



Alabama

Short Summary of Project

In order to promote transparency around credentials for consumers and employers, the Alabama Commission on Higher Education (ACHE) will develop a statewide credential registry and publish information on Alabama's credentials to the national Credential Finder database. Alabama's registry will support the work of the Alabama Committee on Credentialing and Career Pathways (ACCCP), which was established by the legislature during the 2019 session. The ACCCP is charged with defining in-demand industries and occupations, developing state-wide career pathways, and approving education and training programs to be included in the Alabama Compendium of Valuable Credentials.

Goals of Project

During the grant period, ACHE will undertake the following activities:

- Set up hardware and software infrastructure for collecting credential program data
- Develop portal for external providers to input data on credential programs, either manually or in batches
- Develop and deliver technical guidance for providers to upload data on ACCCP-approved credentials to ACHE portal

Publishing Method

ACHE's portal will allow providers to enter information about their credentials manually or in batches. Once ACHE's registry is established, information on Alabama's credentials will be published to the Registry probably through batch upload, though possibly through the API.

Priority Use Cases

The registry will be designed to serve all of Alabama's education and training providers (public, private, non-profit, for-profit, secondary and postsecondary) in entering credential information to be reviewed by the ACCCP for inclusion on the Compendium and uploaded to the national Credential Finder database. We are also interested to learn more about the competency framework tools that exist through the Credential Finder and how other states have used those.

Relevant Initiatives (e.g., Credentials of Value Institute)

Alabama is participating in SHEEO's Communities of Practice on Workforce/ Education data, and has been involved with NSC's Credentials of Value Institute.

Colorado

Short Summary of Project

People of all ages and backgrounds face challenges in envisioning a career pathway and navigating the postsecondary and working world. My Colorado Journey is a collaborative effort to provide personalized, timely, and relevant information to help individuals make better informed education and career planning decisions. My Colorado Journey will join the power of multiple agencies sharing tools and data with an application interface that is personal and private for each user.

My Colorado Journey is powered by a new, multi-agency, public-private data trust that, over time, will unite the existing fragmented ecosystem of data and allow for the creation of new datasets that connect services, programs, and education and employment opportunities. Similarly, the My Colorado Journey platform takes a fragmented set of end user experiences across agencies and provides a unified and personalized user interface. The development of the data trust will also allow Colorado to work with Credential Engine in applying their Credential Registry taxonomy to all programs on Colorado's Eligible Training Provider List (ETPL).

Lead Organization

- Colorado Workforce Development Council (CWDC)

Partner Organizations

- Colorado Department of Higher Education (CDHE) / Colorado Commission on Higher Education (CCHE)
- Colorado Department of Labor and Employment (CDLE)
- Colorado Department of Human Services (CDHS)
- PAIRIN
- BrightHive
- Ligature Creative
- Maher & Maher

Goals of Project

Based on information in the user profile, the system will recommend outcomes that a user may wish to add to their journey. Each outcome has related goals and each goal carries with it specific and actionable steps that are presented using combined data on available pathways and actions from across agencies. A user may elect to set aside or add any outcome, goal or step they wish to accomplish and collaborating professionals, such as case workers, counselors and job coaches, may also recommend these to a user journey. Within the steps to reach a goal, users are directed to activities or resources in related partner agency websites to complete their work. Defined milestones indicate whether a user has completed their goals and all data, documents and artifacts associated with their work are saved to their profile. Embedding Credential Registry data into the user experience will allow users to find relevant data on all types of credentials that match their education and workforce needs.

My Colorado Journey will provide education and career planning services to all individuals making decisions about education and career pathways in order to transform lives of a wide swath of Coloradans while strengthening the state's job pipeline.

Publishing Method

The My Colorado Journey platform was launched on July 1, 2019. Development of new functionality on the platform is rolled out every month. The CDHE team has done outreach with K-12 school districts to train district staff on using the tool and ways to engage their students in the My Colorado Journey Experience. More outreach is planned for users of all ages, including returning adult users working with Workforce Centers throughout the state.

Priority Use Cases

- Provide education and career planning services to all individuals making decisions about education and career pathways
- Assist K-12 school counselors, Workforce Center staff, and Human Services staff across Colorado with using the tool to alleviate their workload and provide students of all ages with more robust information
- Apply Credential Registry taxonomy to all programs on Colorado's Eligible Training Provider List (ETPL) to ensure that students of all ages are aware of information around educational programs and can compare metrics on various credentials

Relevant Initiatives (e.g., Credentials of Value Institute)

- Data for the American Dream (D4AD) grant for My Colorado Journey work
<http://d4ad.com/home/colorado/>
- PAIRIN work on My Colorado Journey
<https://www.pairin.com/2019/06/28/pairin-launches-new-platform-statewide-use-allowing-government-agencies-connect-residents-career-education-support-services/>
- BrightHive work on My Colorado Journey
<https://brighthive.io/colorado/>

Indiana

Short Summary of Project

In March of 2017, Indiana became the first state to begin a scale-up of Credential Engine. The initial focus was on health and military credit, but the scope quickly expanded.

An Indiana launch took place following the national launch in December of 2017. Since then, we have published all certificate and degree programs at all levels for all public two- and four-year institutions (3,000+ credentials) onto the Registry, as well as some data for some non-profit, private institutions, with the intention to include more private colleges and universities.

The Commission for Higher Education houses a Widget that searches Registry information for Indiana. It can be found on CHE's website Transferin.net.

In 2019, Credential Engine, in partnership with the Indiana Commission for Higher Education and Lumina Foundation, were awarded a National Science Foundation Phase I Convergence Accelerator Grant to research the learn and work ecosystem in Indiana. Phase 2 proposals are due in mid-March.

Partners:

- Indiana Commission for Higher Education
- Indiana Department of Workforce Development
- Indiana Department of Education
- All public institutions
- Independent Colleges of Indiana
- Indiana Professional Licensing Agency
- Indiana Long-Term Care Association
- Bowen Center for Health Workforce Research and Policy
- South Bend/Elkhart Regional Partnership
- South Bend City of Lifelong Learning (Drucker Institute)
- Horizon Education Alliance
- Employers, e.g.
 - Cummins
 - American Senior Communities
 - Community Health Network
 - Indiana Council of Community Mental Health Centers
 - Goodwill Industries

The Commission for Higher Education's quadrennial update of its strategic plan, which should be approved on Thursday, December 12th, includes the following action statement: "Develop web-based tools, built on common standards and linked, open data, to help learners easily navigate career and learning opportunities and to promote credential transparency."

Goals of Project

- Make the Credential Registry a primary source of information about education, training, and employment opportunities with Indiana
- Have all public and many non-profit, private institutions publishing data on the Registry to be important to carrying out their missions

Publishing Method

- Manual Entry

- Bulk Upload – most used
- Working on APIs

Priority Use Cases (All in-progress)

- Publishing competencies for all institutions (currently have all Ivy Tech associate degrees)
- Adding Indiana's Eligible Training Provider List (ETPL) to the Registry
- Publishing ROI data (earnings one-, five-, and ten-years after graduation)
- Incorporating links between programs and the licenses they prepare graduates for
- Adding information about programs that have specialized accreditation
- Incorporating employers on the Registry to show job opportunities, training providers, and align competencies

Relevant Initiatives (e.g., Credentials of Value Institute)

- Skillful (Markle Foundation)
- Comprehensive Learner Record (AACRAO, NILOA, NASPA)
- T3 Innovation Network (USCCF)
- JDX (USCCF)
- Indiana e-Transcript Program
- Google Pathways
- Multi-State Collaborative on Military Credit (MHEC)
- NC-SARA Searchable Data Base
- South Bend City of Lifelong Learning

Kansas

Short Summary of Project

The Kansas Board of Regents (Board) has published active degrees, certificates and short-term technical programs offered by the public postsecondary institutions in Kansas. For two-year technical degrees, the Board will publish technical skill assessments related to degree and technical certificate programs. This effort will be broad-based across disciplines and program content rather than limited to a specific industry or occupation group.

The Board has coordinated outreach to public Kansas institutions and confirmed permission to publish information to Credential Engine on their behalf and facilitate discussions with institutional leaders to encourage enhanced data element participation.

Agencies/stakeholders: Kansas Board of Regents and Kansas public post-secondary institutions.

Progress made: The first step the Board took was to prioritize Credential Engine's minimum data requirements so that we could focus on the elements we could quickly provide and should be able to provide in the future. Prioritizing the elements helped us in creating a preliminary data map for everything we believe we will provide. As we mapped the data elements, we had to seek clarification of various definitions of the minimum data policy hoping to be provided with both lay-person and more specific definitions. We worked with Credential Engine regarding these definitions. Separately from this effort, we worked with our contacts to gain access to the test environment and to finish the terms of agreement for our institutions.

Throughout the spring of 2019, our Board developers created the background tables within our database and the processes required to send the data to Credential Engine daily via an API. We sent this data to the test environment, reviewed how it was presented and then worked with Credential Engine on any issues that we came across. In June of 2019 at our annual data conference, the Board held two training sessions to show the institution and program data in the test environment and to elicit any concerns and questions that they had. We gave the institutions one month to review on their own and on July 15th, 2019 we first published data to the Credential Registry.

Since then we have compiled a list of planned activities that the Board and the institutions wish to accomplish, including program level accreditation information, program pathways and working with Credential Engine to allow institutions to update certain data elements on their own. We have already updated how we generate program titles to be more descriptive and the accreditation information should be available spring 2020.

Goals of Project

- **System-wide Participation.** The Board will publish data on all degrees and technical certificates on behalf of the public postsecondary sector in Kansas, which includes universities, community colleges, and technical colleges.
- **Sustainability.** Implementation of a technical interface that ensures data quality and sustainability of the Registry.
- **Special-Use or State-specific Widgets.** The Board will explore crosswalks to key employment or other available data points that serve to benefit students, workers, veterans, employers, educators, and policy-makers.
- **Outreach.** The Board will coordinate outreach to institutions and seek opportunities to further the vision of Credential Engine.

Publishing Method

Application Programming Interface (API)

Priority Use Cases

- **Publication of Kansas Credential Inventory.** While students can perform a comprehensive search of educational programs through the Board's existing program inventory Web application, participation in the Credential Registry will enhance Kansas program visibility and allow program comparisons across state lines.
- **Military Articulation.** As military articulations are entered into the Board's program inventory database through its internal Web portal, the Board will consult with Credential Engine for possible publication of military articulations via Credential Registry through the learning opportunities module.
- **Special Use and State-specific Widgets.** The Board will explore using established crosswalks such as the standard occupational classification (SOC) to classification of instructional program (CIP) codes, to relate educational offerings to skill requirements and job availability forecasts. Through use of these cross-walks, the Registry could be enhanced to indicate programs which lead to high demand, high wage credentials. Another possibility is inclusion of median wage information related to recent program graduates.
- **Non-degree credentials.** The Board will take a phased approach to publishing credentials. Once successful with the publishing of degree and technical programs to the Registry, the Board will determine the feasibility of publishing shorter-term technical program offerings via Credential Engine. While not Board approved, these shorter-term technical programs are Board Office reviewed and lead to industry-recognized credentials. Publishing shorter-term technical programs may assist users in understanding the benefits of stackable programs that align with industry needs. The Board will consider other data points that operationalize the use of information through regular communication and regular state meetings with Credential Engine teams.

Louisiana

Short Summary of Project

Louisiana Community and Technical College System (LCTCS) is working with Credential Engine to build a database of all academic and workforce credentials earned. Once the information is collected, LCTCS will house the information on a website geared to assist students in planning for school and work. Information on program locations, degrees/skills required, and job/salary forecasting may be included. Potential employers will also be able to verify credentials, find job candidates, and refer others to education/training programs in their given fields.

Goals of Project

To have a streamlined, up-to-date method for students, employers, and others (including LCTCS staff) to easily locate information on program offerings, credentials, job opportunities, etc. Currently, this information lives in multiple databases and on each college's website.

Publishing Method

We are building a bulk upload spreadsheet beginning with all academic certificates and degrees from our 12 community and technical colleges. Then we will add Industry-based credentials and possibly high school equivalency diplomas.

Priority Use Cases

- **Military Veterans.** LCTCS has partnered with military organizations to create a military-friendly experience on every campus by developing a prior learning policy that includes a Military Experience and Education Crosswalk to college credit. The crosswalk will be embedded into the registry to act as a self-advising tool.
- **High School Students.** Through dual enrollment in Career and Technical Education programs LCTCS ensures that high school students have access to high-wage, high-demand work skills. The Registry will act as a catalyst for these students to explore their options to see which credentials can be earned, how the credential corresponds to credit, and how it relates to the job market.
- **Adult Learners.** Through the Louisiana WorkReady U (WRU) program, Integrated Education and Training (IET) incorporates adult education and literacy activities concurrently and contextually with workforce training. The Registry will allow students to search for and understand educational and/or career options as they transition to the next step, whether it be the workforce or continued education and training.

Relevant Initiatives (e.g., Credentials of Value Institute)

The Education and Training department at LCTCS is responsible for Credential Engine. Adult education, Academics (for credit programs), and Workforce (non-credit programs) are housed in this department. With that there are several opportunities to participate in initiatives that mesh well with this work.

Maine

Short Summary of Project

The Maine Community College (MCCS) and University of Maine (UMS) Systems were the first to join NEBHE's High Value Credentials for New England Initiative.

At the UMS, each participating campus has appointed a project lead who identified credentials that matched the criteria selected and using the bulk upload tool, six out of the seven UMS institutions have uploaded a total of 230 credentials to the Credential Engine. There is a system-wide committee that coordinates our participation in this project.

To the best of our knowledge, the MCCS staff will manage the publishing of the community college credentials, beginning with 3-4 of the largest community colleges and then expanding to the remaining smaller colleges. The credentials to be published will include those targeted credentials identified by the advisory committee, as well as relevant badges awarded by the community colleges. Publishing will occur via bulk upload, with the probable assistance of a data architect and programmer, using a Microsoft SQL database. The Data Governance Group will map the descriptive language used by MCCS to Credential Engine's Credential Transparency Description Language and the project's Minimum Data Policy. MCCS will rely on NEBHE and Credential Engine technical assistance when necessary.

Goals of Project

- Augment workforce development strategies around credential attainment in key industries.
- Improve understanding of the emerging credentials ecosystem at the higher education institution and system level.
- Participate in and lead regional discussions around micro-credentialing initiatives.
- Evaluate state-wide data for identifying use cases

Publishing Method

Bulk upload tool

Priority Use Cases

- Create badging and micro-credential opportunities for learners, and demonstrate related skills and competencies to employers via badging, micro-credentials, and degree programs. The state-wide Lumina All Learning Counts grant recently received by Maine, one of only nine awarded of 78 applications, is focused on micro-credential development and will be an opportunity to contribute to this priority use case.
- Increase visibility and comparability of credential programs in key fields.

Relevant Initiatives (e.g., Credentials of Value Institute)

- Lumina All Learning Counts grant
- UMS System-wide micro-credential initiative
- UMS system-wide adult credential and degree completion initiative

Michigan

Short Summary of Project

The Michigan Department of Labor and Economic Opportunity-Workforce Development (LEO-WD) will provide support to state government departments and secondary and postsecondary institutions to publish their credentials to the Credential Registry to support the new statewide goal to increase the number of Michiganders with a postsecondary credential from 45 to 60 percent by 2030.

To further education and career success initiatives in the state, Michigan will leverage this project to expand Registered Apprenticeship utilization and support, enhance Michigan Training Connect and the Michigan Education and Career Pathfinder career exploration websites, and to map Career Pathways in Michigan. LEO-WD's Industry Engagement Division leads this effort with guidance from partners and stakeholders in the business community, workforce development, education and training, community organizations, and labor and economic development. Partners include the Michigan Department of Education, Michigan Department of Technology, Management, and Budget – Office of Labor Market Information and Strategic Initiatives, and the United States Department of Labor – Michigan Office of Apprenticeship.

Goals of Project

- Expand Registered Apprenticeship utilization and resource support.
- Enhance Michigan Training Connect and the Michigan Education and Career Pathfinder career exploration websites.
- Map Career Pathways in Michigan.

Publishing Method

First Party – Manual Entry and Bulk Upload Via Publishing App

- State agencies:
 - Michigan Department of Agriculture & Rural Development (MDARD)
 - Michigan Department of Education (MDE)
 - Michigan Department of Environment, Great Lakes, and Energy (EGLE)
 - Michigan Department of Insurance and Financial Services (DIFS)
 - Michigan Department of Health and Human Services (MDHHS)
 - Michigan Department of Licensing and Regulatory Affairs (LARA)
 - Michigan Department of Natural Resources (DNR)
 - Michigan Department of State (SOS)
 - Michigan State Police (MSP)
 - Michigan Department of Transportation (MDOT)

Trusted Third Party - API

- Private Colleges and Universities
- Public Colleges and Universities
- USDOL Registered Apprenticeships

Trusted Third Party with Authority – API

- Michigan Department of Labor and Economic Opportunity (LEO)
 - Adult Education Providers
 - Perkins Secondary Eligible Recipients
 - Perkins Postsecondary Eligible Recipients
 - Proprietary Schools

Priority Use Cases

- Identify embedded credentials and interim credentials within Registered Apprenticeship programs to increase local talent system support of the training model.

- Licensing and certification identification to enhance Michigan's Eligible Training Provider List – Michigan Training Connect and the state's career exploration online tool - Michigan Education and Career Pathfinder.
- Utilize identified credentials to map career pathways for in-demand occupations.

Relevant Initiatives

60 by 30

- Governor Whitmer recently set a “60 by 30” goal for 60% of the state's population, compared to 45% in 2017, to have a degree or high value professional/trade certification by the year 2030.
- Proposals introduced to the legislature will establish the MI Opportunity Scholarship and the Michigan Reconnect Program.
- The MI Opportunity Scholarship will ensure universal access to community college for every student in Michigan and bring down the cost of a four-year university for every low- and middle-income Michigan student who gets a B average in high school.
- The Michigan Reconnect Program will provide free skills-training programs for adults at community colleges to fill the tens of thousands of jobs currently in demand.

MDE Career Readiness Initiative

- Identify high-skill, high-wage, in-demand industry sectors, such as manufacturing, information technology, and healthcare and the occupations and credentials associated with each pathway.
- Align the skills and competencies necessary to meet the market demand and advocate for integration into the K-20 education spectrum.
- Institutionalize policies, processes, and procedures for maintaining and regularly disseminating a Career Initiatives Funding asset map.
- Implement career exploration and job readiness. Change the Michigan Merit Curriculum to include robust career exploration and job readiness (job skills for the 21st Century).

MDE/LEO-WD Career Pathways Initiative

- This grant supports the LEO-WD Postsecondary Credential Attainment Strategic Goal, the Top 10 in 10 Guiding Principles and Strategic Goal 6 of the State Board of Education (SBE) and Michigan Department of Education (MDE) by supporting development of a strong alignment and partnership with job providers, community colleges, and higher education. This will assure a prepared and quality future workforce, and informed and responsible citizens by engaging with employer and postsecondary partners to identify credentials of value aligned with the occupational, safety, and career ready practices standards for state-approved CTE programs.
- Grant recipients will work with employers, Workforce Development Boards, and Career Education Advisory Councils to identify the credentials valued by employers and link those credentials to state CTE program standards and ensure aligned, high quality CTE programs.
- Eligible applicants are Carl D. Perkins Secondary Perkins IV Grant Region Fiscal Agencies. Total Perkins funds available: \$1,752,892 (5% Reserve Funds).

MiSTEM Advisory Council Grants

- Under Section 99s(2) and (3) in the fiscal year 2019 School Aid Act, \$3,050,000 is provided to fund grants recommended by the MiSTEM Advisory Council for Science, Technology, Engineering, and Mathematics (STEM) programs in Michigan.
- The grant funds must be used to support the implementation of a program that is in the STEMworks database. The program selected must be predominantly classroom-based STEM student programming or project-based experiential learning; or educator professional learning.
- Consortia selected by the MiSTEM Advisory Council for funding shall represent all network regions and include a diverse array of options for students and educators, including at least one program in each of the following areas:
 - Robotics
 - Computer science or coding

- Engineering or bio-science

LEO-WD/USDOL Workforce Data Quality Initiative Round 7 Grant

- LEO-WD was awarded \$998,028 to enhance the Workforce Longitudinal Data System (WLDS) connection between education and employment systems. Registry data will be used to identify certifications available to Michigan residents and aid many state efforts to identify industry-recognized credentials of value.
- The credential data will expand LEO-WD websites including Michigan Education and Career Pathfinder and the federally required Labor Exchange (Pure Michigan Talent Connect) and Eligible Training Provider List (Michigan Training Connect) systems, as well as the LEO-WD federal reporting management system (OSMIS).
- The WLDS will also begin the process of securely obtaining individual level licenses to integrate into current educational outcome websites and reports as well as verify credentials for Workforce Innovation and Opportunity Act (WIOA) participants.

LEO-WD/USDOL Credential Attainment Cohort

- In the Credential Attainment Cohort, nine state teams, including LEO-WD, are exploring different methods for determining which degrees, certificates, certifications, and licenses qualify as credentials (according to the definition outlined within federal guidance), addressing common and state-specific challenges related to the indicator and developing a system-wide resource to assist states in similar efforts.
- The discussion, developments, and promising practices shared throughout this cohort will help to inform future federal technical assistance.
- States will also establish an action plan that outlines a new or enhanced process for assessing and determining which degrees, certificates, certifications, and licenses qualify as federally defined credentials.

Minnesota

Short Summary of Project

Minnesota's project is a collaboration between the Office of Higher Education (OHE), the Department of Employment and Economic Development (DEED) and Minnesota State. The above organizations have a long history of collaboration in mission, legislative initiatives, programming, outreach, data analysis and more. Those seeking to identify education and training options in Minnesota often move from multiple websites or training search tools to research options, respond to customer service inquiries, comply with grant reporting, engage in program or partnership planning, needs validation and other activities. Navigating these various inventories and search tools to Credential Engine will expand and standardize the information available to provide a more comprehensive search vehicle organized by credential, rather than institution or agency, and ensure greater and more accurate information on web search engines.

Goals of Project

Minnesota will begin with existing databases maintained by each of the organizations participating to determine readiness for data uploads and API creation. Minnesota will also develop a phased outreach plan to include a public announcement, with a point of contact, of receipt of any grant funds and promotion of the benefits of a comprehensive, searchable and highly accessible database of credentials. Promotion will be internal to colleges, universities, and education providers, as well as external through our organizations media departments.

Publishing Method

Minnesota will use a combination of bulk uploads, as we refine data pulling, cleaning and additional data collection needed to match the Credential Engine requirements, and API development particularly as it relates to the Eligible Training Provider List (ETPL).

Priority Use Cases

The state of Minnesota currently has multiple tools across different agencies and systems that support public searches for academic and training credentials. In general, these tools are tied to the role and function of the agency or system host, so a comprehensive and searchable database of credentials in Minnesota is not readily available. Through this work with Credential Engine, we're seeking to develop a comprehensive and searchable database that includes Workforce Innovation and Opportunity Act (WIOA) funded training programs, private higher education, Minnesota State Colleges and Universities and University of Minnesota.

Relevant Initiatives (e.g., Credentials of Value Institute)

National Governors Association/Strata "Educate for Opportunity" grant
SHEEO Community of Practice
WIOA Credential Cohort
All Learning Counts, Lumina Foundation
Degrees When Due, IHEP project

High Value Credentials for New England

Short Summary of Project

In May 2018, Lumina Foundation awarded the New England Board of Higher Education a grant to launch High Value Credentials for New England (HVCNE) in partnership with Credential Engine. HVCNE targets the life/bioscience, healthcare, information technology and business/finance fields. Higher education institutions and other credential providers in Maine, New Hampshire, Massachusetts and Rhode Island will upload credentials awarded in these areas to the Credential Registry.

To date, credentials are being published by public higher education institutions and systems in the target states. The University System of Maine and Community College System of New Hampshire have published and will be shortly followed by the Maine Community College System and University System of New Hampshire.

In 2020, the project will be expanded to include the state of Connecticut, credentials awarded by independent institutions and workforce training programs.

Goals of Project

Very broadly, the goal of HVCNE is to provide individuals, institutions, state policy leaders and employers the tools to:

- Utilize a common language to describe credentials
- Determine credentials' value
- Identify critical education and employment pipelines
- Understand the skills and competencies obtained in earning a credential

However, building out a regional clearinghouse of credential data positions New England to:

- Better identify high value credential pathways within and across industries and states;
- Promote upskilling opportunities for those without postsecondary credentials and un- and underemployed workers; and ultimately,
- Increase access to and completion of credentials, particularly for returning adult students, people of color and low-income individuals.

Publishing Method

Maine: Bulk upload, manually entered.

New Hampshire: Technical assistance from DXtera Institute. Community College Systems' credentials published via bulk upload, populated and updated through API from Banner. An iteration of this process will be deployed for University System of New Hampshire institutions.

Massachusetts: Community college pilot utilizing technical assistance from Emsi. Bulk upload, populated with Emsi's API that extracts program information from institutions' websites. Optional subsidy of Emsi's Career Coach platform.

Rhode Island: TBD, likely technical assistance from DXtera or Emsi.

Connecticut: TBD, likely technical assistance from DXtera or Emsi.

Priority Use Cases

- Data integration with Emsi's real-time LMI to create a Career Coach New England instance.
- Promote recognition of learning that happens in a variety of spaces -- including postsecondary institutions, workforce training programs and workplaces -- and is stackable and portable.
- Operationalize credential data to engage and partner with employers on the development of high value credentialing programs, a shared language of skills and competencies and talent pipelines.

Relevant Initiatives (e.g., Credentials of Value Institute)

All Learning Counts

All Learning Counts - New England seeks to increase and accelerate adult attainment of quality credentials in New England through new policies and programs related to recognition of learning (ROL), stackable credential pathways, new tools and resources, and convenings of state policymakers, postsecondary education leaders and adult learners.

Digital Talent Pipeline Initiative

Springing from NEBHE's Commission on Higher Education & Employability, the Digital Talent Pipeline Initiative builds consensus among technology-driven employers and postsecondary institutions to develop industry-recognized, stackable microcredentials. Key to the success of the initiative are a shared understanding of the critical knowledge, skills and abilities that drive innovation in technology-oriented sectors and the development of nimble, responsive credential programs that serve learners and employers alike.

New Jersey

Short Summary of Project

The New Jersey Department of Labor and Workforce Development (DOL), with the New Jersey Department of Education, reviews and approves applications from private career schools and correspondence schools that wish to provide training within New Jersey. All approved providers require biannual reviews in order to maintain their approval status.

DOL also maintains New Jersey's Eligible Training Provider List (ETPL) and Consumer Report Card (CRC). The ETPL is a comprehensive listing of all schools and organizations offering occupational education and job training programs that are eligible to receive publicly-funded tuition assistance. The CRC is the web-based system where training seekers and education and training providers and administrators can view descriptive and performance-based information on training programs, and make comparisons as to their suitability. There are currently 278 private career schools, 488 approved ETPL providers, and 6,617 approved ETPL programs.

The ETPL and CRC currently present an outdated service model that impairs users' abilities to find and use the data that is available. Applications and renewals for inclusion on the ETPL are paper-based, the CRC was not designed with user experience in mind and therefore has limited usefulness, and the digital search for finding and evaluating training providers and programs is no longer fully operational. DOL is creating an online application process for private career schools, and improving how employment outcomes and other quality metrics are both displayed and used to determine funding levels.

To that end, DOL was awarded grants from Schmidt Futures and Lumina to modernize its products and services as part of the Data for the American Dream (D4AD) Initiative. Grant funding will be used to replace the ETPL and CRC with an interactive, mobile-responsive website that offers improved functionality and utility, and expand the collection of open data about training programs, using that data to build a "smart disclosure" tool. This data will also be published to the Credential Registry.

Goals of Project

- Streamline the private career school application process.
- Improve the ability to collect and report program outcomes for compliance and informed decision making.
- Leverage innovative technology to improve the service for all users (e.g., mobile application).
- Improve government efficiency and service.
- Integrate New Jersey's credentials with the larger national registry effort.

Publishing Method

DOL is in the process of becoming a Trusted Third Party publisher. This will enable DOL to create accounts on behalf of credentialing organizations, and publish their data to the Credential Registry. Currently, data is published to the Registry via bulk upload.

Priority Use Cases

- A private career school applicant can complete the entire application process online, including the ability to upload supporting documentation and subsequently have their program information displayed on the Eligible Training Provider List.
- A job seeker can search for training providers and programs and view related performance information.
- DOL can generate reports that satisfy the required collection of data relating to the performance of Eligible Training Providers (ETP) for the United States Department of Labor.
- As part of a pilot, DOL published data to the Registry for two private career schools who extended us permission to do so. As a Trusted Third Party publisher, a workflow will have to be developed for private career school account creation and publishing.

Relevant Initiatives (e.g., Credentials of Value Institute)

Data for the American Dream (D4AD): <http://d4ad.com/home/newjersey/>.

New Jersey Workforce Innovation: <https://medium.com/nj-workforce-innovation>

Washington

Short Summary of Project

Washington state has momentum in collecting credential information thanks to www.CareerBridge.wa.gov. This public-facing site features over 6,500 education programs—from one-week training programs to one-year certificates, to associate degrees and bachelor's degrees, and even some master's degrees. The site also includes registered apprenticeships.

Career Bridge is a good launching point in collecting credential inventory at the state level. Washington's Workforce Board will work with schools to transfer as many as 3,800 current programs featured on the site directly to the Credential Engine site through September 2020.

Goals of Project

This Workforce Board received short-term federal funding to improve Career Bridge and the Workforce Board has leveraged this money to create a Career Bridge to Credential Transparency Description Language (CTDL) translation module and update Career Bridge through a subset of the CTDL language.

The Workforce Board is leveraging the \$50,000 grant from Credential Engine to contract with an outreach coordinator to:

1. Create awareness of Credential Engine and reinforce the value of contributing to a national credential registry, while further strengthening the Workforce Board's relationship with schools.
2. Obtain commitment from education and training providers to participate and publish as many as 3,800 separate Washington credentials to Credential Engine by September 30, 2020.
3. Provide one-on-one technical assistance and training modules, including in-person training and webinars.
4. Create and lead a Credential Advisory Committee to gather input from key education organizations.
5. Report on barriers to submission, other hurdles, as well as what works.
6. Build a sustainable project with long-term buy-in from schools.

Washington's Workforce Board is also in the process of launching a new digital portfolio feature on Career Bridge that will allow middle and high school students, and adults in the state's WorkSource career center system, to store their education and career searches, and upload resumes, cover letters, and other documents in one place. Updates are also in the works to make Career Bridge mobile friendly for cellphones and tablets, among other improvements.

Publishing Method

We will publish education programs from Career Bridge to Credential Engine through the CTDL language. Schools will set up new accounts with Credential Engine, with assistance from the contracted outreach coordinator. The Workforce Board will seek permission, and buy in, from schools before publishing their programs to the national site.

Priority Use Cases

- Make it easier for schools to create Credential Engine entries.
- Strengthen the marketability of credentials by leveraging Career Bridge data with Credential Engine technology.
- Make it easier for schools to report program changes to Career Bridge once they standardize their credential descriptions to CTDL language.

Relevant Initiatives (e.g., Credentials of Value Institute)

In November, the Workforce Board held a webinar on credential transparency that drew around 60 participants. The webinar included an overview of Credential Engine from Executive Director Scott Cheney, and also provided more details about the Career Bridge-Credential Engine project, as well as the vision and history of credential transparency in Washington, and nationally. The webinar also featured representatives of Merit, a company that is digitally capturing credentials by building portable, interoperable credential portfolios.



To learn more, please visit www.credentialengine.org or contact info@credentialengine.org