



**NATIONAL
SKILLS
COALITION**

Every worker. Every industry.
A strong economy.

Using Data to Drive Credential Quality and Transparency

Rachel Vilsack
June 9, 2021



OUR VISION

- ▶ Jobs that require skills training are the backbone of our economy.
- ▶ National Skills Coalition fights for a national commitment to inclusive, high-quality skills training so that more people have access to a better life, and more local businesses see sustained growth.



DEFINING QUALITY

Goal: Work with states to develop a consensus definition of quality non-degree credentials for states

- Explored how states are using employment, earnings, and competencies to set quality standards
- Developed initial definition with 6 states with existing processes
- Vetted definition with 6 more states developing processes
- Sought feedback from research and advocacy organizations with expertise in higher education and workforce policy, including those with a racial equity mission



CONSENSUS QUALITY CRITERIA FOR NON-DEGREE CREDENTIALS

- Evidence of substantial job opportunities
 - *And credentials must be validated by employers*
- Transparent evidence of the competencies mastered by credential holders
- Evidence of the employment and earnings outcomes of individuals after obtaining the credential
- Stackable to additional education and training



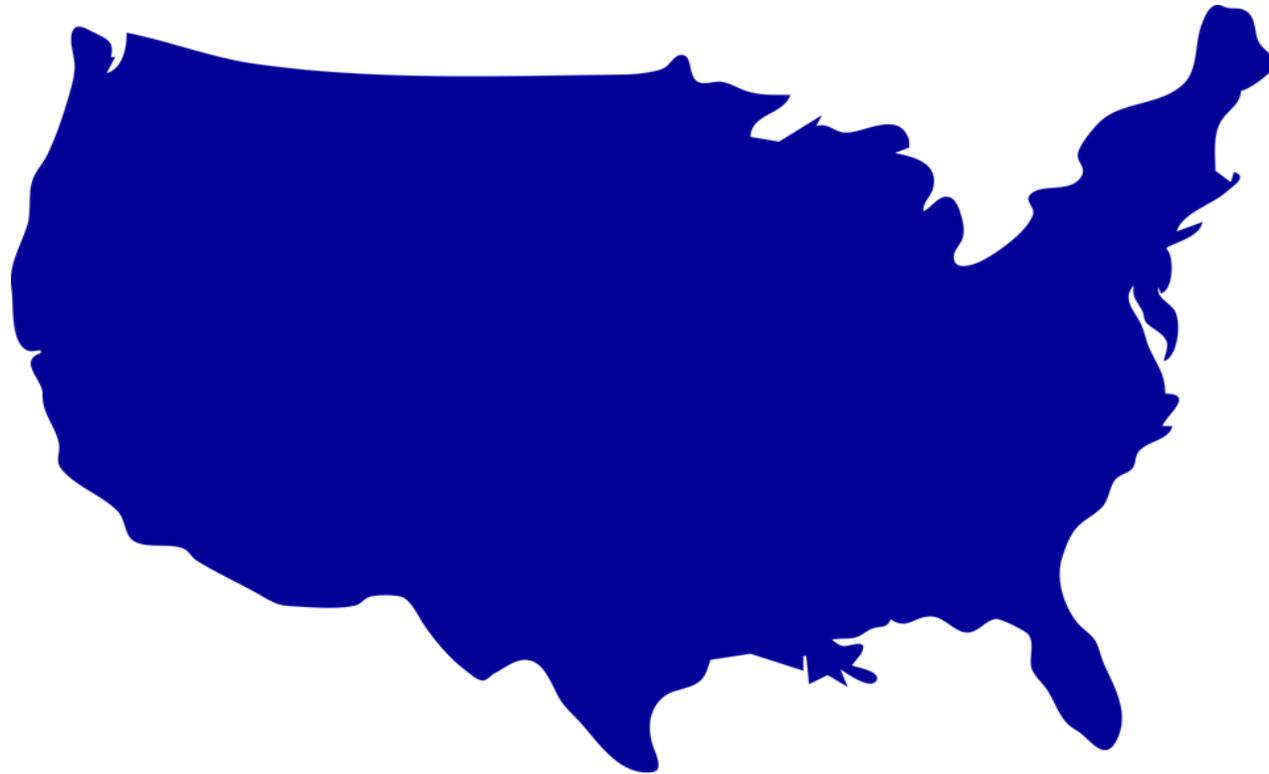


HOW STATES USE THEIR QUALITY CREDENTIAL LIST

- To help align and support performance accountability
 - WIOA and Perkins approved training programs
- To provide guidance to the state on where to invest resources
 - Leverage state or federal funding for short-term retraining and upskilling
- In combination with other policies to increase the number of residents with quality credentials
 - Expand financial and non-tuition support services



STATE WORKING TO DEFINE QUALITY



Quality Postsecondary Credential Policy Academy

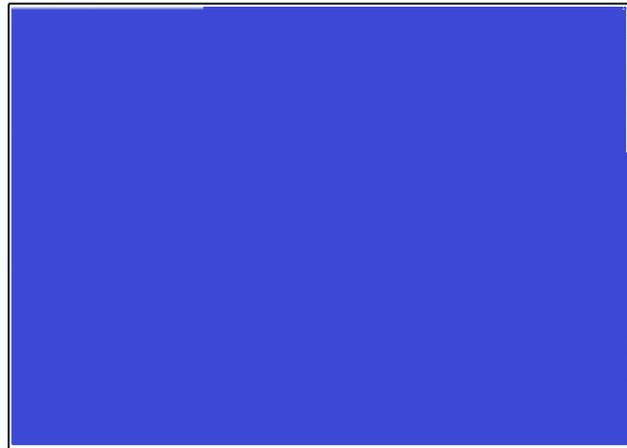
- Alabama
- Colorado
- Louisiana
- New Jersey
- Oregon
- Virginia

Credentials of Value Workshop Series (with Education Strategy Group)

- Arizona
- Illinois
- Michigan
- Missouri
- Nevada
- Rhode Island



FOCUS: COLORADO & NEW JERSEY





Credential Quality and Transparency

- Simply put: Americans need clear and reliable information about their educational options. But they also need to know how to navigate these options.
- Good data on credential quality and transparency helps them select a path that leads to equitable economic and career success.



THANK YOU



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Colorado

Quality Postsecondary Credential Academy

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Colorado Workforce Development Council &

Colorado Department of Higher Education

June 9, 2021

Agenda

Process

Alignment

Data
Systems

Sustainability

Next Steps

Who is involved?



**Education & Training
Steering Committee**

How did we get here?

Research on Current
Definitions

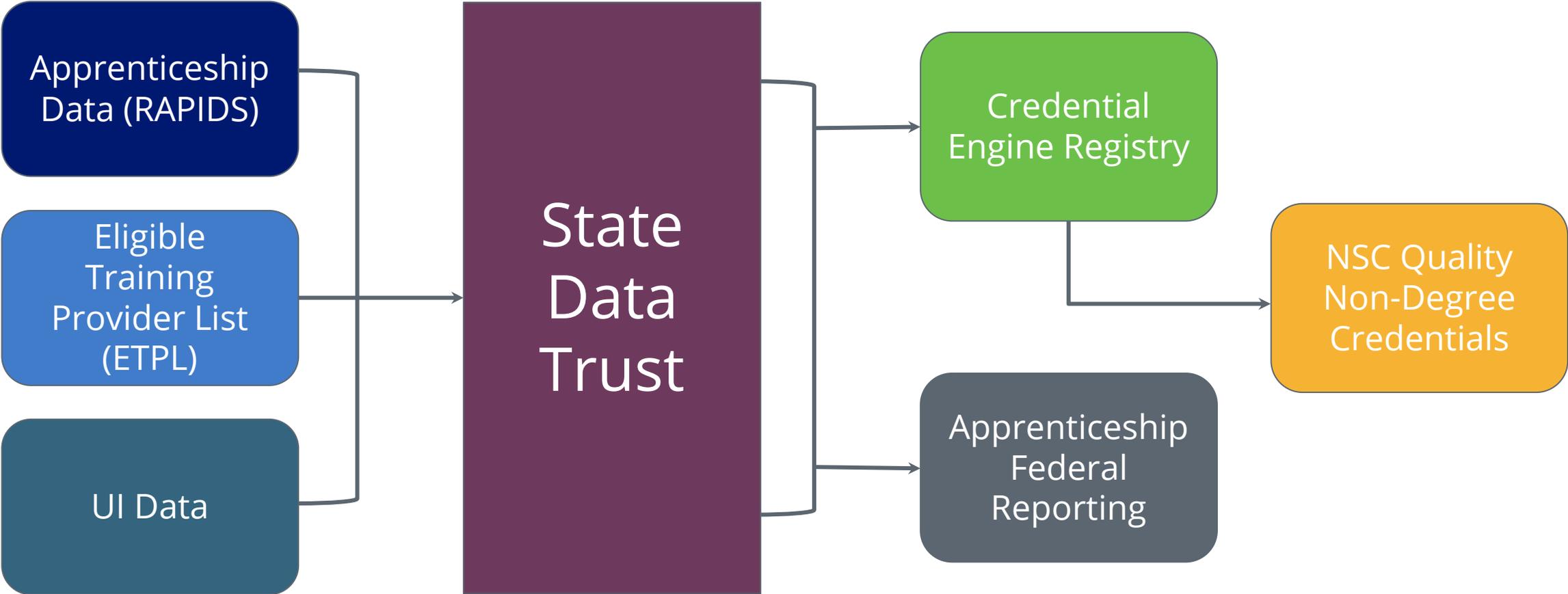
Larger Group
Meetings

Data Resources
Landscape Analysis

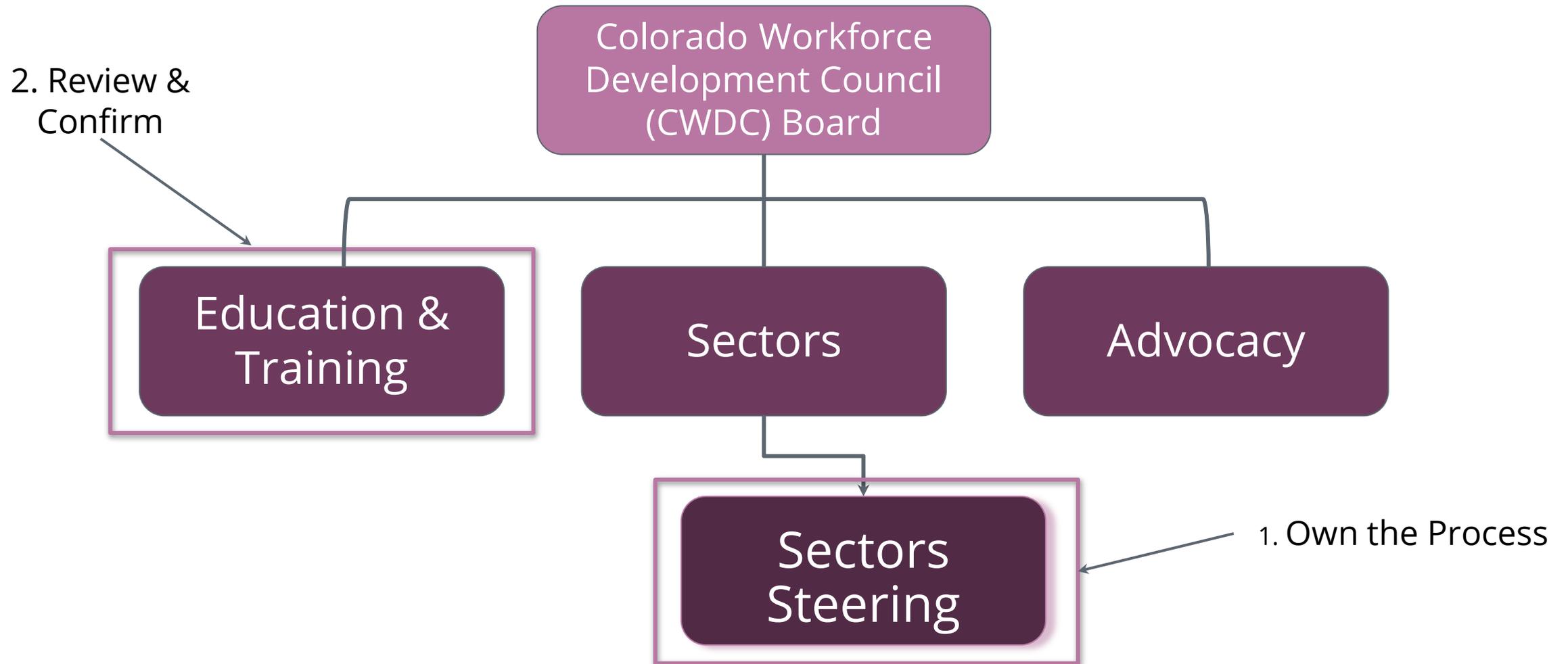
Process Map:
“is” vs. “should”

Alignment of Resources
vs. Duplication

Data Systems & Alignment



Sustainability: Who Will Own the Work?



What's Next?

Develop ETPL Technical Assistance Guides

- “How to” and best practices
 - Facilitate “Self Help”

Draft Policy

State Requirements to ‘Shall’ Share Data on Specific Topics

Financial Resources/Funding for Quality Non-degree Credentials

Incentives for registering & adoption of processes

Integrate Data Sources
(Data Trust, Careers in Colorado, My Colorado Journey, & Credential Engine)

Thank you!

Please contact

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for any questions



New Jersey's Credential Transparency Agenda

Lesley Hirsch

Assistant Commissioner, Research
New Jersey Department of Labor



What motivates us?



Help learners find training to meet their personal needs and professional goals



Strengthen and broaden accountability



Protect consumers - and effective providers - from bad actors in the training ecosystem



Show our commitment to open data



Encourage other providers to embrace universal transparency

Our Requirements and Powers Under Law

- Only approved ETPL providers can receive state or federal job training funds
- ETPL providers must submit data – including SSN wherever feasible – on all program entrants, not to exclude private pay students
- NJDOL has authority to move providers off of the list for failure to comply with reporting requirements
- NJDOL has authority to move providers off of the list for poor performance





This site is in beta. Feedback welcome [here](#).

Find training to better prepare you for a promotion,
better job, or even a career change

Search



In-Demand Occupations

Find New Jersey's fastest growing occupations

View Occupations



Explore Funding Assistance

Apply for funding to cover your training costs

Learn More



Connect with a Counselor

Find out about training counseling and funding qualifications

Find Counseling

DIMENSION	INDICATOR
DEMAND ALIGNMENT	Aligns with in-demand occupation
	Results in an industry valued credential
EDUCATIONAL OUTCOMES	Completion rate within one year of program duration
EMPLOYMENT & WAGE OUTCOMES	Employment rate 2 quarters after completion
	Employment rate 4 quarters after completion
	Dollar wage gain one year before and after completion
	Annual wage one year after completion as percent of living wage
FINANCIAL IMPACT	Total cost as a percent of median occupational wage
	Total cost as a percent of first year wage gain
EQUITY	Equitable outcomes by race/ethnicity, sex, age, and disability status



Data for the American Dream ETPL Scorecard, Performance Period 2015–2020

[Note: may need an introduction/overview of scorecard]

	All Program Summary	Minimum Performance Score	This Program's Score	This Program's Status
Labor Market Demand				
1. Prg. Associated with Occupation in Demand (%) ^a	50.0	Yes	Yes	Pass
2. Prg. Leads to License, Degree, or Industry Credential (%) ^b	88.2	Yes	No	Fail
Employment Outcomes^c				
3a. Pct. of Exitors Employed 2-Qtrs. Post-Exit	64.4	58.0	59.0	Warn
3b. Pct. of Exitors Employed 4-Qtrs. Post-Exit	63.1	58.2	60.0	Warn
4. Median Chng. in Exitors' Median Earnings 1-year pre to 1-year post (2020 Dollars)	\$5,376	\$2,701	\$2,000	Fail
5a. Annual Earnings Qtrs. 1–4 post as percent of living wage (\$28,060) ^d	80.5	58.6	66.0	Pass
5b. Annual Earnings Qtrs. 1–4 post as percent of median reported annual salary for associated occupations	30.0	20.0	28.0	Pass
Training Outcomes				
6. Percent of Participants who Complete within 4 quarters of program end date, including Non-Credit classes (One-Year Completion Rate)	50.7	35.5	49.0	Pass
Financial & Other Costs				
7. Median return on Investment in First Year Earnings Gain ^e	57.0	28.0	70.0	Pass
8. Median Total Tuition & Supplies Costs as a Percentage of Median Reported Annual Salary for Associated Occupations (%) ^g	13.1	<28.1	20.0	Pass
Comprehensive Program Status				Warn

Sample size (Participants)	97,925
Sample size (Average Participants per Provider-Program)	221
Sample size (Provider-Program combinations)	450

SOURCE: Synthetic data designed to be similar to New Jersey Department of Labor Consumer Report Card information.

NOTES: Program scores for each measure will be regression-adjusted to account for participant characteristics associated with success.

Other Features and Considerations

- Using a statistical adjustment model to prevent unintended consequence of student creaming
- Requires (near) complete reporting
- Incorporate learning objectives/competencies
- Exceptions for “social good” occupations
- Exceptions for “on ramp” skills training

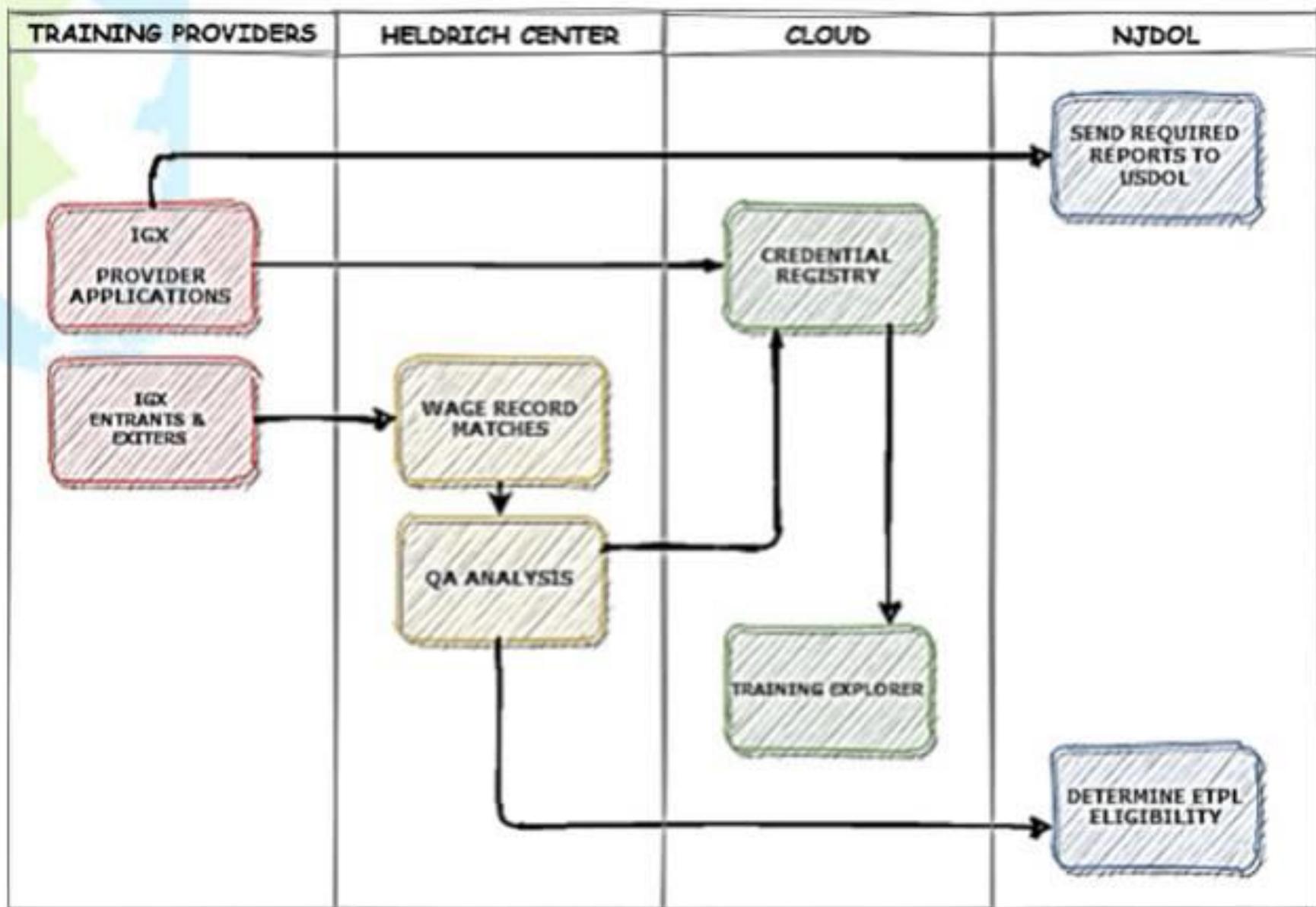


The Road to Implementation

Month	Activities
January 2021	Focus groups with stakeholders
June	Return to CRB for approval
July	Communicate changes to training and workforce providers
	Provide a 1-year grace period during which providers must provide adequate data to participate
	Recruit providers to pilot data collection process
	Develop toolkit and guidelines based on pilot – integrated within Training Explorer and DOL website
Spring 2022	Re-run analysis with complete data and inform providers of standing: pass, warning, or fail and notify providers
	“Failing” providers to be notified. They must create corrective action plan; improve within 2 years or be removed from ETPL.
July 2022	Go live

Technology Upgrades: Agate Software's IGX

- ETPL training provider application submission, review, and approval processes are now paper-based
- NJDOL working with vendor to digitize application and reporting processes
- Improvements will include:
 - Reduced paper
 - Increased staff review output
 - Decreased approval times and training provider errors
 - Standardized data (e.g., AA, A.A., Associate, etc.)
 - ETPL on open data platform, Credential Registry



The Office of Innovation works collaboratively with government, academic, non-profit, and private sector institutions to drive innovation in the Garden State's economy and improve the design and delivery of policies and services to the State's residents, businesses, and institutions.



I WANT TO: Publish | Understand | Partner | Build | Champion

CREDENTIAL FINDER

CREDENTIAL PUBLISHER

About Us Services News & Resources



New Jersey

Key Partners

- New Jersey Department of Labor and Workforce Development (Lead)

Est:2017

Overview

New Jersey's state scale-up project is focused on publishing information about programs and credentials that are offered by private career schools and correspondence schools that wish to provide training within New Jersey, with larger statewide goals aimed at streamlining the private career school application process and improving the ability to collect and report program outcomes for compliance and informed decision making. The New Jersey Department of Labor and Workforce Development also maintains New Jersey's Eligible Training Provider List (ETPL) and Consumer Report Card (CRC), but neither is easily accessible for those who want to find and use the available data. To that end, the Department is working to replace the ETPL and CRC with an interactive, mobile-responsive website that will offer improved functionality 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.



newjersey / d4ad

<> Code Issues Pull requests

master 13 branches

skyfaerie fix tos url in

- .circleci
- backend
- frontend
- scripts
- .gitignore
- LICENSE
- README.md
- data_model.md
- decision_log.md
- etpl_table_seed_guide.md
- package.json

File Name	Commit Message	Time Ago
decision_log.md	Filter by distance from zip code	7 months ago
etpl_table_seed_guide.md	Update ETPL	6 months ago
package.json	Add circleci	9 months ago

department or agency.
 “Data set” means a named collection of related records on an electronic storage device, with the collection containing individual data units organized or formatted in a specific and prescribed way, often in tabular form, and accessed by a specific access method that is based on the data set organization, but not including any data that is protected from disclosure under applicable federal or State law, or contract, or data that is proprietary.
 4. a. The Department of the Treasury shall establish a unique, dedicated, easily navigable Internet website which shall offer to the public all available appropriate existing and future electronic data sets maintained by...

What's ahead?



Full publication of the ETPL



Implement the QA



Build in competency data



Explore expansion into degree program territory



Develop smarter applications leveraging Credential Registry data, predictive analytics, and machine learning

Charting the Path with Clearer Data:

Using Credential Transparency to meet State Quality
Goals

June 2021





The Challenge

- The credential ecosystem is large, complex, and confusing
 - 967,734+ Unique Credentials in the U.S. alone;
 - Thousands of competency frameworks and models;
 - Close to \$2t spend on education and training in the U.S. annually;
 - Well over 50,000 providers of credentials;
 - Various and unclear quality assurance entities and frameworks, and public awareness
- Before Credential Engine, no common language to describe or compare credentials and competencies. Now the Credential Transparency Description Language (CTDL) is recognized as the standard language to make credentials understandable, comparable, and discoverable.
- Without widespread adoption of this standard common language, people will continue to get lost and lose out on opportunities





The Solution

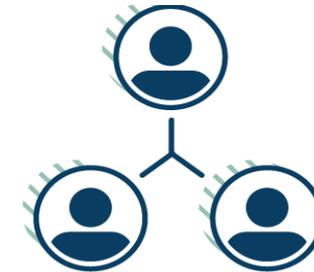
Transforming credential information into linked open data means it can be shared, connected, and used across applications.



Credential Transparency Description Language (CTDL) – The only common language that describes key features of credentials, credentialing organizations, competency frameworks, and quality assurance bodies. It is the dictionary for describing credentials and includes 700+ terms and the grammar for using those terms.



Credential Registry – More than a database, the Registry collects and connects credential data described with CTDL and supports and an open applications marketplace by turning credential information into linked open data.



Open Applications Marketplace – Linked Open Data powers a variety of tools and services so students, job-seekers, employers, policymakers, and others have access to credential information in formats and applications that work for them.



Credential Transparency Illuminates Paths to a Better Future



There are 1 million credentials offered in the U.S. With so many to choose from—and without widespread adoption of standards for comparing and evaluating them—people get lost and lose out on opportunity. Together, we and our partners are working to build a linked open data network that everyone can access for timely and trusted information about credentials.

CREDENTIALS

Credentials include diplomas, badges, certificates, licenses, apprenticeships, certifications, and degrees of all types and levels that represent key competencies signaling what a person knows or can do.

WHAT: TRANSPARENCY

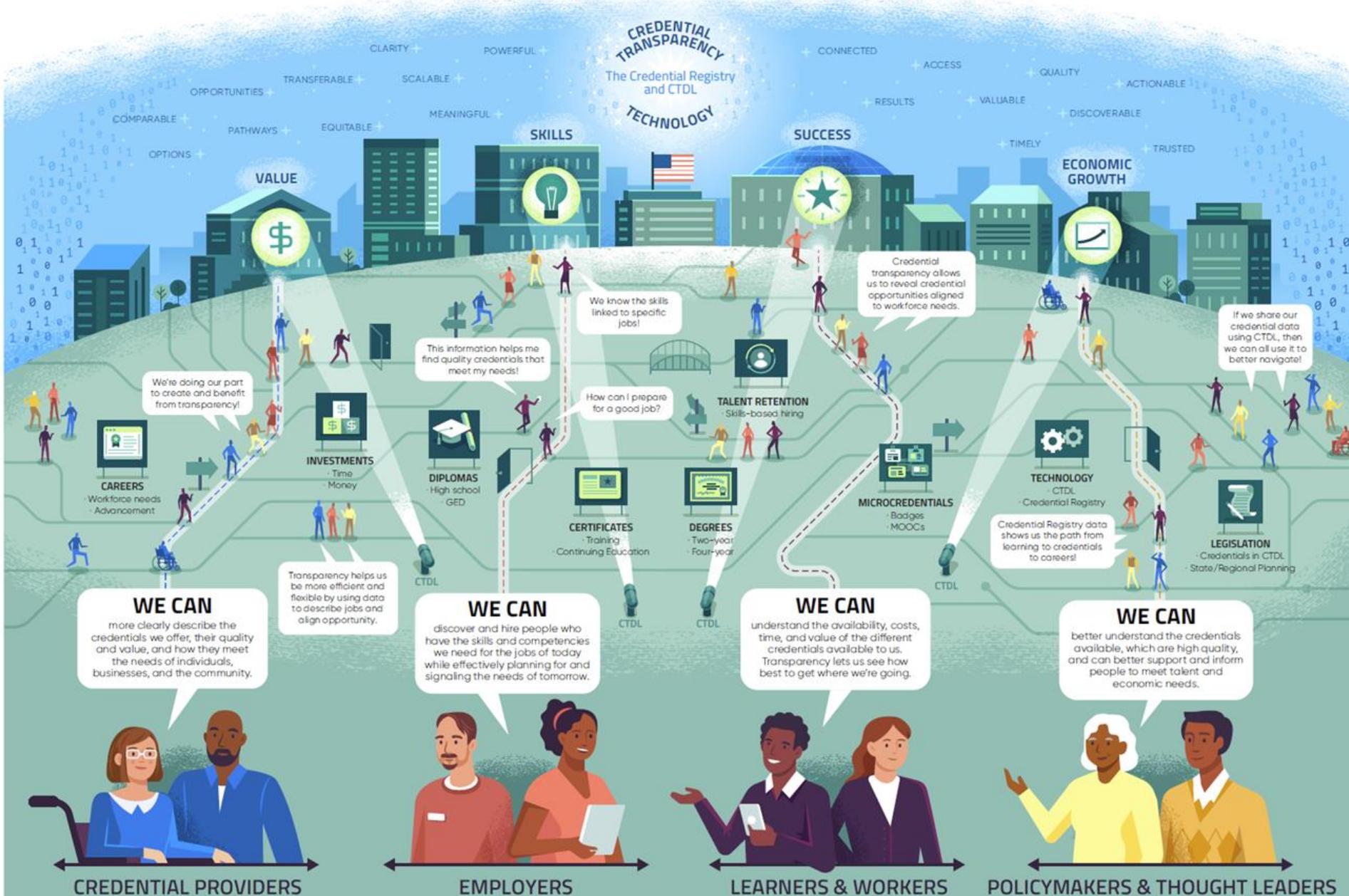
Credential transparency makes essential information about credentials and competencies public, easily accessible, and actionable so that credentials can be better understood and pursued based on what it takes to earn them, what they represent, and the jobs they can lead to.

HOW: TECHNOLOGY

Credential transparency is made possible by technology. The **Credential Transparency Description Language (CTDL)** schema allows us to catalog, organize, and compare credentials and related information. Credential data from authoritative sources using CTDL is openly available in the **Credential Registry** for anyone, anytime, anywhere to search and compare credentials.

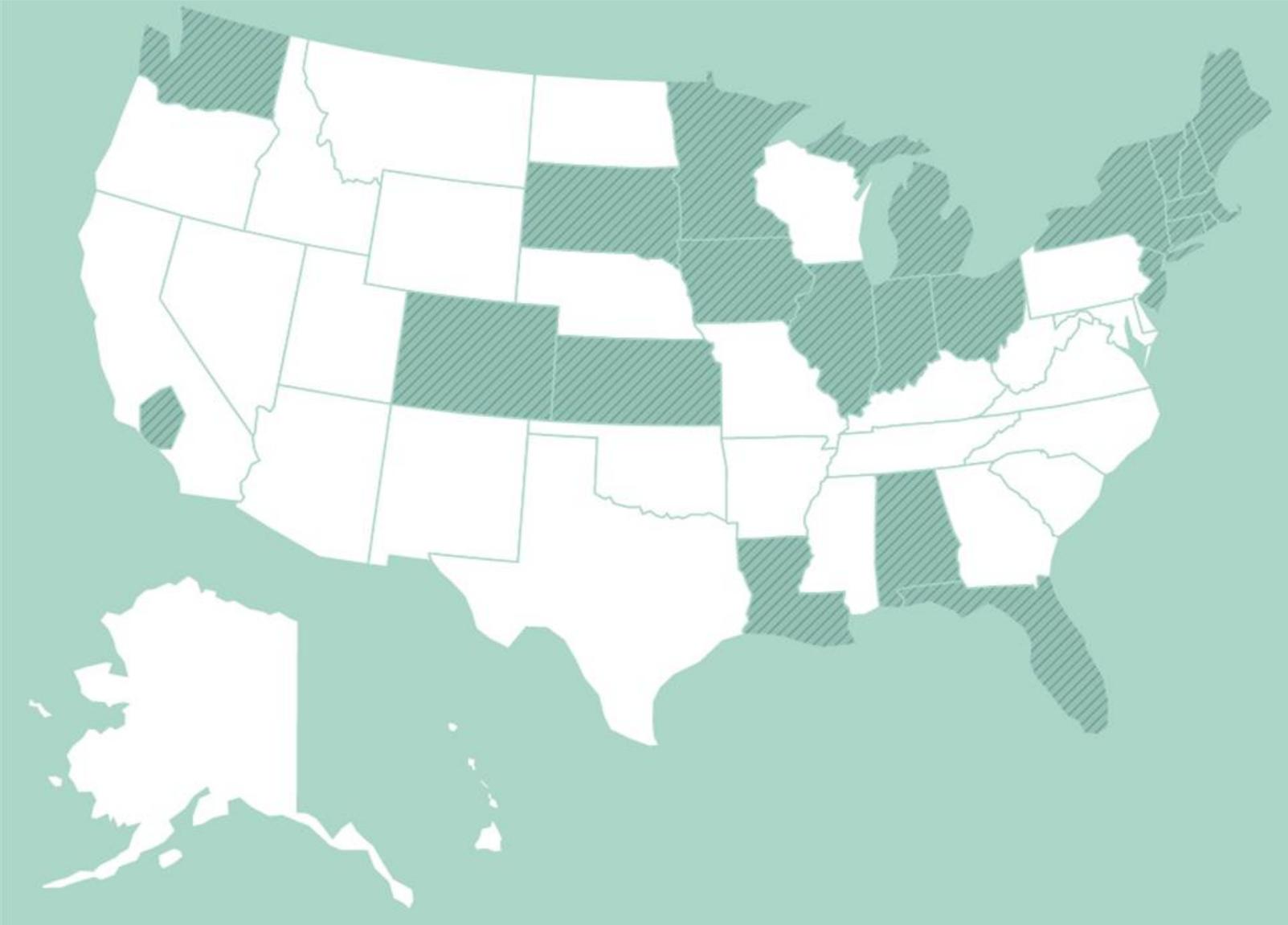
WHY: PATHWAYS

The easier it is to access and use comparable information about credentials, the easier it is for people to find the most effective paths to learn the right skills and find the best jobs. Credential transparency ensures equitable information about quality pathways to opportunities, makes those pathways discoverable, and empowers individuals along the way.



View the infographic online:

<https://bit.ly/3pDmTsU>



The work is already underway in 22 states and regions.

[www.credentialengine.org/
state-partnerships](http://www.credentialengine.org/state-partnerships)



Credential Transparency & Quality

Credential Engine's role is to allow credential providers to describe the details of their offerings and quality assurance organizations to signal the quality of those credentials.

- [Policy Brief](#): Making Information About Credentials More Actionable Through Increased Transparency and Quality Assurance
- [Mapping quality frameworks](#) to the CTDL:
 - NSC
 - ESG
 - EQOS
- NSC's Forthcoming Toolkit





Mapping NSC Framework to the CTDL

NSC Quality Non-Degree Credentials Framework: Substantial job opportunities

There must be evidence of substantial job opportunities associated with the credential. And the evidence must include quantitative data and direct communication with employers.

CTDL Terms

Identify the occupations the credential prepares for such as the O*Net Standard Occupation Codes and aggregate job demand and growth data.

[Industry Classification](#)
[Industry Type](#)
[Occupation Classification](#)
[Occupation](#)
[Occupation Type](#)
[Employment Outcomes Profile](#)
[Quantitative Value](#)

NSC Quality Non-Degree Credentials Framework: Transparent evidence of the competencies mastered by credential holders

There must be transparent evidence of the competencies mastered by credential holders; competencies that align with expected job opportunities.

CTDL Terms

Identify the competencies/skills a credential prepares for.
[Competency Framework](#)
[Competency](#)

NSC Quality Non-Degree Credentials Framework: Evidence of the employment and earnings outcomes of individuals after obtaining the credential

Unless there is evidence of the employment and earnings outcomes associated with a credential, individuals and others are not in position to know if a credential provides the means to achieve their goal.

CTDL Terms

Identify aggregate employment and earnings outcome data.

[Earnings Profile](#)
[Employment Outcome Profile](#)
[Quantitative Value](#)

NSC Quality Non-Degree Credentials Framework: Stackability to additional education or training (Strongly preferred)

[Credentials should stack toward another postsecondary credential.](#)

CTDL Terms

Identify the relationships between credentials.

[Advanced Standing From](#)
[Has Part](#)
[Is Advanced Standing For](#)
[Is Part Of](#)
[Is Preparation For](#)
[Is Recommended For](#)
[Is Required For](#)
[Precedes](#)
[Preparation From](#)

[More Information Here](#)





State Example: Alabama

- Using NSC Non-Degree Credentials Framework to develop “Compendium of Valuable Credentials”
 - Collecting information via online form, which has been mapped to CTDL
 - Publishing that data to the Registry, so information can be made transparent and available
 - Credentials reviewed by committees and identified as “quality” using framework
 - Data about credentials also being used to develop navigable pathways, “student backpack,” etc.

<https://credentialengine.org/success-stories/alabama/>



Questions?



For More Information

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