

# Connecting Credentials

## **PESC SPRING 2017 DATA SUMMIT**

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# The problem ...

**Fragmented, multi-layered, complex “credentialing system” that doesn’t work well for employers, individuals or educators**

## Highly diverse and decentralized

**Many actors:  
schools, industry groups,  
occupational groups, licensing boards,  
accreditors, and more**



## Many types of credentials

- Different purposes
- Different quality assurance mechanisms
- Different metrics for awarding
- Difficult to understand

**Public and employer policies struggle to keep pace with new developments**

# What is Connecting Credentials?

## National Dialogue and Collective Action

- 115 national cosponsors
- Outreach and collaboration/workgroups
- Summit in Fall 2015
- Action Plan in Fall 2016
- Implementation, scale and sustainability

## Beta Credentials Framework

- Testing
- Experimentation
- Constituency consultations
- Refinement/improvement

## Resources Connecting Credentials.org

- Website
- Database on related initiatives
- Publications
- Webinars, “brown bag” chats
- E-newsletter

# Attributes of a more equitable and transparent system

- *All learning matters* wherever it's obtained
- All credentials are based on learning *outcomes* (competencies)
- Credentials are *portable, transferrable, transparent*, useful and easily understood by learners, workers, employers
- Credentialing *pathways*, including on ramps, increase access and equity for all learners
- Helps learners, workers and employers make *informed choices* about their investment in and value of the credential they're purchasing
- Helps employers better qualify employees and reduce recruiting time, employee turn-over, and cost of retraining
- Builds a competitive, highly skilled workforce
- *Dynamic* system – agility to be relevant in rapidly changing labor markets

*Learning-Based  
&  
Learner-Centered*



# Action Plan to Improve Credentialing

- 1. Develop scalable ways to engage employers in the credentialing marketplace— improve demand signals**
- 2. Empower learners to navigate the credentialing ecosystem**
- 3. Develop common language centered on competencies**
- 4. Create open, interoperable data and technology infrastructure**
- 5. Foster shared understanding of credential quality among stakeholders and reciprocity among QA processes**
- 6. Pursue public policy that advances equity – build pathways**
- 7. Promote field-based development of new credentialing tools, policies and practices**



# New Work Groups

- **Building Trust in the Quality of Credentials:** *How can we assure quality and increase recognition of increasingly diverse types of credentials?*
- **Aligning Demand and Supply Signals:** *What should be done to better align diverse credentialing processes and products with emerging employer hiring practices so that job applicants are evaluated based on what they know and can do, rather than who they know and where they went to school?*
- **Improving Learner Mobility:** *How can we improve credential stackability and portability, especially for adults with little or no prior postsecondary education?*
- **Making “All Learning Counts” a Reality:** *How can we reliably and consistently recognize learning that takes place in informal and workplace settings?*
- **Ensuring Postsecondary Learning Systems are Ready to Serve Adult Learners:** *How do we equip and empower adults with no postsecondary credential to navigate, persist and succeed in selecting and attaining postsecondary credentials that lead to educational and economic advancement?*



# Beta Credentials Framework

## Purpose

- Make credentials more transparent
- Help users compare, contrast, and connect credentials
- Translate learning gained from one credential towards another

## Objective


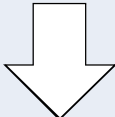
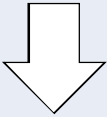
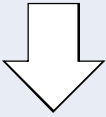
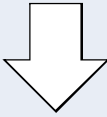
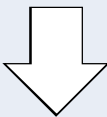
- Create a common language based on competencies (knowledge and skills) to describe what recipients of each credential should know and be able to do.

## Structure

- Competency-based and content agnostic
- Organized around 2 learning domains; 1) Knowledge and 2) Skills (specialized, personal, and social)
- 8 levels determine the relative complexity, breadth and depth of learning



# Snapshot of the Beta Credentials Framework

Levels	Knowledge	Skills			
The level requirements in study and work are described in terms of the degree of adaptability, range, complexity, and selectivity.	Knowledge describes what a learner knows, understands and can demonstrate. The requirements and competencies are described in terms of depth, breadth and dimension.	Skills describe what an individual can do in applying knowledge completing tasks, and solving problems (involving the use of logical, intuitive and creative thinking).	<b>Specialized Skills</b> The requirements and competencies are described in terms of: <ul style="list-style-type: none"> <li>• Critical Thinking and Judgement;</li> <li>• Integrative Applications</li> <li>• Systems Thinking</li> </ul>	<b>Personal Skills</b> The requirements and competencies are described in terms of: <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Responsibility</li> <li>• Self-Awareness and Reflection</li> </ul>	<b>Social Skills</b> The requirements and competencies are described in terms of: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Involvement</li> <li>• Teamwork and Leadership</li> </ul>
Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8
					

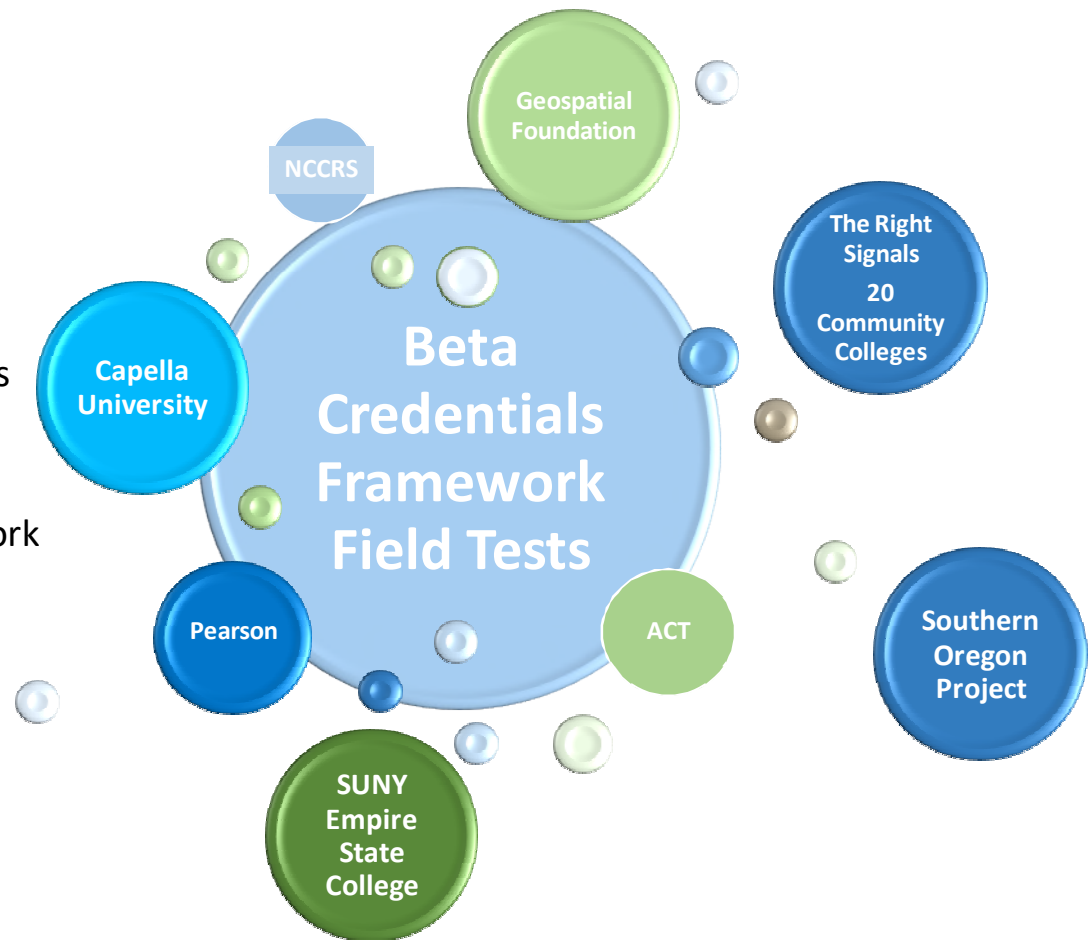




# Connecting Credentials

## Field Tests:

- Provide a proof-of-concept platform
- Engage a variety of stakeholders/users in experimentation
- Identify utility and value
- Identify how to improve the Framework
- Create a network of users



## Next Steps:

- Develop digital applications for high value uses
- Scale use of analytic tool by embedding it in others' processes
- Develop storage system for completed profiles of competencies underlying credentials and connections
- Link to Credential Engine
- Explore connections to digital transcripts and credentials
- Develop learner-facing applications

