Panelists

• Jenna Leventoff, Workforce Data Quality Campaign
• Kermit Kaleba, National Skills Coalition
• David W. Ramsay, Office of Research and Information, New Jersey Department of Labor and Workforce Development
• Jeffrey Stoller, Office of Research and Information, New Jersey Department of Labor and Workforce Development
• Jason Timian, Office of Research and Information, New Jersey Department of Labor and Workforce Development
• Carrie Douglas, Virginia Community College System
• Rochelle Fisher, Virginia Community College System
“College” is changing

- > 70 percent of students “non-traditional”
- 22 percent of full-time CC students, 41 percent of part-time students working full-time
- 5 million students enrolled in non-credit courses

Photo courtesy of Pima Community College, Tucson, Arizona
But (federal) financial aid is lagging…

MODERNIZE PELL GRANTS TO REFLECT THE LABOR MARKET.

Total U.S. jobs requiring some form of postsecondary education and training

- High-skill jobs: 37%
- Middle-skill jobs: 63%

Source: NSC analysis

Pell Grant expenditures 2014-2015

- High-skill Pell: 21%
- Middle-skill Pell: 79%

Source: NSC analysis of data from the U.S. Department of Education’s Pell Year-End Report and from the National Postsecondary Student Aid Study (NPSAS).
Modernizing Pell

• Expand eligibility to short term programs leading to industry recognized credentials
• Measure outcomes to ensure program quality
What Makes for A Useful Quality Assurance Process for Short Term Programs?

- Easy to Use
- Incorporates Approval From Regional and Local Industry
- Quickly Adjustable
- Federally Recognized
- Incentive to Seek Validation
- Provides Program Level Approval
- Considers Outcomes
Existing National Quality Assurance Mechanisms

**Postsecondary Mechanisms**
- Accreditation
- State Authorization
- Gainful Employment Regulation

**Workforce Training Mechanisms**
- Registered Apprenticeship
- Eligible Training Provider List

**Industry Mechanisms**
- Manufacturing Skill Standards Council
Existing National Mechanisms Fall Short

• All but Gainful Employment fall short on at least three criteria

• Which criteria that are hardest to meet?
  • Approval from Regional and Local Industry
  • Consider Outcomes
  • Easy to Use
  • Quickly Adjustable
Our Policy Recommendations
Baseline Policy Recommendations

- Eligible for Title IV Funding
- Comply with relevant state and federal regulations
- Result in awards, certificates, or diplomas based on completion or which prepare students for qualifying exams for industry certifications/licenses
- Demonstrate direct employer engagement
- Demonstrate intended credential and wage outcomes
Additional Federal Recommendation

• Include 150-600 clock hours, over at least 8 weeks
Additional State Recommendations

• Include 150-600 clock hours
• Credential attainment rates at least equal to threshold for that state’s eligible training provider list
• Commit to serving individuals with barriers to employment
To read “Programs that Work,” please visit:
Presenters

❖ Jeffrey Stoller
   Assistant Commissioner
   Office of Research and Information

❖ David Ramsay
   Director
   Division of Workforce Research and Analytics

❖ Jason Timian
   Labor Market Analyst
   Bureau of Labor Market Information
New Jersey adopted *Pathways and Partnerships: New Jersey’s Blueprint for Talent Development* that includes seven policy goals and related strategic actions as a guide. Among those strategic actions is a focus on increasing the number of individuals in New Jersey who have earned an industry-valued post-secondary credential or degree. To support this goal, New Jersey has developed a list of industry-valued credentials.

An industry recognized certificate or certification awarded by a responsible and authorized body in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation.

Industry-valued credentials will have the following characteristics:

- Valued and demanded by employers
- Portable – skills learned are transferable and provide broad opportunities
- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Leads to higher wages, career advancement, and/or increased job security
1. Align the demand of employers for certain skills to the training, education and skills of job seekers and those seeking career advancement.

2. Act as a consumer protection for those in search of training. Job seekers and others can be assured that a credential is valid and recommended by knowledgeable employers, educators, and workforce professionals.
1. Analysis of Labor Market Data
Labor market analysts in the Department of Labor and Workforce Development (LWD) initially identified credentials in demand by the seven major industry clusters in New Jersey. These are Advanced Manufacturing; Financial Services; Health Care; Life Sciences; Retail, Hospitality & Tourism; Technology; and Transportation, Logistics & Distribution. Credential information will also be included for the Utility and Construction industries. This research included the review of New Jersey specific labor data and occupational employment projections analysis developed by established industry associations, universities and the federal government.

2. Feedback from Employers
The state’s Talent Networks are being used to obtain feedback from employers and industry experts during the development of the industry-valued credentials list. Directors associated with our major industries reviewed and updated the draft credentials list prior to meetings with all Talent Network partners. Subsequently, ten industry-specific meetings were held with those partners to solicit additional employer feedback and create a preliminary list of industry-valued credentials. Expanded input was gathered through an on-line survey distributed by the LWD Office of Research and Information with the assistance of the Talent Networks and industry associations.
3. Feedback from Stakeholders
In February, an initial list of credentials was released for public comment. Educational institutions, workforce development boards, training providers and other stakeholders provided feedback on the initial list.

4. Formal adoption of the list by the Credential Review Board
In accordance with state law, LWD’s Center for Occupational Employment Information will create a Credential Review Board. This Board, made up of representatives from LWD, the Department of Education, the Office of the Secretary of Higher Education and the State Employment and Training Commission, will review the draft list, all available data and information and the feedback from employers and stakeholders. The Credential Review Board will review and adopted the list.

5. Additional Refinement and Information Gathering
INDUSTRY-VALUED CREDENTIALS
A Guide to Work Certificates, Certifications, Diplomas, or Degrees Valued by New Jersey Employers

National experts estimate that by 2020, 65 percent of US jobs will require some kind of credential (certification) in addition to a high school diploma. If current trends continue, by 2025 American employers will have 67 million high-quality job openings to fill - but only 38 million US workers will have the degrees and credentials to qualify for those jobs.

To help you identify what education and training today's jobs need, we gathered and analyzed detailed feedback from employers in all industries throughout New Jersey. Use this list of industry-valued credentials to help you chart a path to a rewarding career.

- Advanced Manufacturing
- Architecture & Construction

http://careerconnections.nj.gov/careerconnections/prepare/skills/credentials/industry_valued_credentials.shtml#
# Credentials List

## Advanced Manufacturing

<table>
<thead>
<tr>
<th>Credential</th>
<th>Issuing agency</th>
</tr>
</thead>
<tbody>
<tr>
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<td>International Society of Automation (ISA)</td>
</tr>
<tr>
<td>Certified Hazard Analysis Critical Control Point (HACCP) Auditor</td>
<td>American Society for Quality (ASQ)</td>
</tr>
<tr>
<td>Certified Internal Auditor</td>
<td>Institute of Internal Auditors</td>
</tr>
<tr>
<td>Certified Production Technician (CPT)</td>
<td>Manufacturing Skill Standards Council (MSSC)</td>
</tr>
<tr>
<td>Certified Quality Inspector</td>
<td>American Society for Quality (ASQ)</td>
</tr>
<tr>
<td>Certified Welder</td>
<td>American Welding Society (AWS)</td>
</tr>
<tr>
<td>CNC Operator</td>
<td>Various</td>
</tr>
</tbody>
</table>
## Credentials List

<table>
<thead>
<tr>
<th>Credential</th>
<th>Issuing Agency</th>
<th>Endorsements</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Automation Professional (CAP)</td>
<td>International Society of Automation (ISA)</td>
<td>A · C · I · J · M · N</td>
<td>Core</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
Industry and Agency

- Advanced Manufacturing
- Architecture & Construction
- Education
- Finance
- Health Care and Social Services
- Human Resources
- Law and Public Safety
- Life Sciences
- Other Services
- Retail, Hospitality & Tourism
- Technology
- Transportation, Logistics & Distribution
- Various

- Identified the most well known accrediting body
Endorsements

A  Accredited by American National Standards Institute (ANSI)
C  Related to Career and Technical Education Career Clusters
I  Third-party Industry Endorsed
J  Related to Job Corps training program
M  Related to Military Occupational Specialties
N  Accredited by the National Commission for Certifying Agencies (NCCA)
### Certification Finder

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>Minimal education prerequisites</td>
</tr>
<tr>
<td>ADVANCED</td>
<td>Requires two year degree or related CORE certification</td>
</tr>
<tr>
<td>SPECIALTY</td>
<td>Specialty within a recognized occupation</td>
</tr>
<tr>
<td>SKILL</td>
<td>Tests for basic skills</td>
</tr>
<tr>
<td>PRODUCT / EQUIPMENT</td>
<td>Tests for proprietary products, often computer-related</td>
</tr>
</tbody>
</table>
Credential Finder Online Tool on the United States Department of Labor Career One Stop website at:

Next Steps

- Align credentials to our Demand Occupations List
- Develop a more rigorous methodology for credentials inclusion
- Seeking a better platform to display our credentials with other valuable information
- Develop mechanism to measure training investments and employment outcomes
Our goal is to dedicate at least 80% of all federal and state funds spent on occupational training to programs that result in an industry-valued credential or degree by 2021.
Agenda

- Complete 2021 Strategic Plan
- Industry Credential Submission
- Industry Credential Approval
- Industry Credential List
- Credential Attainment
- Early Successes
Virginia’s Community Colleges are embarking on a new six-year strategic plan to triple the number of credentials that our students earn by the year 2021.

- Tripling the number of credentials that students earn is the single goal of this strategic plan.
- The baseline, which is based on credentials earned during Fiscal Year 2015, is 31,841.

http://www.vccs.edu/about/where-we-are-going/
A credential is a verification of qualification or competence issued to an individual by a third-party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry-recognized association, or an occupational association or professional society). Complete 2021 credentials include:

- Degrees, diplomas, and certificates issued by our colleges and the universities to which our students transfer
- Industry credentials
  - Certifications
  - Professional licenses
- Registered apprenticeships
Colleges use the industry credentials website to submit information for new credentials or those that need updating.

The colleges provide the following information:
- Credential name
- Credential awarding entity
- Training type (credit or non-credit)
- Contact information
- Cluster (e.g. Transportation)
- Tuition and additional costs associated with credential attainment
- Recertification indicator
- Credential embedded into training program indicator
- Credential testing availability at college campus

The credential review team is notified of the submission, and the review process begins.
The following parameters are used in the review process:

- **Industry-recognized**: Credentials shall include technical and occupational skills identified as necessary for performing functions of an occupation based on standards developed or endorsed by employers.

- **Portable**: Credentials shall be recognized by multiple employers; educational institutions; and across geographic areas where appropriate.

- **Credentials shall be competency-based**.

- **3rd Party Validated**: Credentials shall have a process for determining their validity and relevance in the workplace, and a process in place for improvement.

- **Credentials should be reviewed for articulated credit**.

- **Stackable**: Where possible, credentials should be part of a career pathways framework and include stackable credentials that lead to a high level industry-recognized credential or a postsecondary degree.
Industry Credential Approval

After the preliminary review, the committee makes a recommendation to the Chancellor’s designees for approval or rejection.

- **If approved:** A VCCS staff member will approve the credential within the *Complete 2021* submission site, update the credential in the PeopleSoft Student Information System, and notify the college.

- **If rejected:** The college will be notified and provided with a detailed explanation. A college may resubmit the credential after addressing the issues identified.
A public list of approved industry credentials by college is available at: http://www.vccs.edu/workforce/industry-credentials/.

Over 800 individual industry credentials have been approved across the 23 community colleges within 14 clusters (e.g. Health Science, Manufacturing, Information Technology).

Credentials obtained as the result of credit and noncredit training are included.
Industry Credential Attainment

- Colleges are responsible for verifying that students successfully earned an industry credential after completing relevant training.
- Once verified, the credential name and award date are entered into the student’s record in VCCS’s PeopleSoft Student Information System.
- Documentation is required and must be stored electronically or on file.
- VCCS has data sharing agreements with some state agencies to verify professional licensures awarded to students.
New *Complete 2021* credential submission site:

- Automatically approves credentials that are currently approved at another college
- Provides individual college logins
- Reporting functions for VCCS and colleges
- Streamlined submission and review process
- Automatically notifies college of approval once verified in the site

Verified credit and noncredit industry credential attainments (as of 2/20/2017)

- Fiscal Year 2016: 16,343
- Fiscal Year 2017 (to date): 8,640
Workforce Credentials Grant

- In 2016, the Virginia General Assembly created the Workforce Credentials Grant program in order to make specific workforce training programs more affordable for students.

- The new grant program reduces the student cost of specific noncredit training programs by two-thirds so that more people can access training and the jobs that stem from it.

- Credentials eligible for inclusion in the program must be regionally high in demand by employers.
Questions

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