



**NATIONAL
SKILLS
COALITION**

Every worker. Every industry.
A strong economy.

Non-Degree Credential Quality Assurance

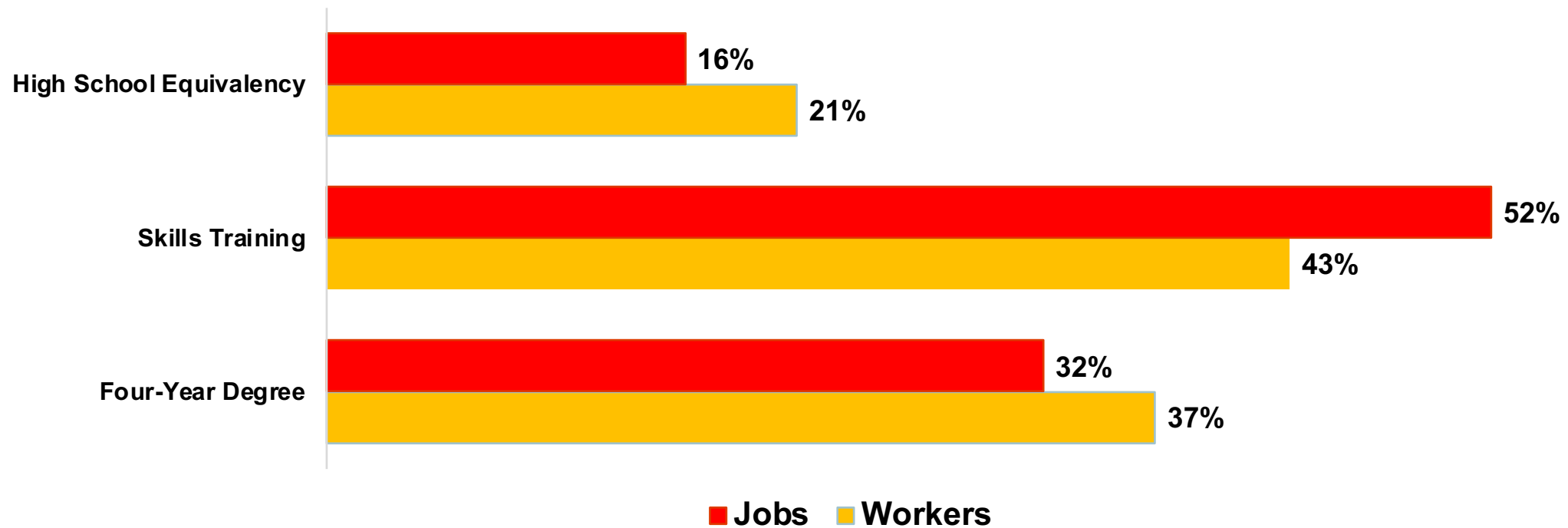
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OUR VISION

- ▶ 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.

AMERICA'S JOBS AND WORKERS BY EDUCATION LEVEL, 2018





CREDENTIALS MATTER

- More than 80% of all jobs require some form of education and training beyond high school.
- Virtually all new jobs created since 2008 have gone to those with at least some postsecondary education.
- Yet fewer than half of all Americans have a postsecondary degree or credential.
- Help states respond to the demands of employers.
- States are responding by setting attainment goals and making investments that increase the number of adults with credentials of value.

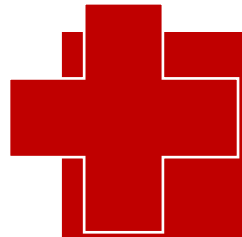


KEY CHARACTERISTICS OF NON-DEGREE CREDENTIALS

- Rapidly growing, but sometimes hard to measure.
- A significant share of the workforce holds a college certificate or a professional certification or license.
- It is more common for NDCs to be earned by black and Hispanic students when compared to degrees.
- NDCs can lead to increased earnings, but effects vary greatly based on type and demographics.



NON-DEGREE CREDENTIALS OFFER OPPORTUNITIES AND CHALLENGES



Provide crucial opportunity for workers to upskill quickly

Nimble

Increased earnings

Attachment to postsecondary

Wage gains vary by sector

Inequitable outcomes by race

Terminal credential

IDENTIFYING QUALITY NDCs & GROWING ATTAINMENT IS COMPLICATED



Non-Degree Credentials Should Be

- An economic recovery strategy
- Focused on high-quality credentials that lead to good jobs
- Creating a starting point, not an ending point
- Dedicated to equity and understanding of learners' life context

Non-Degree Credentials Should Not

- Create a separate track for low income and learners of color
- Promote a “jobs first” mentality that leads to dead-end paths
- Relegate learners to non-credit education and training



DEFINING QUALITY WITH STATES

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

GENERAL PRINCIPLES FOR QUALITY NON-DEGREE CREDENTIALS



- Definition should be student-focused.
- Definition should support equitable credential attainment.
- Information about credentials should be valid, reliable, and transparent.
- There should be flexibility in operationalizing the definition, while still safeguarding quality.
- States/localities should have a public process.

CONSENSUS QUALITY CRITERIA FOR NON-DEGREE CREDENTIALS



- Evidence of substantial job opportunities (*required*)
- Transparent evidence of the competencies mastered by credential holders (*required*)
- Evidence of the employment and earnings outcomes of individuals after obtaining the credential (*required*)
- Stackable to additional education and training (*preferred*)

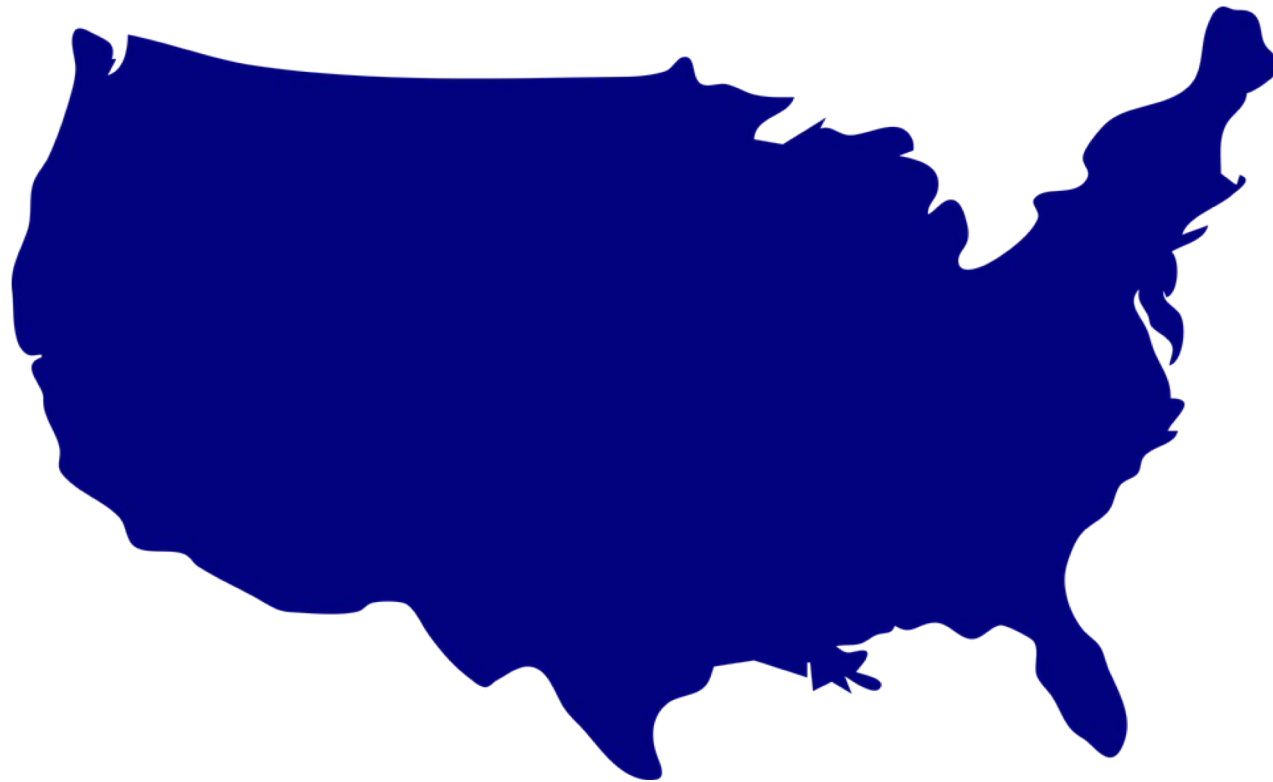
HOW STATES USE THEIR QUALITY LIST



- To help align and support performance accountability
 - For instance, Workforce Investment and Opportunity Act and Perkins Act approved programs.
- To provide guidance to the state of where to invest resources
 - For instance, financial aid, seeding career pathways, providing non-tuition supports, developing sector partnerships, etc.
- In combination with other policies to increase the number of residents with quality credentials.



STATE EXAMPLES





THANK YOU



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