Trains of Innovation to Transform the Learn and Work Ecosystem

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Credential As You Go
To Inform and facilitate the development of a nationally adopted incremental credentialing ecosystem that improves education and employment outcomes for all learners.

Digital Learn and Work Ecosystem Library
To inform folks about the US learn and work ecosystem with 3 types of content:
1) Knowledge about key components and sub-components in the ecosystem including links to other websites for further information
2) Key projects working in these areas, to improve aspects of the ecosystem
3) Networks/alliances focused on various of those components
Current 4-Tiered Degree System

- Partial degrees are not recognized – students treated as though they have no learning

- Degree lengths unsurmountable for many students – too long of a stretch while focused on work, family, community
967,734 UNIQUE CREDENTIALS IN THE U.S.
16 detailed credential categories across 4 types of credential providers:

POSTSECONDARY EDUCATIONAL INSTITUTIONS - 359,713 degrees and certificates

MASSIVE OPEN ONLINE COURSE (MOOC) PROVIDERS - 9,390 course completion certificates, microcredentials, online degrees from foreign universities

NON-ACADEMIC PROVIDERS - 549,712 badges, course completion certificates, licenses, certifications, apprenticeships

SECONDARY SCHOOLS - 48,919 diplomas from public/private secondary schools
Employer credentialing

Building Diverse Workforce

Internships, Work & Learn

Tuition Assistance Programs

Partnering with higher ed for upskilling

Growing Gig Economy

Skills-based Hiring

Job Postings in Language of Competencies

EMPLOYER TRAINS
Key Areas of Learn and Work Ecosystem

- Credentials & Credential Providers
- Employers
- Quality Assurance
- Databases and Research
- Record Keeping and Verifications
- Policy and Incentives (Federal, State, Local)
- Career Planning and Navigation
- Communications for Public and Nuance Audiences
Faculty Lounge

Chloé Epstein

Have you seen the latest data? 39 million with some college/no credential

There was valuable learning for many of them... but we didn't recognize it

But we can ... credential as they go!
KEY STAKEHOLDER GROUPS

- Learners, students
- Policy, governmental / quasi-governmental (federal, state, local)
- Education & training providers: higher education institutions, state systems of higher education, independent colleges and universities, K-12 Schools
- Business & industry employers including workforce organizations & professional associations
- Accrediting and standards organizations
- Data and learning management industry, research organizations
- Direct service intermediaries and advocacy organizations
- International organizations
- Foundations, investment groups (philanthropy)
- Communications, media
What are Incremental Credentials?

_INCREMENTAL CREDENTIALS_ capture learning as it is acquired along the learning pathway and formally recognizes and connects that learning to a larger context. Incremental credentials can be:

- non-credit or credit-bearing
- undergraduate or graduate
- any size, from small units of learning through degrees

_PURPOSE_ — ensure learners are recognized for what they know and can do as they acquire their learning and not leave learners without formal documentation of that learning
- **Incremental credentials** through rapid prototyping
- **National campaign** to build understanding and support
- **Research** base to inform implementation
- **Training/technical assistance** to provide expert advising and tools/web resources
- **Equity and inclusion** to build fairer system (learner options without dead-ends)
- **Policy** change to support incremental credentialing
- **Trust** in quality of incremental credentials
- **Building interconnections** with related initiatives (e.g., credential transparency, learner records, competency/skills platforms, work-and-learn)
Credential As You Go Participating Institutions: Year One

Colorado:
Arapahoe Community College
Community College of Denver
Red Rocks Community College
Emily Griffith Technical College
Metro State University of Denver
Colorado State University Global

North Carolina:
Wake Technical Community College
Pitt Community College
Fayetteville Technical Community College
Caldwell Community College
Appalachian State University
East Carolina University
University of North Carolina at Pembroke

New York:
Mohawk Valley Community College
Rockland Community College
Schenectady Community College
Ulster Community College
SUNY Empire
SUNY Albany
SUNY Buffalo
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11 Categories in Learn and Work Ecosystem
Rated by Respondents as Extremely/Very Important

❖ Pathways to Credentials and Career Success (93%)
❖ Recordkeeping and Verifications (91%)
❖ Employers and Workforce (91%)
❖ Policy and Incentives (rules, accountability, resources) (82%)
❖ Career Planning and Navigation (75%)
❖ Data, Standards, Databases, Research (75%)
❖ Transparency in Credentials (71%)
❖ Value and Quality in Credentials (70%)
❖ Alliances, Networks, Intermediaries (61%)
❖ Global/International Developments (53%)
❖ Understandable Ecosystem through Communications (39%)
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LOOKING FORWARD

- Growing recognition that many microcredentials like badges and certifications are critical in our learn-and-work ecosystem, contrary to view they are “add-ons” or “nice to do”
- Microcredentials will become more important in certain industry sectors
- Many graduates, employees, and employers will not be interested in obtaining more formal credentials; rather, be focused on skill domain development and certifications
- Navigating the ecosystem will be more confusing, especially for students and employers
- More efforts to embed microcredentials into traditional degree and certificate programs
- More growth in microcredentialing by providers outside higher ed, adding confusion
- With the range of providers, growing questions around quality and value; and accreditors will pay attention to/reassess their review approaches
- More growth at the graduate level
- More R&D on who is affected by microcredentialing, especially low income, race/ethnicity, gender, and age populations
- Growing pressure to digitize all valuable learning onto learner education and employment records that will be portable and earned over a learner’s lifetime
- Developments will be global, not US only