Connecting Credentials

Connecting Credentials and Right Signals Initiative

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www.connectingcredentials.org
@ConnectCreds

Webinar Logistics

- This call is being recorded and access to the listening file will be shared with you.

- A copy of the presentation will also be shared.

- When not participating in the dialogue, please mute your lines.

- Please do not place your line on hold (no matter how lovely your hold music may be)

- Feel free to type thoughts and questions in the chat box at anytime!

Roll Call

Goals for this session

1. Overview of three key projects:
    Connecting Credentials
    The Right Signals (AACC)
    Credential Transparency Initiative (CTI)

2. Share learning from grant TA, including talking points for communicating the importance of this work, as well as attribute of a learner-centered system

3. Present how to connect to innovative work underway around the country

The Problem…..

Fragmented, multi-layered, complex "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

Credentialing Marketplace

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

Connected Credentials Create On and Off Ramps for Learners in the Journey Post-Secondary Education and Careers

On the way to an Associates degree learners can earn badges that demonstrate marketable skills & knowledge. An off ramp that may have left a learner with debt and no way to show skills & knowledge previously becomes an asset, not a liability.

Learners can lessen time-to-degree by bringing in credits/competencies from alternative providers.

Learning is no longer a 'time' in life - it is life-long. New skills & knowledge can be built in & out of the formal classroom. Learners can build new competencies into new credentials to support a strong economy.

Life-Long Learning Highway

HS Diploma/GED

On ramps to the life-long learning highway give post-secondary educators the opportunity to provide guidance to learners to give direction to their learning journey so it leads to quality credentials.

College Degree

Learners leave degree programs with both the technical skills & cross-cutting competencies employers desire. Learners are provided with the tools to take ownership of their own learning & connect it with workforce competencies. They are able to articulate and provide evidence of their skills & knowledge to employers. Understanding their competencies gives students agency in their future - it puts them in the driver's seat.

1/3 Connecting Credentials

- Transitioning from a national dialogue to campaign on rethinking and improving credentialing in the US
  - 25 webinars
  - 3 national meetings
  - 5 work groups

- A Beta Credentials Framework

- Launched in 2013 by Lumina Foundation, Corporation for a Skilled Workforce

- 107 Diverse Co-Sponsors (and more being added weekly)

- Related Initiatives Database http://connectingcredentials.org/related-initiatives/

Work Groups

Five priority areas of work identified at National Credentialing Summit – October 2015

- WG1: Common Language (glossary)
- WG2: Use Technology and Real Time Data
- WG3: Create Nimble Quality Assurance Processes
- WG4: Develop Scalable Ways of Engaging Employers
- WG5: Build Credentialing Pathways to Increase Equity

- Reports available now
  http://connectingcredentials.org/five-work-group-reports-just-released/

Master action plan released in September!

2/3 The Right Signals

- American Association of Community Colleges (AACC) 2-year effort

- Focus: Community Colleges working to improve connectivity of credentials (i.e. degree, industry certifications, badges, etc.)

- 20 colleges selected through Request For Proposal process facilitated by AACC

- TA by Connecting Credentials Team

Beta Credentials Framework

Purpose

- Helps users compare and contrast credentials
- Makes it easier to understand competencies associated with any credential
- Establishes a common language to describe across types of credentials what recipients should know and be able to do
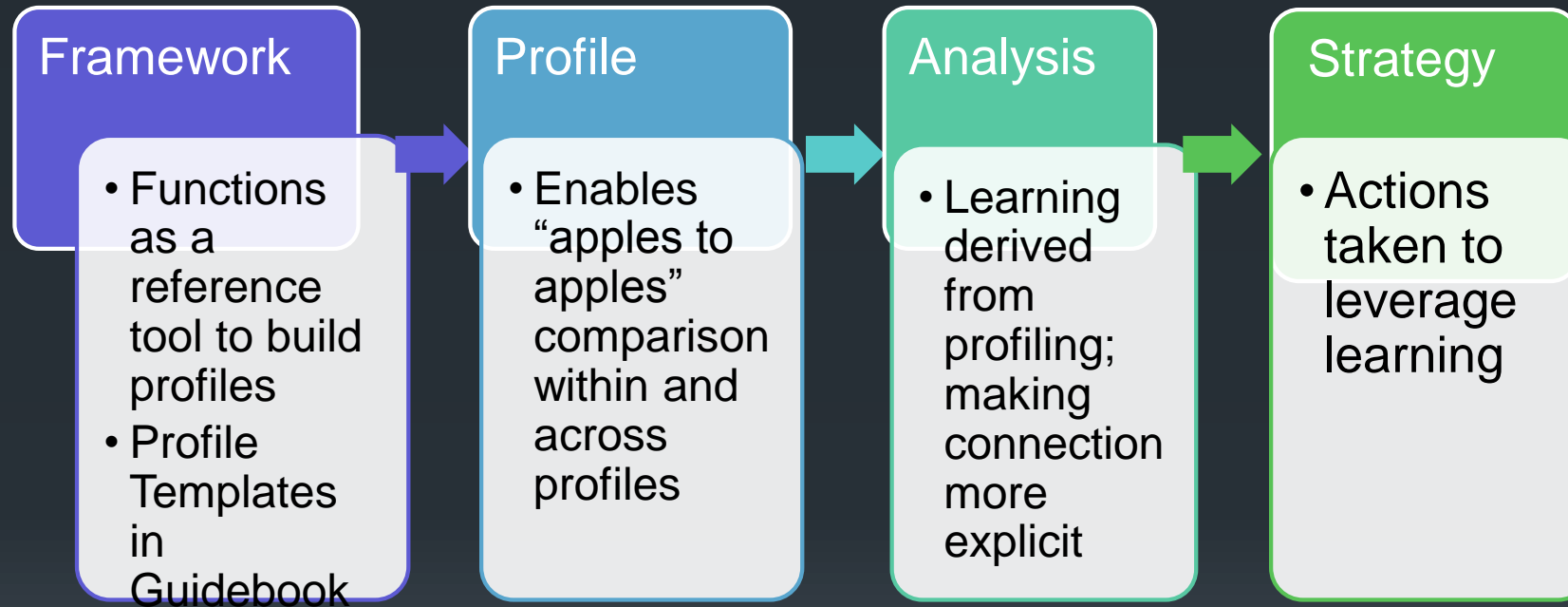
Development

- Developed by CSW team on behalf of Lumina Foundation with input from industry, colleges, certification/accreditation agencies, and policy organizations
- Aligns with DQP and Tuning initiative, the Employability Skills Framework, the Global Learning Qualifications Framework and others
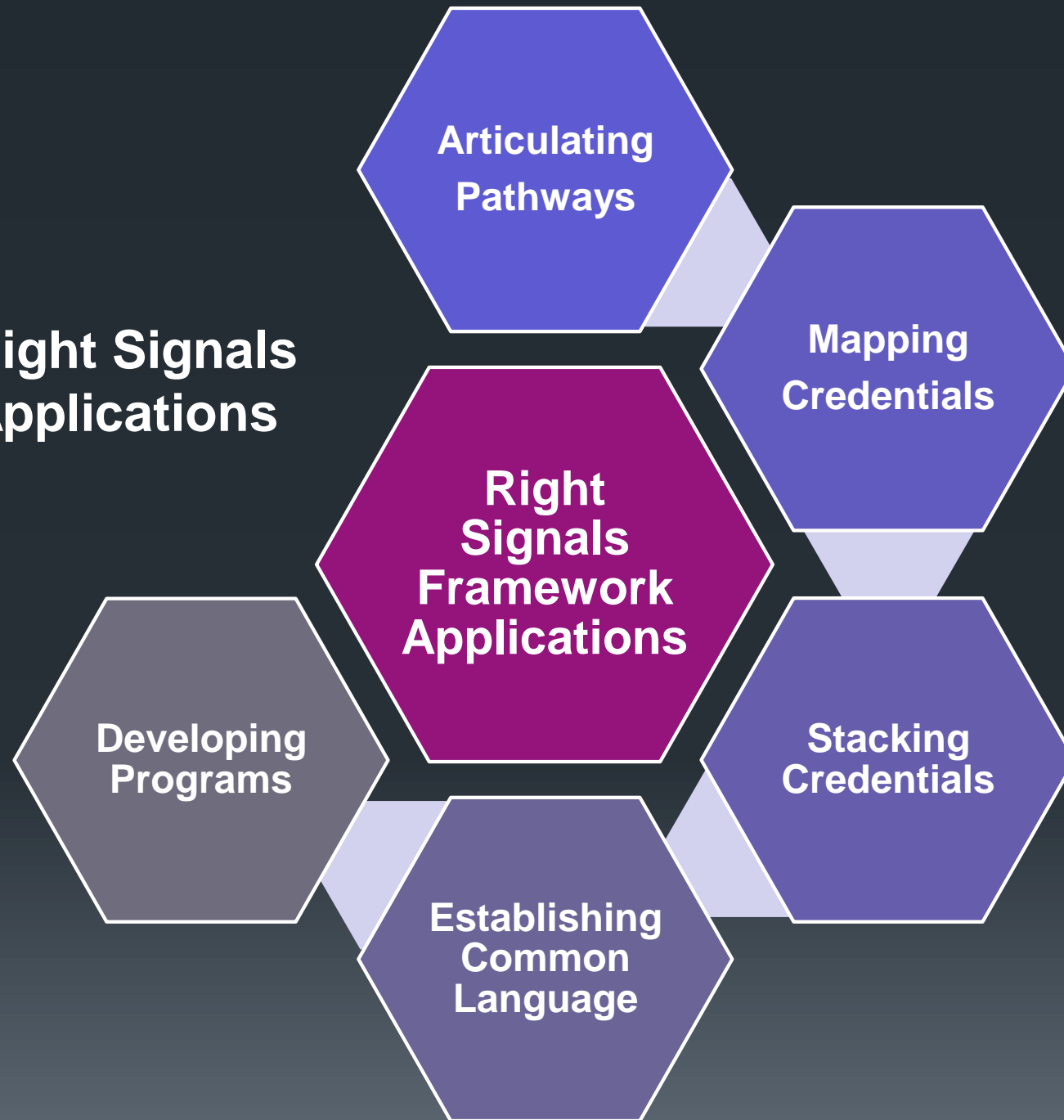
Structure

- 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 achievement

Process for Using the Beta Credentials Framework

Framework
- Functions as a reference tool to build profiles
- Profile Templates in Guidebook

Profile
- Enables "apples to apples" comparison within and across profiles

Analysis
- Learning derived from profiling; making connection more explicit

Strategy
- Actions taken to leverage learning

Right Signals Applications

CONNECTING CREDENTIALS: A BETA CREDENTIALS FRAMEWORK

LEVEL THREE

Demonstrates competencies for processing well-defined technical tasks that are less structured and include non-routine tasks. These tasks have some degree of complexity, assigned within a comprehensive field of study or occupational activity subject to some change and largely subject to overall supervision or guidance.

KNOWLEDGE

- Demonstrates and applies extended knowledge within a field of study or field of occupational activity.

- This includes the knowledge of a limited range of technical and theoretical concepts, procedures and solutions to predictable problems.

SKILLS

SPECIALIZED SKILLS

- Demonstrates a broad range of cognitive and practical skills which facilitate autonomous preparation for performing tasks and problem solving, identifying and using relevant methods and skills to complete tasks and to address well-defined problems having a measure of complexity.

- Evaluates results in accordance with criteria which are largely pre-stipulated, provides simple reporting of methods and results.

PERSONAL SKILLS

- Performs tasks, employs procedures, and attains a quality of output with considerable responsibility and autonomy within contexts which are less familiar and stable, subject to overall direction or guidance.

- Acknowledges different perspectives or approaches within an area of study or work.

- Sets one's own learning and work objectives, and takes responsibility for them.

SOCIAL SKILLS

- Demonstrates strong interpersonal abilities required in learning and in the workplace, in particular the ability to:

1. articulate processes and results,

2. share and receive specialized knowledge when required and

3. demonstrate and explain skills to others.

- Learns and works in complex and heterogeneous groups.

- Helps shape the work within a group in a learning or working environment.

Siemens Mechatronics Level 1: Course 1 Electrical Components

List Competencies or Learning Outcomes	Knowle dge	Skills *Specialized*	*Personal*	Assessment Type and Proficiency (if relevant)	Rationale, Discoveries
Read, analyze and utilize the technical documents such as data sheets, timing diagrams, operation manuals, schematics, etc. for a mechatronics system.	**4**	**4**	**N/A**	**N/A**	
Correctly localize, identify and document causes of malfunctions in electrical components based upon technical documentations	3	3	N/A	N/A	
Trace and describe the flow of energy in a given mechatronic system or subsystem	4	4	4	4	
Transfer knowledge learned from one system to another	5	5	5	5	

Getting Started

The Guidebook contains:

- A list of applications and their purpose
- Step-by-step instructions for each application
- Application templates
- Instructions for individual or team engagement

Download and review the Framework and Guidebook
http://connectingcredentials.org/framework/

3/3 Credential Transparency Initiative

- [George Washington University's Institute of Public Policy](#) (GWIPP), [Workcred](#) ,– an affiliate of the [American National Standards Institute](#) (ANSI), [Southern Illinois University](#) (SIU)

- Creation of a voluntary, web-based registry for sharing the resulting information; and test practical apps (software applications) for employers, students, educators, and other credential stakeholders

- Upcoming event! Next Steps for the Credential Registry September 19, 2016
  REGISTER BELOW TO ATTEND VIRTUALLY

- https://credentialtransparencyinitiative.org/Meetings-events/CTI-Collaborative.aspx

- Speakers will include John Engler, president of Business Roundtable, Jamie Merisotis, president and CEO of Lumina Foundation, and Molly Corbett Broad, president of the American Council on Education

Key Attributes of a "New" System

- **All learning matters -- wherever it's obtained**

- **All credentials are based on learning outcomes/competencies**

- **Credentials are portable, transferrable, and easily understood by learners and employers**

- **Learners and employers – the consumers of credentials -- can make informed choices about the value of different credentials for their needs**

- **Credentials are supported by digital, comprehensive learner records that communicate what the learner knows and can do, aggregate learning from multiple providers, and add depth by providing access to work products from the learner.**

Goals & Talking Points

- Integrating industry-recognized certifications allows students to learn 'soft skills' and professional competencies Use of digital tools can help students supplement classroom learning, drive the pace that's best for them and really absorb content multiple times if needed

- Speak in competencies, not credentials. Credential is a hard term for industry and have found great success talking about what they need employees to do on the job

- National credentials carry more weight that institutional ones

- Provide employers with good people and labor market/wage data

- Provide credential recognition as both a means to attract students and as a stepping stone to further a student's academic journey

- Have the framework be used as a reference tool to compare different credentials, construct pathways and communicate level of knowledge and skill

Any Questions?

Contact information

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- www.connectingcredentials.org
- http://aacc.nche.edu/Resources/Pages/right_signals.aspx
- https://credentialtransparencyinitiative.org/

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