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.
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
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
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

Rachel Vilsack, Senior Fellow
rachelv@nationalskillscoalition.org
Twitter: @rachelvilsack
Colorado

Quality Postsecondary Credential Academy

Jean Dougherty
Talent Pipeline Analyst
Colorado Workforce Development Council &
Colorado Department of Higher Education

June 9, 2021
Agenda

- Process
- Alignment
- Data Systems
- Sustainability
- Next Steps
Who is involved?

- Colorado Department of Education
- Colorado Community College System
- Colorado Workforce Development Council
- Colorado Department of Labor and Employment
- Colorado Department of Higher Education
- 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

- Apprenticeship Data (RAPIDS)
- Eligible Training Provider List (ETPL)
- UI Data
- Credential Engine Registry
- Apprenticeship Federal Reporting
- NSC Quality Non-Degree Credentials

State Data Trust
Sustainability: Who Will Own the Work?

1. Own the Process
2. Review & Confirm

Colorado Workforce Development Council (CWDC) Board

- Education & Training
- Sectors
- Advocacy

Sectors Steering
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
Jean Dougherty | jean.dougherty@state.co.us
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
Find training to better prepare you for a promotion, better job, or even a career change

Enter occupation, certification, or provider
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
<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMAND ALIGNMENT</td>
<td>Aligns with in-demand occupation</td>
</tr>
<tr>
<td></td>
<td>Results in an industry valued credential</td>
</tr>
<tr>
<td>EDUCATIONAL OUTCOMES</td>
<td>Completion rate within one year of program duration</td>
</tr>
<tr>
<td>EMPLOYMENT &amp; WAGE OUTCOMES</td>
<td>Employment rate 2 quarters after completion</td>
</tr>
<tr>
<td></td>
<td>Employment rate 4 quarters after completion</td>
</tr>
<tr>
<td></td>
<td>Dollar wage gain one year before and after completion</td>
</tr>
<tr>
<td></td>
<td>Annual wage one year after completion as percent of living wage</td>
</tr>
<tr>
<td>FINANCIAL IMPACT</td>
<td>Total cost as a percent of median occupational wage</td>
</tr>
<tr>
<td></td>
<td>Total cost as a percent of first year wage gain</td>
</tr>
<tr>
<td>EQUITY</td>
<td>Equitable outcomes by race/ethnicity, sex, age, and disability status</td>
</tr>
</tbody>
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Data for the American Dream
ETPL Scorecard, Performance Period 2015–2020

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

<table>
<thead>
<tr>
<th>Labor Market Demand</th>
<th>All Program Summary</th>
<th>Minimum Performance Score</th>
<th>This Program's Score</th>
<th>This Program's Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prg. Associated with Occupation in Demand (%)</td>
<td>50.0</td>
<td>Yes</td>
<td>Yes</td>
<td>Pass</td>
</tr>
<tr>
<td>2. Prg. Leads to License, Degree, or Industry Credential (%)</td>
<td>88.2</td>
<td>Yes</td>
<td>No</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Employment Outcomes

| 3a. Pct. of Exits Employed 2-Qtrs. Post-Exit | 64.4     | 68.9     | 66.0     | Warn               |
| 3b. Pct. of Exits Employed 4-Qtrs. Post-Exit | 63.1     | 68.2     | 66.0     | Warn               |
| 4. Median Gross Yearly Earnings 6-year pre-to 5-year post (2020 Dollars) | 55,376    | 62,701    | 62,000    | Fail               |
| 5a. Annual Earnings Qtrs. 1-4, post as percent of Living wage ($24,000)**              | 80.5     | 58.9     | 69.0     | Pass               |
| 5b. Annual Earnings Qtrs. 1-4, post as percent of median reported annual salary for associated occupations | 30.0     | 20.9     | 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     | 40.0     | Pass               |

Financial & Other Costs

| 7. Median return on investment in First Year Earnings Gain** | 57.0     | 28.9     | 70.0     | Pass               |
| 8. Median Total Tuition & Supplies Costs as a percentage of median reported annual salary for associated occupations (%) | 13.1     | <28.4    | 20.0     | Pass               |

Comprehensive Program Status

| 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

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
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<tbody>
<tr>
<td>January 2021</td>
<td>Focus groups with stakeholders</td>
</tr>
<tr>
<td>June</td>
<td>Return to CRB for approval</td>
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<tr>
<td>July</td>
<td>Communicate changes to training and workforce providers</td>
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<td>Provide a 1-year grace period during which providers must provide adequate data to participate</td>
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<td>Recruit providers to pilot data collection process</td>
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<td>Develop toolkit and guidelines based on pilot – integrated within Training Explorer and DOL website</td>
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<tr>
<td>Spring 2022</td>
<td>Re-run analysis with complete data and inform providers of standing: pass, warning, or fail and notify providers</td>
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<td></td>
<td>“Failing” providers to be notified. They must create corrective action plan; improve within 2 years or be removed from ETPL.</td>
</tr>
<tr>
<td>July 2022</td>
<td>Go live</td>
</tr>
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</table>
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
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.
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.
The work is already underway in 22 states and regions.

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: 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
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

Emilie Rafal
Director of Programs
eralf@credentialengine.org

Website: credentialengine.org
Email us: info@credentialengine.org
Technical Information: credreg.net
Credential Finder: credentialfinder.org

Find @CredEngine on Social Media