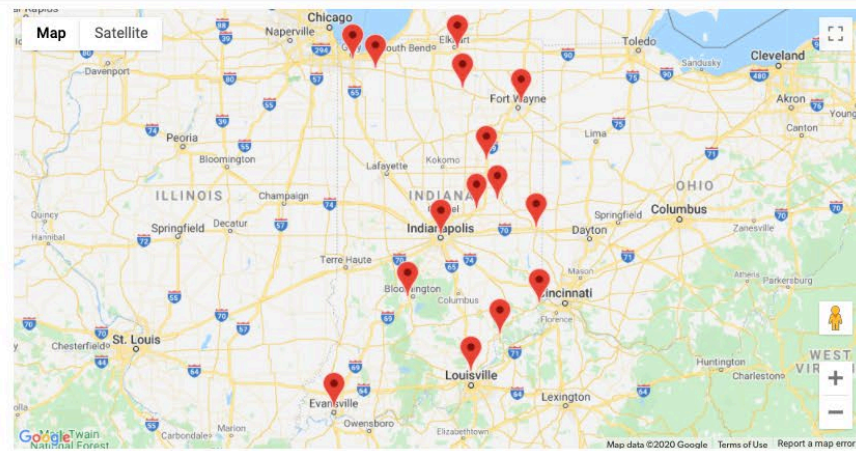
Occupations

Healthcare Practitioners and Technical Workers, All Other (29-9099.00) Midwives (29-9099.01) Pharmacists (29-1051.00)
Pharmacy Technicians (29-2052.00)

Industries

Health Care and Social Assistance (62) Hospitals (622) Offices of Other Health Practitioners (6213) Retail

Location Info



- 104 W. 53rd Street, Anderson, Indiana 46013-1502, United States
- 3501 N. First Avenue, Evansville, Indiana 47710, United States
- 3701 Dean Drive, Fort Wayne, Indiana 46835, United States
- 1440 E. 35th Av. , Gary, Indiana 46131, United States
- 50 West Fall Creek Parkway, North Drive, Indianapolis, Indiana 46208-5752, United States
- 50 Walnut Street, Lawrenceburg, Indiana 47025-1836, United States
- 590 Ivy Tech Drive, Madison, Indiana 47250, United States
- 261 S. Commerce Drive, Marion, Indiana 46953, United States
- 4301 South Cowan Road, Muncie, Indiana 47302, United States
- 2257 Chester Blvd, Richmond, Indiana 47374, United States

More Info

Competencies

90 Teaches 90 Competencies

Connections

1 Preparation For 1 Credential

1 Has 1 Common Condition

Quality Assurance

1 Quality Assurance

3 Owner's Quality Assurance

Requirements and Recommendations

1 Requires 1 Learning Opportunity

Estimated Costs

2 Costs

1 Learning Opportunity Cost



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)
- Workcred: 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 unmucl.com

5 Employers/Workforce

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

6 Navigation Tools, Verification Quality

- 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





Current State Partners

States own their use cases

WA integrating with and extending Career Bridge and will cover 6,000+ credentials

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

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

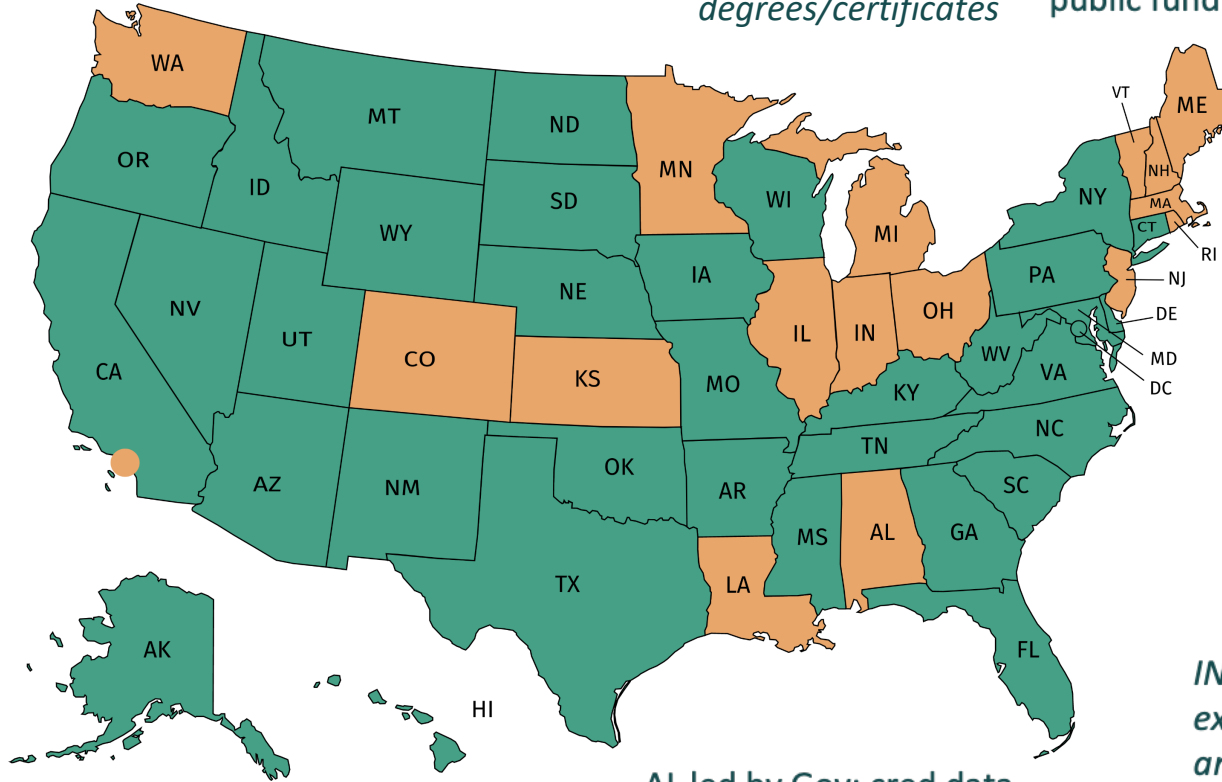
In the Works: MD, CT, CA, PA, WV, KY, TN, FL, SD, ...

NEBHE states working on healthcare, financial services, IT

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 is oldest and most extensive: e-transcript; articulation; veterans; pathways; and more. Core part of state plans.

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



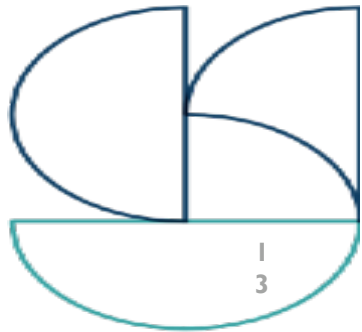
Created with mapchart.net ©





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**





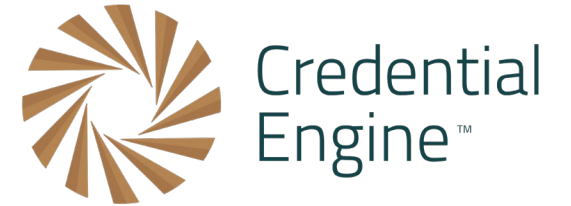
Scaling Up....

- 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)



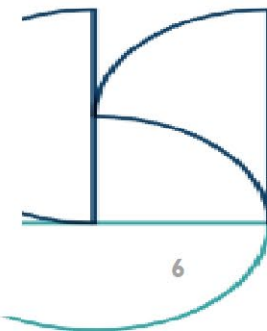
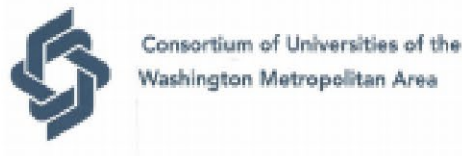


States Policy Partnership





Collective Impact





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



INDIANA COMMISSION for HIGHER EDUCATION



Lumina FOUNDATION



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

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



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

Data Expert Workshop: October - define requirements

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

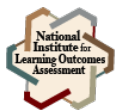
201



INDIANA UNIVERSITY SCHOOL OF MEDICINE

COMPETENCY-BASED EDUCATION NETWORK

DRUCKER INSTITUTE



SKILLFUL A MARKLE INITIATIVE



CSW Corporation for a Skilled Workforce





Midwest Credential Transparency Survey

4/27/20 - 5/6/20

Focal areas

1. State priorities
2. Stakeholders
3. Engagement strategies

Sample

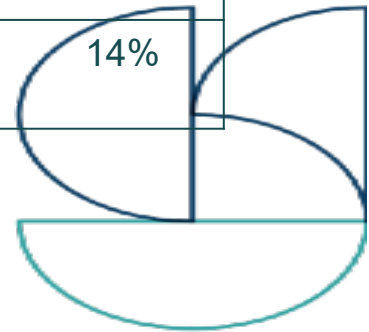
- MHEC commissioners, alternates, and midwest CE partners
- n = 26 (58% state government, 30% credential providers, 12% non-profits)
- At least one response from each midwest states.





Findings – State Priorities

Priority	Current	Future	Not a Priority	Don't know
Careers: Help displaced & transitioning workers gain skills for better jobs	90%	5%	0%	5%
Planning: Set credential attainment goals by state employment needs (occupational sectors, population sectors, credential types, etc.)	81%	5%	10%	5%
Quality: Identify high-value credentials (such as certificates, micro-credentials, badges, and degrees) for in-demand occupations	67%	19%	10%	5%
Pathways: Identify education and career pathways supported by credentials and required for in-demand industries/occupations	76%	14%	5%	5%
Competencies: Identify skills & competencies supported by credentials and required for in-demand industries/occupations	38%	29%	24%	10%
Return on Investment (ROI): Measure and track educational outcomes and effectiveness of credentials	43%	38%	10%	10%
Equity: Ensure equitable opportunities and outcomes for education and training	62%	19%	10%	10%
Performance: Meet statewide secondary & postsecondary credential attainment goals	85%	10%	5%	0%
Policy: Update state policies and practices supporting workforce, employers, and education providers	57%	19%	10%	14%

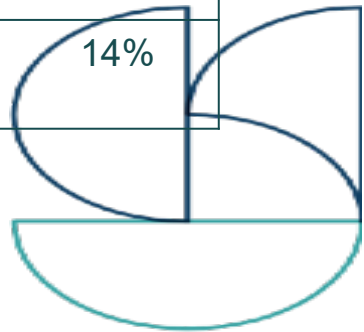




Findings – State Priorities

Priority	Current	Future	Not a Priority	Don't know
Careers: Help displaced & transitioning workers gain skills for better jobs	90%	5%	0%	5%
Planning: Set credential attainment goals by state employment needs (occupational sectors, population, etc.)	81%	5%	10%	5%
Quality: Identify and degree requirements			10%	5%
Pathways: Identify required for			5%	5%
Competencies for in-demand			24%	10%
Return on Investment effectiveness			10%	10%
Equity: Ensure			10%	10%
Performance: Meet statewide secondary & postsecondary credential attainment goals	85%	10%	5%	0%
Policy: Update state policies and practices supporting workforce, employers, and education providers	57%	19%	10%	14%

Current: Careers and Performance
Future: ROI and Competencies





Findings – Stakeholders

Stakeholder	Currently engaged	Not currently engaged but should be	No need to engage	Don't know
High school leadership	76%	14%	0%	10%
College and university faculty	60%	30%	0%	10%
College and career counselors	67%	19%	0%	14%
Registrars and administrators	45%	25%	5%	25%
College and university leadership	86%	10%	0%	5%
Educational technology providers	33%	19%	14%	33%
Human resource professionals and hiring managers	43%	43%	14%	0%
Employer executives	76%	19%	5%	0%
Non-profit organizations	50%	20%	5%	25%
State workforce and education agencies	95%	5%	0%	0%
State legislators	76%	19%	0%	5%
Governor's office representatives	86%	10%	0%	5%





Findings – Stakeholders

Stakeholder	Currently engaged	Not currently engaged but should be	No need to engage	Don't know
High school leadership	76%	14%	0%	10%
College and university leadership	<p>Current: State agencies and college leadership</p> <p>Recruit: HR, faculty & registrars</p>			10%
College and university faculty				14%
Registrars				25%
College and university HR				5%
Educational agencies				33%
Human resources				0%
Employer organizations				0%
Non-profit organizations				25%
State workers				0%
State legislators				76%
Governor's office representatives	86%	10%	0%	5%





Findings – Engagement strategies

Strategies	Highly effective	Effective	Not very effective	I don't know
Large face-to-face meetings (50 or more participants)	5%	50%	35%	10%
Small, face-to-face meetings (less than 50 participants)	40%	50%	0%	10%
Large, virtual or telephonic meetings (20 or more participants)	0%	35%	40%	25%
Small, virtual or telephonic meetings (less than 20 participants)	20%	60%	0%	20%
Webinars	11%	42%	26%	21%
Newsletters	0%	30%	45%	25%
Social media	6%	39%	22%	33%
Shared databases and platforms	21%	37%	5%	37%
Action teams focused on certain issues and tasks	63%	32%	0%	5%
Press coverage	11%	58%	21%	11%






Findings – Engagement strategies

Strategies	Highly effective	Effective	Not very effective	I don't know
Large face-to-face meetings (50 or more participants)	5%	50%	35%	10%
Small, face-to-face meetings (10 or fewer participants)				
Large, virtual meetings (50 or more participants)				
Small, virtual meetings (10 or fewer participants)				
Webinars				
Newsletter				
Social media				
Shared data				
Action teams focused on certain issues and tasks	63%	32%	0%	5%
Press coverage	11%	58%	21%	11%

Use small web meetings & action teams to engage





95%

MHEC Commissioners
interested in Credential Transparency



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.



Apprenticeship



Badge



Certificate



Certification



Degree



Diploma



License

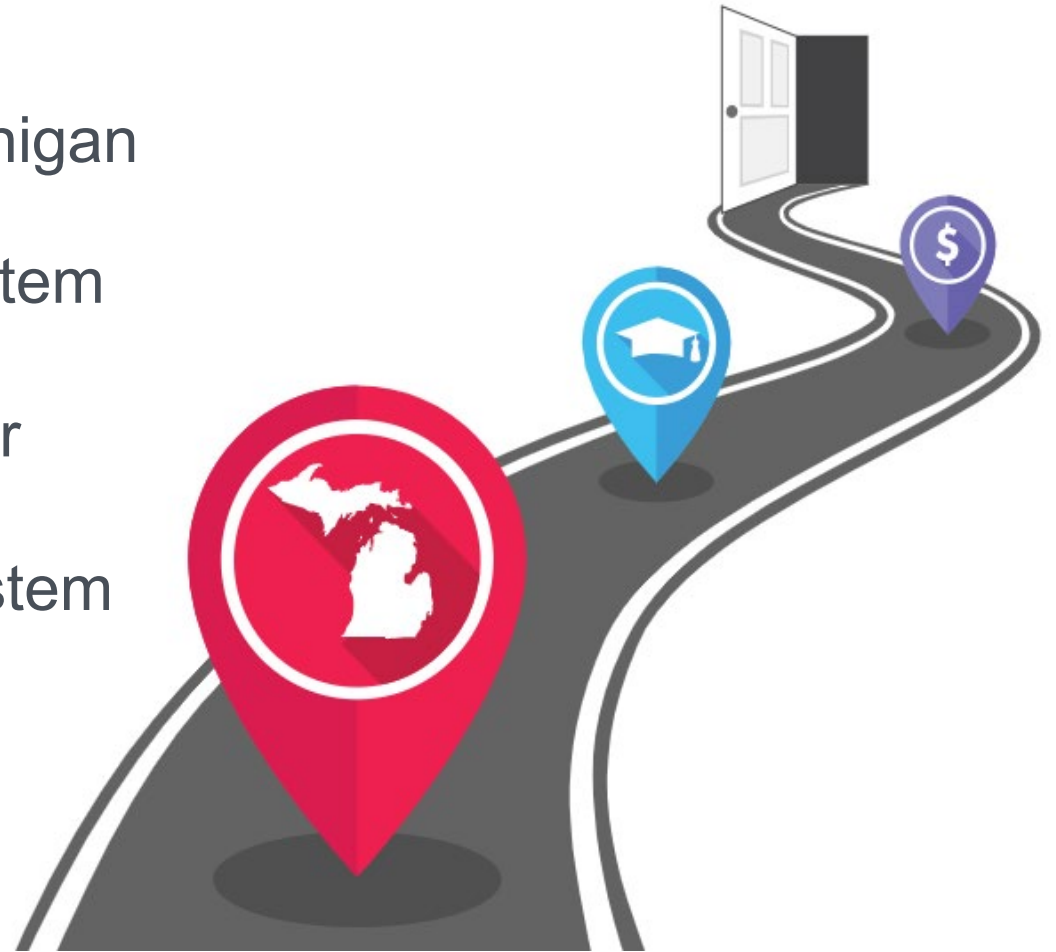


Micro-Credential



3 Business Cases

1. Expand Registered Apprenticeships in Michigan
2. Enhance Public Workforce Information System
 - Pure Michigan Talent Connect (PMTTC)
 - 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

Marcia Black-Watson

Industry Engagement Director, WD

517-241-8221

black-watsonm@michigan.gov

The background of the slide features a large, faint, circular seal of the State of Indiana. The seal contains the text "THE STATE OF INDIANA" at the top and "1816" at the bottom. In the center of the seal is a figure of a Native American man, likely a representation of the state's history and identity.

Credential Engine

Indiana

Indiana Commission for Higher Education

May 28, 2020

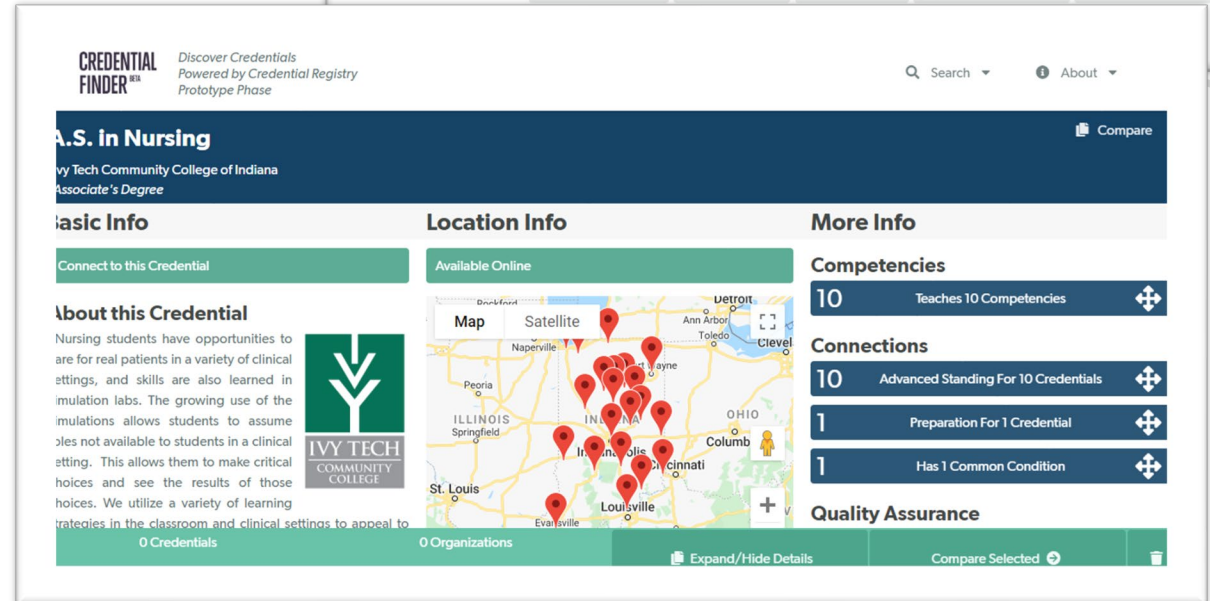
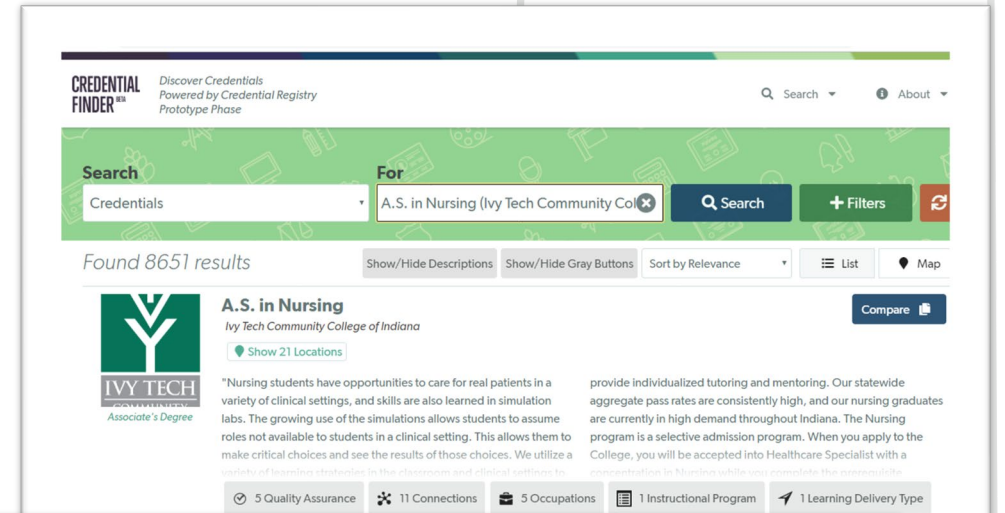
DATA WE'VE PUBLISHED

▶ Public Sector:

- ✓ All 2- and 4-year campuses
- ✓ All certificate and degree programs at
- ✓ All levels

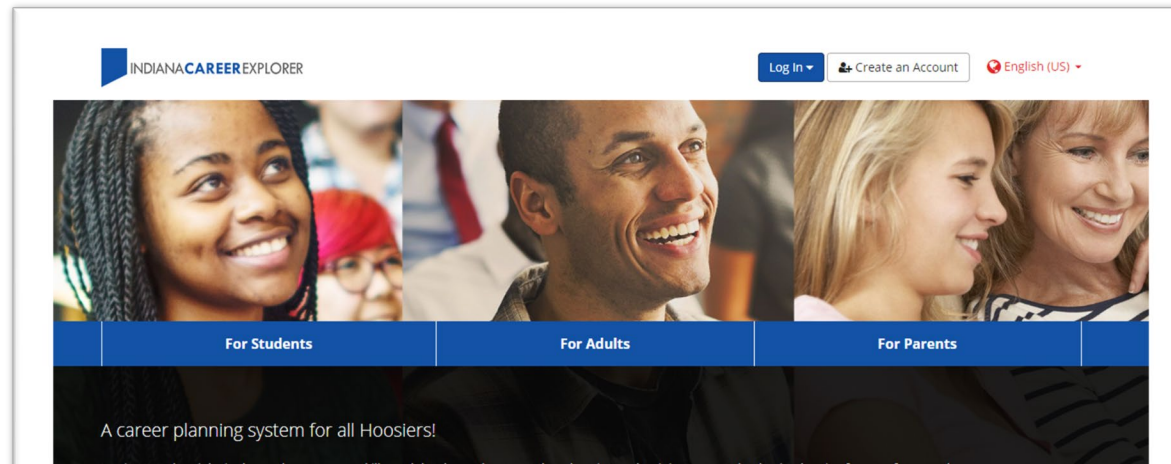
▶ Two Private, Non-Profit Institutions

▶ 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



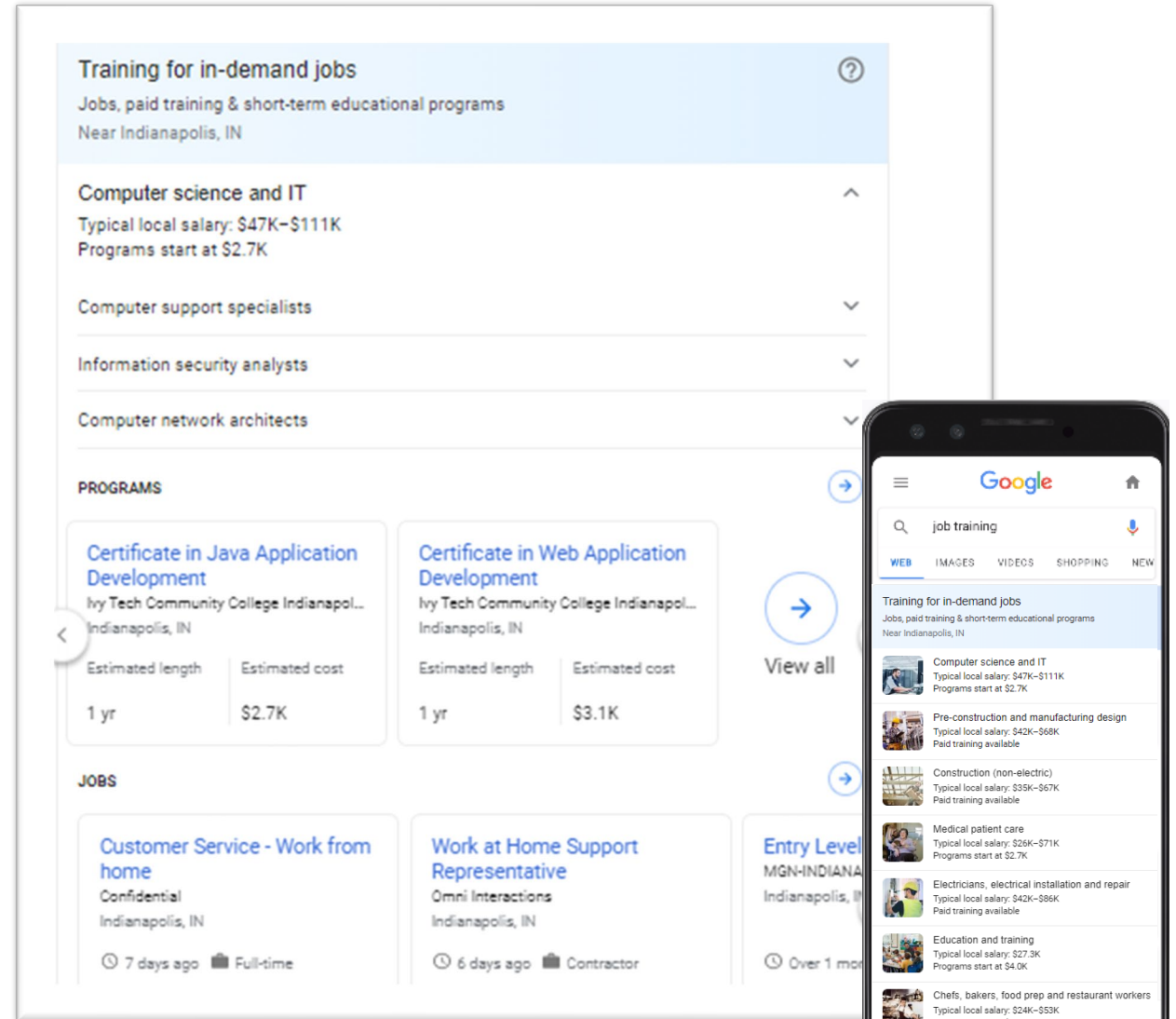
INDIANA WIDGET: TRANSFERIN.NET/SEARCH



The screenshot shows the TransferIn.net website interface. At the top left is the TransferIn logo. To its right is a search bar with the text "Search TransferIn" and a magnifying glass icon. Below the search bar are navigation links: "EARNED CREDITS?", "TRANSFER RESOURCES", "ADVISORS & COUNSELORS", and "MILITARY STUDENTS". The main banner features a smiling man in a blue denim shirt looking at a laptop, with the text "SEARCH AND COMPARE CERTIFICATE AND DEGREE PROGRAMS IN INDIANA" overlaid. Below the banner is a "Search Programs" button. The "Search Programs" section includes a search bar with a dropdown menu for "Find Credentials" and a "Search..." input field. To the right of the search bar are "Filters" and "Powered by the Credential Registry" buttons. Below the search bar, it says "Found 3023 Results" and includes options for "Compare Selected", "Map", "Settings", and "Relevance". The first result is "A.A. in Liberal Arts" from Ivy Tech Community College of Indiana, with a description of the program and options for "Details", "Select", and "Show 25 Locations". The second result is "A.A. in Liberal Studies" from the University of Saint Francis, with a description and similar options. The page is last updated on 10/17/2018.

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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Questions



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

Jenny Parks
MHEC Vice President
(612) 677-2779
jennyp@mhec.org