

Report on Policies & Initiatives Related to Credential As You Go

Colorado, New York, North Carolina

August 2023 | Lead Authors: Holly Zanville & Nan Travers



**CREDENTIAL
AS YOU GO**
INCREMENTAL CREDENTIALING



Contents

Preface	3
Overview	4
Methodology.....	5
Findings	6
Chart 1: State and Institutional Policy Strategies	6
Chart 2: State and Institutional Policies + Initiatives	7
Chart 3: Key National Initiatives	8
Early Lessons Learned in Landscape Review Work	9
Survey to Develop Prototype Map of Key Learn-And-Work Ecosystem Initiatives/Alliances.....	10
Appendix A: Inventory of Policies & Initiatives Related to Credential As You Go in Colorado, New York, North Carolina	11

This report was compiled with the invaluable assistance of the state coordinators and leadership teams in Colorado, New York, and North Carolina. Special thanks to:

Stephanie K. Bailey, North Carolina and Colorado State Coordinator with the University of North Carolina (UNC) System Office, the North Carolina Community College System, and the Colorado Department of Higher Education

Meg Benke, Professor, Adult Learning and former Provost and Executive Vice President for Academic Affairs at SUNY Empire State University

Eric Fotheringham, Assistant Vice President for Transfer Student Success & Partnerships at the University of North Carolina System Office

Michelle Lair, Director of Academic Programs for the NC Community College System

Kim Poast, Chief Student Success & Academic Affairs Officer for the Colorado Department of Higher Education.

Cynthia Proctor, Director of Communications and Academic Policy Development, Provost's Office, the State University of New York (SUNY) System

Chris Rasmussen, Senior Director for Academic Pathways and Innovation with the Colorado Department of Higher Education

This research report was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305T210063 to Research Foundation for the State University of New York. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

PLEASE CITE AS:

Zanville, H., & Travers, N. (August 2023). Report On Policies & Initiatives Related To Credential As You Go: Colorado, New York, North Carolina. credentialasyougo.org.



Preface

Credential As You Go is a national effort to transform our degree-centric learn-and-work ecosystem. Such transformation is needed because the current system—in which postsecondary providers primarily focus on degrees and employers rely on degrees as a proxy for job candidates’ knowledge and skills—is increasingly inefficient. Many recognize the need for change in the ecosystem, and indeed, many of its components are changing. Education and training providers now offer an array of credentials in addition to degrees, including microcredentials, badges, and certificates. Many employers are signaling that they’re moving to skills-based hiring and will no longer require a college degree in some occupations.

Credential as You Go calls for recognizing learning as it is acquired—throughout an individual’s education and career journey. Such a system requires that the learning inherent in degrees or other credentials be unbundled into smaller, recognizable units. The quality of shorter-term credentials must address questions of trust and value throughout the ecosystem and be verifiable within new recordkeeping systems such as Learning and Employment Records (LERs).

Credential As You Go is one of many initiatives working on various components of these changes, assisted by funding entities that support innovation in education, training, and workforce development. We’re working across three states (Colorado, New York, and North Carolina) on an approach to incremental credentialing rooted in research and development. In short, new incremental credentials are developed; then rigorous research is conducted to assess the outcomes and inform the field whether “credentialing as you go” improves our system.

One of the tasks in our workplan is to identify other initiatives underway in these three states—to allow us to leverage resources, learn from other efforts, and improve and accelerate the work of incremental credentialing. When we identified the many related areas of work in the three states, our State Coordinators provided several insights regarding the various initiatives. Among the coordinators’ comments: “We knew there were a lot.” “We don’t keep a list of them all, and we need this information.” “They are difficult to coordinate.” “A small number of us have to go to all the meetings, and this has created a challenge for our staff.” The coordinators acknowledged there is an advantage to having this high level of activity in their states, noting each effort helps accelerate the others. Still, this does create additional work and complicates the task of monitoring ongoing developments. In addition, each effort has its own data and reporting requirements based on funder needs.

Although the landscape is becoming crowded, especially in states known for innovative efforts such as Colorado, North Carolina, and New York, all of these initiatives are helping to change the ecosystem. This has been summarized in the *Report on Policies & Initiatives Related to Credential As You Go: Colorado, New York, and North Carolina*. Though admittedly a snapshot in time, it provides an initial inventory for each of the states and shows where efforts overlap.

The states’ report prompted an analysis of key national initiatives/alliances found in the Learn & Work Ecosystem Library. A survey was designed to collect information on these efforts. The subsequent report, *Credential As You Go - Mapping Key Learn-And-Work Ecosystem Initiatives/Alliances*, shares our findings, the many takeaways, and maps the extent of alignment among these initiatives. It is a companion report to the three-state inventory.

We believe these two reports portray the credentialing landscape in new and useful ways—and welcome your feedback and insights.

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Overview

Credential As You Go is working toward a nationally recognized incremental credentialing system that captures and validates all relevant learning, enabling individuals to be recognized for what they know and can do. Many types of credentials (e.g., degrees, certificates, industry certifications, licenses, badges, microcredentials) may document an individual's learning, and these credentials are awarded by many different entities. Credential providers include community and technical colleges, four-year colleges and universities, third-party organizations, companies, the military, and state licensing boards.

Although incremental credentialing is not new, it is not central to the design of the U.S. learn-and-work ecosystem. However, there are increasing calls to link the array of valued credentials—degree and non-degree—into a transparent, coherent system. This will require significant change in credentialing systems across states and higher education institutions—a redesign that will reduce confusion and increase learning recognition.

Many reform initiatives have focused on increasing the recognition and credentialing of learning, including:

- **Reverse transfer:** Acquiring an associate degree as a community college transfer student en route to the bachelor's at a university. (This option is typically unavailable to learners who begin at a four-year institution, who might also benefit from this recognition of learning.)
- **Prior learning assessment:** Assessing, verifying, and counting the learning acquired from multiple sources, such as the workplace, military service, self-study, community work, and travel; integrating assessment into academic credentials.
- **Non-degree credentials:** Establishing and verifying shorter-term non-degree credentials, including microcredentials, badges, certificates, industry certifications, etc.
- **Stackable pathways:** Modularizing and aligning curricula with credentials valued in the labor market. Stackable credentials break down competencies into smaller chunks of learning. Each discrete credential builds on the previous one, enabling students to develop skills that help them find a job quickly. Stackable pathways also create an easy access point for re-entry if students choose to continue for a more advanced credential or degree. Many stackable credential frameworks begin with a non-credit certificate as the lowest-level credential and progress to a for-credit certification or degree.
- **Digital learner records:** To capture more than traditional in-classroom learning on college transcripts, many institutions are developing Comprehensive Learner Records (CLRs). There are also new efforts toward developing Learning and Employment Records (LERs) that link learning from multiple sources such as the workplace. These records are essentially owned by learners and can be used throughout their lifetime, like their health records.

These and many other initiatives are often planned and implemented in a state and/or higher education institution(s) independently of one another, though they may have common visions and may even involve some of the same officials.

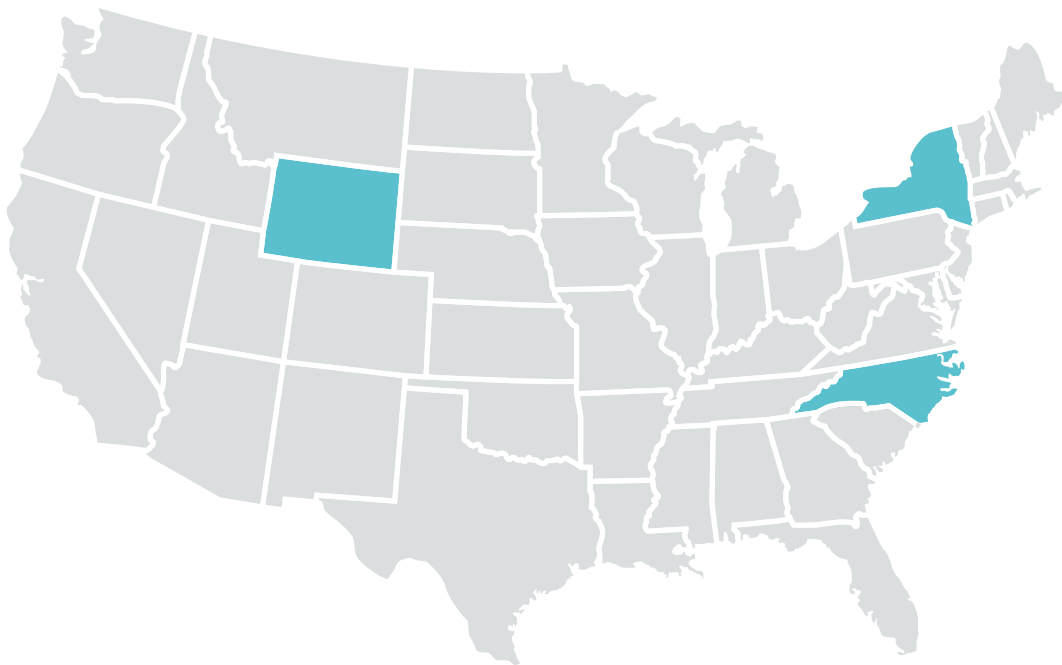
Credential As You Go is focusing on efforts in Colorado, New York, and North Carolina to rapid prototype and test the benefits of an incremental credential system. Given the many related efforts underway in these states, Credential As You Go is working to identify the key efforts in these three states with two key goals: (1) leverage resources to advance incremental credential developments more quickly, and (2) make more efficient use of the resources being applied to reform the learn-and-work ecosystem.

This report contains two components:

- **Compilation charts of key initiatives underway in the three states.** The charts depict key initiatives and show how the initiatives are related.
- **An inventory in Appendix A¹ identifies the many efforts related to building and sustaining an incremental credentialing postsecondary education system in Colorado, New York, and North Carolina.** Some of these efforts may look as if they are parallel or even competitive. They may overlap in key ways, be interdependent, and/or distinct in important features. They often engage many of the same individuals, agencies, and institutions, and have similar or even common visions. They may use different names for their efforts even though they are very similar. These various factors add confusion, making it difficult to understand the totality of the efforts. The inventory includes efforts operating at the state level (policy bodies); within public two-year community colleges; at four-year colleges and public universities; involving partnerships of community colleges and universities; and featuring employers/businesses (efforts led by employers/businesses and partnerships between them and higher education institutions). The inventory indicates if the effort is foundation-supported, federally supported, state-supported, or industry-supported. Many of the efforts fit several categories; i.e., a community college effort may be both federally and foundation-supported, and guided by state policy directive(s).

Methodology

Material for this report was culled from information provided by each of the three state leadership teams (Colorado, New York, North Carolina) to Credential As You Go; and from the Learn & Work Ecosystem Library database.



¹ The inventory is a snapshot in time because the landscape of innovation is continually and rapidly changing.

Findings

Compilation Charts

Three “compilation” charts have been developed from the inventory of initiatives and policies. As a group, the three charts include 27 potential initiatives and policies in the learn-and-work ecosystem that are related to Credential As You Go. Although the three states vary somewhat in the presence of initiatives and policies in their states, each state features more than 20 active efforts:

1. **State and Institutional Policy Strategies (8)**—These are policies guiding work at the state level and/or within higher education systems (university system and/or community college or both).
2. **State and Institutional Policy Studies Combined (8)**—These are state and initiative efforts where there are both state policy and on-the-ground efforts since they could not be separated easily.
3. **Key National Initiatives (11)**—These are key national initiatives that are grant-funded or funded via state funds that are working in various of the states and/or higher education institutions (both public and private) in the state. For example, all community colleges may be engaged in a state, or a small number. The chart assigns an “X” whether this is a statewide engagement or single institution(s) engagement.

CHART 1: STATE AND INSTITUTIONAL POLICY STRATEGIES (8) ²

State and Institutional Policy Strategies (8)	NC Community College System, University of NC, other	CO Community College System, CO Commission on Higher Education, other	State University of NY System (SUNY), other
Statewide Education Attainment Goal	X	X	X
Statewide Articulation Agreements, Guaranteed or Seamless Transfer Policy	X	X	X
Bilateral Agreements, Co-Admission, Co-Enrollment & Engagement Policy	X	X	X
Diversity, Equity, and Inclusion (DEI policy)	X	X	X
Data Tools: Identify students who are within one term of completing credential or fulfilled requirements but unaware of them; track wages for graduates	X	X	X
Tuition Assistance Program: Financial assistance, guarantee, tuition rates for defined matriculation period	X	X	X
Military Credits: Granting academic credit based on relevant military training and experience	X	X	X
Talent Match for State Government Agencies: Partnering to match qualified talent with competitive jobs at state government agencies	X	X	X

² The chart assigns an “X” whether this is a statewide engagement or single institution(s) engagement.

CHART 2: STATE AND INSTITUTIONAL POLICIES + INITIATIVES (8)

State and Institutional Policies + Initiatives [policy and on-the-ground efforts combined] (8)	NC Community College System, University of NC, other	CO Community College System, CO Commission on Higher Education, other	State University of NY System (SUNY), other
Apprenticeships: Create opportunities for employers to choose working with institution of higher education(s) to provide related instruction for apprenticeship	X	X	X
Career Navigation, Pathways, Talent: Designs integrated career pathways for growth industries	X	X	X
Credit for Prior Learning: Assess/verify/count learning acquired from multiple sources in academic credentials	X	X	X
Online Programs: Share services such as online program catalog; cross-institution course-registration tool; exchanges for interinstitutional curriculum sharing & programs; online-licensed proctors to administer exams	X		X
Reverse Transfer: Enable four-year institutions to award associate degrees to eligible students who stop-out from a baccalaureate program		X	X
Reverse Transfer: Transfer students from two- to four-year institution can combine credits to apply toward associate degree from two-year institution	X	X	X
Recordkeeping: Capture outside academic class learning on transcript via Comprehensive Learners Records, Learning & Employment Records	X	X	X
State, Higher Education & Employer Partnerships with Workforce/Jobs Focus/Credential Engine: Often employer-led, brings together government, education, training, economic and community development to focus on industry needs within regional labor market	X	X	X

CHART 3: KEY NATIONAL INITIATIVES (10)

Key National Initiatives (Grant-Funded, Other) (11)	NC Community College System, University of NC, other	CO Community College System, CO Commission on Higher Education, other	State University of NY System (SUNY), other
Credential As You Go: Funded by the U.S. Department of Education Institute of Education Sciences to develop nationally recognized incremental credentialing system enabling individuals to be recognized for what they know and can do	X	X	X
GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs): funded by USDOE to provide college access/ readiness services	X	X	X
Guided Pathways: Community College Research Center (CCRC) whole-college redesign model to help students complete programs aligned with career and education goals	X		X
Innovation Labs: Funded by ECMC Foundation, JMB Endowment, Arnold Ventures, Michael & Susan Dell Foundations for evidence-based, cost-effective interventions with significant potential to improve retention, progress, and degree completion	X		
Launch: Equitable and Accelerated Pathways for All—Education Strategy Group + four key intermediaries, funded by six foundations - working in 11 states	X	X	
Math Pathways: Carnegie Math Pathways managed by WestEd: Transforming math learning with an inclusive, equitable approach based on research and educator experience. Multi-institution efforts to remove roadblocks, share information, support institutions and students: Statway/Quantway	X	X	X
Quality Criteria for Nondegree Credentials: Education Strategy Group, National Skills Coalition work in states to develop frameworks and toolkits to develop a defensible list of high-value nondegree credentials, create incentives to grow attainment of credentials, collect/report on attainment	X	X	X
REACH (Racial Equity for Adult Credentials in Higher Education) - Lumina Foundation, 2021-2203. Focus on adult students of color in six states	X	X	X

Re-Enroll to Complete: Urging re-enrollment of student borrowers before loan payback; academic and financial supports, program options	X		X
Services for Applying/Paying For College + High School Transcripts Recordkeeping: A common application portal IHE and a provider of transcripts	X	X	X
Skills-Based Pathways: Education Design Lab (Community College Growth Engine Fund) 18-month initiative, national cohorts of community colleges and systems, partnering with employers and regional stakeholders, creating new earn-and-learn pathways to economic mobility		X	

Early Lessons Learned in Landscape Review Work

There are many significant early lessons learned from this inventory of efforts—for the three states and for the broader learn-and-work ecosystem. The Credential As You Go core team and state coordinators in Colorado, New York, and North Carolina identified the following lessons learned after compiling the inventory in Appendix A.

- **Number of efforts.** States have many initiatives and alliances at play—and many of these efforts have common goals. While this would seem an ideal confluence of activity, it is not widely known in each state just how much in common many efforts have. Initiatives are located in different agencies and/or institutions, and there is no ready inventory of efforts created by the states. Connecting the dots is a major challenge.
- **Impacts on staffing.** Many of the same state-level officials are called on to participate in and/or attend committee meetings and steering groups for the various initiatives underway, as well as serving (and in some cases staffing) policy-related efforts at the state level. This often causes staffing burdens and creates confusion among the many overlapping efforts.
- **Siloing and competition among efforts.** There is siloing of efforts that often creates competition among the various initiatives, especially for external funding.
- **Partnering challenges.** There are challenges to partnering among like-minded efforts, even when collaboration is intended. For example, formal agreements are sometimes required to coordinate partnerships, accountability among partners is sometimes difficult to assign and assure, and the rapidly changing landscape of credentialing can affect work plans and timelines.
- **Role of Intermediaries.** There is an increasing need for regional and national intermediaries to help manage the dynamic landscape. Third-party organizations frequently receive foundation funds or subcontracts from a state to support innovation work and to manage projects in a state. These intermediaries provide technical assistance, handle communications within and among states and participating institutions, assist with data analysis and building workplans for research and development, and help in many other ways.
- **Work that Ebbs and Flows.** Work is supported by external funds in many cases, and this suggests that efforts will come and go. If efforts are not institutionalized, the landscape can be shaky.
- **Sharing information.** Credential As You Go is acquiring valuable (possibly unique) learning from this work. How best should it be shared?

Survey to Develop Prototype Map of Key Learn-And-Work Ecosystem Initiatives/Alliances

The *Report on Policies and Initiatives Related to Credential As You Go: Colorado, New York, and North Carolina*, provides an inventory for each state, and shows where efforts overlap among the states. Since these initiatives will come and go, this report is a snapshot in time.

A second effort, *Report on Credential As You Go—Mapping Key Learn-And-Work Ecosystem Initiatives/Alliances* followed. It maps major efforts to improve the learn-and-work ecosystem and also serves as a test of the new and evolving Learn & Work Ecosystem Library. The Library is a component of Credential As You Go, as well as an effort to provide information resources to the broad array of efforts working to improve the learn-and-work ecosystem. The “mapping” effort identified 11 key projects/initiatives described at the Library which we then surveyed, with the goal of seeing how aligned in various areas they are. The report of the survey shares findings, main takeaways, and maps the extent of alignment among the initiatives.

Taken together, the inventory of efforts in three states and the mapping of key initiatives working to improve the learn-and-work ecosystem portray the landscape in ways we have been unable to until now.

Appendix A

Inventory of Policies & Initiatives (27) Related to Credential As You Go in Colorado, New York, North Carolina

CO Colorado Community College System (CCCS), Colorado Commission on Higher Education (CCHE), Other
 NC North Carolina Community College System (NCCCS), University of North Carolina System (UNC), Other
 NY State University of New York System (SUNY), Other

STATE EDUCATION ATTAINMENT GOAL	
CO	<ul style="list-style-type: none"> • CDHE: Increase the number of Coloradans aged 25-34 who hold high-quality postsecondary credentials (degrees or certificates) to 66% by 2025 as well as reduce attainment gaps among students from underserved communities • Increase the number of Coloradans benefiting from valuable career skills, obtained while in high school or via postsecondary education, that—at a minimum—enable additional lifetime earnings greater than the cost of attendance
NC	myFutureNC: By 2030, 2 million North Carolinians have a high-quality credential or a postsecondary degree
NY	<ul style="list-style-type: none"> • Increase SUNY-wide enrollment by 1/3 to annual enrollment goal of 500,000, set by New York’s Governor • The state seeks to create and expand employer credential and certificate programs aligned to current and future employer hiring needs and ensure that credits can apply to institutions and valued degrees across the system.” SUNY has committed to double such programs by 2030; this includes microcredentials and other non-degree programs.
STATEWIDE ARTICULATION AGREEMENTS, GUARANTEED OR SEAMLESS TRANSFER POLICY	
CO	<p>Colorado Community College System’s (CCCS) Bridge to Bachelor’s degree Program ensures new, first-time students attending any CCCS College are guaranteed admission to a participating four-year college or university upon completion of an associate degree. The Bridge to Bachelor’s degree program is made possible through collaborative agreements between CCCS and select CO four-year universities. A first-time CCCS student must: (1) Opt-in to the program at the start of associate degree program at a CCCS College, or within their first semester; (2) Maintain 2.0 minimum GPA; (3) Complete any Associate of Arts (AA) or Associate of Science (AS) Degree. CCCS students who participate in Bridge to bachelor’s degree program will have access to:</p> <ul style="list-style-type: none"> • Personalized student advising and guidance to ensure credits and administrative supports are in place to easily transfer to a desired four-year program. • Scholarship opportunities to make degrees from a four-year institution more attainable and affordable. • A no-hassle transfer process between participating two-year and four-year programs, ensuring a smooth transition. <p>Statewide Guaranteed Transfer (GT) Pathways General Education Curriculum is Colorado’s “common core numbering system” for transferability of courses in 13 different categories based on AACU’s Essential Learning Outcomes. GT Pathways courses, in which the student earns a C- or higher, will always transfer and apply to GT Pathways requirements in AA, AS and most bachelor’s degrees at every public Colorado college and university. GT Pathways does not apply to some degrees with additional technical or accreditation requirements (such as many engineering and computer science degrees).</p> <p>Numerous Statewide Transfer Articulation Agreements/Degrees of Designation (DwD) exist, allowing A.A. and A.S. degrees with certain areas of emphasis to transfer seamlessly and completely into related bachelor’s degree programs with four-year institutions. Transfer agreements exist in ~35 different areas and help students earn bachelor’s degrees with fewer total earned credits compared to students who do not utilize the transfer agreements.</p>

<p>NC</p>	<ul style="list-style-type: none"> • Comprehensive Articulation Agreement (CAA) between UNC System and NCCCS public community colleges designed to promote smooth transfer of students. • Community College to Independent Comprehensive Articulation Agreement (ICAA)—NCCCS and the Signatory Institutions of North Carolina Independent Colleges and Universities (NCICU) is intended to provide smooth transfer for community college students who wish to continue their education at an NCICU Signatory Institution. Goal is seamless articulation from CC to the CICU institution with minimal loss of credit or repetition of work. • Uniform articulation agreement focuses on seamless transfer for specific fields of study in Psychology; Sociology; Fine Arts in Theater; Fine Arts in Visual Arts; Fine Arts in Music, Teacher Preparation; Nursing (RN to BSN).
	<p>Uniform articulation agreement focuses on seamless transfer for specific fields of study, these exist between NCCCS and UNC System for following programs:</p> <ul style="list-style-type: none"> • Uniform Articulation Agreement in Early Education (AAS to BS in BK/Early Childhood related programs) • Uniform Articulation Agreement in Engineering (AE to BSE) • Uniform Articulation Agreement in Nursing (RN to BSN) • Uniform Articulation Agreement in Music (AFA/BM) • Uniform Articulation Agreement in Theater (AFA to BA Theater related programs) • Uniform Articulation Agreement in Visual Arts (AFA-VA to BFA) • Uniform Articulation Agreement in Teacher Preparation programs (AATP and ASTP to BA in educator preparation programs)
	<p>NC is participating along with California and national organizations in a 2022-24 study led by the Aspen Institute College Excellence Program and Community College Research Center. The project will update the Transfer Playbook + Tracking Transfer Report developed in 2016, to 2024 versions to give colleges and universities a roadmap to delivering better transfer outcomes and remedying longstanding inequities in transfer.</p>
	<p>Articulation agreements for Future Teachers of North Carolina (FTNC) reflect transfer of FTNC credit from NC high school to educator preparation program(s) at N.C. A&T (PDF); UNC Wilmington (PDF); and Western Carolina University (PDF).</p>
<p>NY</p>	<ul style="list-style-type: none"> • SUNY has a comprehensive seamless transfer policy that covers general education and identified transfer paths in over 70 majors. SUNY Transfer Paths are core lower division coursework (foundational major and associated cognate courses) to achieve junior status after two years of full-time study. Cognate courses are taken outside the discipline or department yet relate directly to the student’s field of study (e.g., mathematics for natural science majors). SUNY faculty disciplinary committees of two-year and four-year faculty identified core courses in each discipline and created generic descriptions for each course. In addition, each new SUNY program is required to have at least two articulation agreements in place.
<p>BILATERAL AGREEMENTS, CO-ADMISSION, CO-ENROLLMENT & ENGAGEMENT POLICY</p>	
<p>CO</p>	<p>Concurrent/Dual Enrollment—Fifth Year Programs: Fifth-Year programs are structured to allow students to defer their high school graduation for a year and simultaneously earn their high school diploma and Associate of Arts or Sciences degree. The Colorado ASCENT program or the Early College model are two of the growing range of programs in the admission process:</p> <ul style="list-style-type: none"> • Accelerating Students through Concurrent Enrollment (ASCENT) is a fifth-year high school program that allows students to participate in concurrent enrollment the year after 12th grade. Qualified students who have completed at least nine credit hours of postsecondary coursework prior to completion of their 12th grade year may be eligible for the ASCENT Program. ASCENT provides an accelerated opportunity for students to earn a postsecondary credential, helping students develop the knowledge, skills, and abilities necessary to be postsecondary and workforce ready. • Early College, as defined by C.R.S. 22-35-103(10)(a), is a secondary school that provides only a curriculum that requires each student to enroll in and complete secondary and postsecondary courses while enrolled in the four years of high school such that, upon successful completion of the curriculum, the student will have completed the requirements of a high school diploma and an associate’s degree or other postsecondary credential or at least 60 credits toward the completion of a postsecondary credential. The curriculum must be designed to be completed within four years.

NC	Between each university and college (school to school, program to program), exists hundreds of independent Undergraduate and Graduate Bilateral Agreements, in specific fields of study and career tracks. Some are directly connected to a workforce sector or organization. Many support students who have earned an Applied Associates (AAAS degree versus an Associates in Science (AS) or Associate in Arts (AA). Many are connected by area of study and are not limited to programs in NC, across the US, and include many countries outside the US.
NY	The SUNY cross-registration policy was developed to promote timely degree completion by providing access to courses at other SUNY campuses. In addition, many campuses collaborate via cross-registration to strengthen academic programs or provide students with a broader array of experiences and options. A key feature of the cross-registration policy is the SUNY Financial Aid Consortium Agreement. The Agreement establishes a university-wide financial aid arrangement that enables any SUNY student who is eligible for aid, matriculated in an eligible program, and enrolled at a SUNY campus, to register for academic credit at another SUNY campus. Program-applicable credits may be combined into a full-time load for financial aid purposes using the SUNY Financial Aid Consortium Agreement.

REVERSE TRANSFER

CO	Reverse Transfer (formerly “Degree Within Reach”) is a process that began in 2014. Funded through a grant from Lumina Foundation, the Colorado Department of Higher Education works with the Colorado Community College System and other public institutions of higher education to reach out to transfer students who stop out short of a bachelor’s degree. It allows students who transferred from Colorado two-year institution to a four-year institution to combine credits to apply them toward an associate degree from their two-year institution. For transfer students, it means they can earn the associate degree they started at your community college while working toward a bachelor’s degree. They are eligible even if they left a four-year institution before earning a degree.
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The Colorado Re-Engaged (CORE) Initiative enables four-year institutions in Colorado to award an earned associate degree to students who are not eligible for Reverse Transfer but who have stopped-out from a baccalaureate program after earning 70 or more credits in total and completing all general education requirements. In enacting the supporting legislation, the Colorado Legislature recognized that the COVID-19 pandemic forced many students—particularly those from low-income communities—to stop attending the state’s colleges and universities before attaining a bachelor’s degree. These stop-out students have invested a significant amount of time and money to advance their knowledge and skills through higher education, but do not have an academic credential to reflect this investment. By offering qualifying stop-out students an earned associate degree for credits already completed, institutions participating in CORE can:

- Enable degree recipients to obtain higher paying jobs and more secure employment, which will improve economic prospects for these former students and their communities.
- Increase the number of Coloradans with academic credentials and degrees, which will strengthen the state’s workforce and support the economic recovery of the business community.
- Better position degree recipients to return to higher education to complete a bachelor’s degree or higher.

Some IHEs may offer their first associate degrees through the Colorado Re-Engaged Initiative by Fall 2023.

NC	Students who transfer to UNC institutions from community colleges can combine credits earned at university with credit already earned at community college. In many cases, the combination of credits meets all degree requirements for an associate degree. This ensures students receive recognition for the work they have completed.
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NY	SUNY reverse transfer is for students who have already transferred to a SUNY four-year institution without having earned an associate degree at a SUNY community college. Reverse transfer allows students to transfer the credits they have earned at the SUNY four-year institution back to the SUNY community college, which can then review the courses that have been taken at the four-year institution and determine if the combination of credits earned at the community college and credits earned at the four-year institution meet the requirements for an associate degree.
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STATE, HIGHER EDUCATION & EMPLOYER PARTNERSHIPS WITH WORKFORCE / JOBS FOCUS / CREDENTIAL ENGINE

CO	JEDX (Jobs and Employment Data Exchange) implemented by the Colorado Department of Higher Education with the Colorado Workforce Development Council, is a public-private approach for organizing, collecting, and using standards-based data on jobs and employment for the benefit of learner and employer communities. Envisioned as a national public-private data trust to (1) improve government reporting (e.g., UI wage records); (2) support workforce analytics; and (3) make possible verifiable employment records for worker use (e.g., benefit eligibility).
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	<p>Skill Advance Innovation Grant: The Skill Advance Colorado Job Training Grant (formerly the Colorado First and Existing Industry Grant) helps businesses and nonprofits create customized job training for employees.</p> <p>This training develops Colorado’s workforce, builds workers’ transferable skills, improves workers’ resumes and long-term employment opportunities, and helps Colorado businesses remain competitive.</p>
	<p>Through the Rapid IT Training and Employment (RITEI) initiative, CCCS colleges will train up to 400 Coloradans via online platforms in a CompTIA A+ Certification or one of the five Google IT Professional Certificates for free. After short-term training (three to six months), program participants will be connected to an “earn while you learn” work-based learning opportunity and receive one-on-one career coaching. Individuals 17 and older who are currently under- or unemployed and live in the Denver metro area are eligible to apply regardless of previous education experience. The program leads to several career opportunities, including computer user support specialists, computer network support specialists and others based on demand. Other positions may be added based on employer input. CCCS is one of five recipients of the national Jobs for the Future RITEI grant, which runs from Spring 2022 through January 2025. The program works closely with industry partners and associations to connect IT trainees to in-demand jobs.</p>
	<p>SB21-185—Educator Pathways—Facilitated by the Colorado Department of Higher Education and the Colorado Department of Education, the pathways program is designed to get high school students (and others) into teaching roles through college credit, in an effort to increase the number of people entering the teaching profession. The act creates the department’s Teacher Recruitment Education and Preparation program (TREP program). Two of the main objectives of the TREP program are to increase the number of students entering the teaching profession and to create a more diverse teacher workforce to reflect the ethnic diversity of the state. A qualified TREP program participant may concurrently enroll in postsecondary courses in the two years directly following the year in which he or she was enrolled in the 12th grade of a local education provider. The act creates the educator recruitment and retention program (ERR program) in the department to provide support to members of the armed forces, nonmilitary-affiliated educator candidates, and local education providers to recruit, select, train, and retain highly qualified educators across the state.</p>
	<p>My Colorado Journey is an online platform that combines the power of multiple agencies sharing tools and data with an application interface that is personal and private for each user. My Colorado Journey is powered by a new, multi-agency, public-private data trust that, over time, will unite the existing fragmented ecosystem of data and allow for the creation of new datasets that connect services, programs, and education and employment opportunities, including making information available in the Registry. This will create a one-stop experience for those who want to explore education and training opportunities. The development of the data trust will also allow Colorado to work with Credential Engine in applying the CTDL and using the Registry for all credentials offered in Colorado, including those on the Eligible Training Provider List (ETPL).</p>
NC	<p>Sector strategies for workforce development are employer-led partnerships within an industry that bring together government, education, training, economic development, and other community organizations to focus on industry needs within regional labor market.</p>
	<p>Talend Pipeline Management is a demand-driven, employer-led (Chamber of Commerce) approach to close the skills gap by building pipelines of talent aligned to dynamic business needs.</p>
	<p>OneTen is a coalition of leading executives coming together to upskill, hire, and advance 1 million Black individuals in America over the next 10 years into family-sustaining jobs with opportunities for advancement.</p>
	<p>Good Jobs Challenge Grant Development: Grant solicitation from US Labor Department to help sectors impacted by Covid to rebound and find the talent they need to grow. This is a placeholder for developing the effort and, hopefully, being awarded a grant.</p>
	<p>Manufacturing Endorsed Skills Certifications’ Manufacturing Institute (National Association of Manufacturing) is revamping their Endorsed-skills Certification program and is interested in determining why certified people don’t always work in the industry of the certification. They are also looking to develop a validation process for manufacturing certifications to ensure they are always current.</p>
	<p>NC Workforce Credentials List: High-quality credentials valued by NC employers that support North Carolinians in obtaining in-demand living wage jobs. So far, 134 credentials have been identified/reviewed by industry. An Advisory Council is being formed and a Duke-funded grant will provide for a coordinator to assist in establishing the council.</p>

	<p>SHEEO State Policy Transfer—NC Manufacturing Policy Academy (year-long) to guide NC planning/implementation process to identify relevant manufacturing-related partnerships and policies to advance the state’s economic development strategies.</p>
	<p>NC Impact Initiative: 15 community collaboratives to an inaugural cohort working to better align their education systems with the needs of their regional economy, in partnership with myFutureNC. This intensive two-year project will position the cohort to significantly increase number of individuals with postsecondary degrees, credentials, or certificates of value in the workforce.</p>
	<p>Forsyth Technical Community College is leading a consortium of eight community colleges across the Piedmont Triad region as part of its Aligning the Workforce Education System for Manufacturing (AWESM) project. AWESM is made possible by the Strengthening Community Colleges grant awarded by the U.S. Department of Labor. Credential Engine has signed onto the effort to help create the necessary data infrastructure to strengthen the education and training market in the Forsyth region. Over the next four years, Credential Engine will work with partner institutions to discover the greatest information needs, build appropriate data infrastructures, and publish credential data across the region. With transparent linked open data, Forsyth Tech and its partners will be able to better assess and develop pathways through education, training, and careers, including areas of emphasis such as computer integrated machining, welding, industrial systems technology, and mechatronics.</p>
NY	<p>The Hudson Valley Educational Consortium is collaborative effort among SUNY Orange, Ulster, Rockland, and Sullivan Community Colleges to create broader access to academic programs and workforce training throughout the four-county region. With changes in institutional leadership, this consortium did not make as much progress as hoped but reconstituted in 2022 and ideally could serve as a model throughout the SUNY System.</p>
	<p>SUNY has established an online directory of microcredentials. Coming soon will be an online directory of microcredentials and eligible non-degree programs aligned with significant industries as identified in New York State Department of Labor State and Regional reports.</p>
	<p>Charge to SUNY by NYS Governor: “Create and expand employer credential and certificate programs aligned to current and future employer hiring needs and ensure that credits can apply to institutions and valued degrees across the system.” SUNY has committed to double such programs by 2030; this includes microcredentials and other non-degree programs.</p>
	<p>The New York Association of Training and Employment Professionals took action by partnering with Credential Engine to ensure data about credentials and competencies in the healthcare sector would be made transparent. With support from the National Science Foundation’s RAPID grant, the project team will work to identify, map and publish education credentials. The goal is to help employers identify workers with the skills and competencies they need to fill open roles, and to support a centralized place for New Yorkers to discover training programs aligned with in-demand careers and professions.</p>
	<p>The Virtual Career Center (VCC) is the New York State Department of Labor’s labor exchange that connects Job Seekers, Hiring Companies, and Case Managers. Through a coherent process that supports small- and medium-sized businesses and prioritizes a simple candidate experience, the VCC can better match hiring company’s needs to citizens across the state.</p>
	<p>The New York State Department of Labor (DOL) is the government department that administers unemployment and labor laws for the state of New York. Following the emergency relief of Covid-19, unemployment reached an unprecedented rate of 9.7%. It is the DOL’s mission to connect job seekers to case managers and hiring companies to advance citizen’s opportunities.</p>
	<p>A newly launched interactive dashboard tracks and displays NYS wages for SUNY graduates. This new dashboard is in alignment with continued efforts to develop, refine, and promote informative, user-friendly data tools, as well as an overarching commitment to accountability and transparency. The tool will help prospective students and current students make important academic and career decisions while pursuing their passions at SUNY, as they will be able to take advantage of wages data obtained from the New York State Department of Labor (NYSDOL) Unemployment Insurance (UI) System combined with SUNY’s own robust academic data.</p>

MILITARY

CO	<p>A maximum of 30 semester hours of credit may be accepted for college-level courses taken under the auspices of the U.S. military services. Credit may also be awarded to veterans of military service who have successfully completed coursework at U.S. military service schools.</p>
	<p>The Department of Higher Education maintains a database of military training and occupations for which statewide guaranteed transfer credit is awarded; this is in addition to credit evaluation and awards offered by individual institutions through review of the Joint Services Transcript.</p>
NC	<p>The UNC System and NCCCS have a joint initiative to grant academic credit based on relevant military training and experience. It seeks to (1) respect and recognize the validity of American Council on Education (ACE) credit recommendations for military formal training and occupational experience, and (2) support a faculty-driven process for decisions regarding award of academic credit. Driven by policy: SB 761—Board of Governors of UNC System and SBCC shall jointly develop a plan for implementing a uniform system of granting course credits to all students enrolled in constituent institutions of UNC System and all students enrolled in SCCS based on the students’ military training or experience.</p>
	<p>State legislation governs the general guidelines Section 3 of this Senate Bill 761: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S761v4.p The UNC System reaction/response/plan: https://www.northcarolina.edu/apps/policy/doc.php?id=2922</p>
	<p>The UNC System Military Affairs Working Group comprises military affairs directors, military student support specialists, registrars, VA Certifying Officials, and other staff serving military-affiliated students from each of NC 16 universities. The group meets monthly to share best practices and reduce barriers for UNC System military-affiliated students. UNC System continuously engages in external outreach with NC Congressional Delegation. NC System hosts training opportunities to faculty/staff to increase military cultural awareness and military student success.</p>
NY	<p>SUNY is in the process of updating its 1976 Award of Academic Credit by Evaluation. The update will include the following: Credit for military training and education as recommended by the American Council on Education (ACE) via the enhanced Military Guide and via the Joint Military Services Transcript should be accepted and applied accordingly when they satisfy local program requirements, in the same way as other transfer credits. Credit from accredited military-affiliated institutions must be accepted and applied accordingly when they satisfy local program degree requirements, in the same way as other transfer credits (e.g., The Community College of the Air Force and West Point).</p>

CREDIT FOR PRIOR LEARNING

CO	<p>HB20-1002, College Credit for Work Experience allows students and members of the current workforce to earn postsecondary credit for demonstrating competencies gained through work-related experience that results in an earned industry credential, a professional license, a completed apprenticeship, or a career and technical education award. The law creates a framework that allows learners to earn postsecondary credit at two-year and four-year institutions for prior work experience.</p>
	<p>Advanced Placement and International Baccalaureate courses are offered to high school students and reflect the information found in a college-level course. Students taking such courses have the option to take an Advanced Placement and/or International Baccalaureate exam following completion of the course. Some colleges, including all state institutions in Colorado pursuant to Colorado Commission on Higher Education policy, offer credit based on a student’s Advanced Placement and International Baccalaureate exam score. Students who take an Advanced Placement and International Baccalaureate exam must pay an exam fee. The Accelerated College Opportunity Exam Fee Grant Program (AP/IB Exam Fee Program) is intended to increase the number of eligible students who take Advanced Placement and International Baccalaureate exams and receive scores for which college academic credit is awarded by providing funds to high schools, to pay all or a portion of Advanced Placement and International Baccalaureate exam fees on behalf of eligible students. “Eligible student” is one enrolled in high school who is a low-income individual, as defined in 20 U.S.C. sec. 9832(3) and who is planning to take one or more Advanced Placement exams.</p>

<p>NC</p>	<p>SBCCC and industry-recognized certification crosswalks in the State Board Code. Consistent with the provisions of this Subchapter, community colleges are authorized to award Credit for Prior Learning (CPL) using the following prior learning methods:</p> <ol style="list-style-type: none"> 1) Apprenticeship 2) State or Industry Recognized Credentials/Continuing Education to Curriculum Credit 3) Courses listed in high school to community college articulation agreements 4) Military education and training 5) Standardized examinations 6) Challenge exams/Proficiency 7) Portfolio assessment 8) Public Safety Training (PST) prefix courses—New set of courses that serve as a mechanism for awarding public safety credit. Students do not enroll in these courses.
	<p>Adopted January 2023:</p> <ul style="list-style-type: none"> • Policy on Awarding Undergraduate Credit on the Basis of Advanced Course Examination Scores: https://www.northcarolina.edu/apps/policy/doc.php?id=858 • Regulation on Awarding Undergraduate Credit for Prior Learning -- to provide system-wide consistency and clarity regarding implementation of the Policy on Awarding Undergraduate Credit for Prior Learning, Section 700.10.1 of the UNC Policy Manual: https://www.northcarolina.edu/apps/policy/doc.php?id=859
<p>NY</p>	<p>SUNY has updated its Award of Academic Credit by Evaluation to include the following: Credit for military training and education as recommended by the American Council on Education (ACE) via the enhanced Military Guide and via the Joint Military Services Transcript should be accepted and applied accordingly when they satisfy local program requirements, in the same way as other transfer credits. Credit from accredited military-affiliated institutions must be accepted and applied accordingly when they satisfy local program degree requirements, in the same way as other transfer credits (ex. The Community College of the Air Force and West Point).</p>
<p>CAREER NAVIGATION AND TALENT DEVELOPMENT</p>	
<p>CO</p>	<p>HB21-1149—Energy Pathways: The act requires the Colorado work force development council (council), in collaboration with local work force boards, the department of education, superintendents of local school districts, the state board for community colleges and occupational education (community college board), and other postsecondary partners, to design a career pathway for students in the energy sector using an existing statutory model for the design and implementation of career pathways. The act defines “energy sector” to include electromechanical generation and maintenance, electrical energy transmission and distribution, energy efficiency and environmental technology, and renewable energy production. The act creates the Strengthening Photovoltaic And Renewable Careers (SPARC) workforce development program in the departments of labor and employment. The SPARC program seeks to create capacity for and bolster training, apprenticeship, and education programs in the energy sector career pathway.</p>
	<p>Colorado House Bill 15-1274, Creation of Career Pathways for Students for Critical Occupations in Growing Industries, requires the CWDC, in collaboration and consultation with its partners (including state agencies, superintendents of local school districts, local workforce centers, and industry partners), to design integrated career pathways for growth industries. The designed career pathways must focus on critical occupations in growth industries that currently lack clearly articulated career pathways. The bill requires partnerships with industry (through regional sector partnerships) and trade associations to inform and drive the development of each pathway. Industry partners must also review each career pathway annually to ensure the pathway remains relevant to the industry and to provide input for ongoing adjustments to the pathway to meet workforce needs. Through the Colorado Workforce Development Council, individuals and businesses are connected with the most relevant tools and resources of the Colorado talent development network, helping students, job seekers, workers, and employers create their own unique paths to career and business success. This program facilitates public sector and industry connections. The funds are broken down into Colorado First funds and Existing Industry funds. Colorado First grant funds customized training only for net new hires at companies relocating to or expanding in Colorado. Existing Industry grant funds customized training to help established Colorado companies and nonprofits remain competitive in their industry, adapt to new technology, and prevent layoffs. The Colorado Office of Economic Development and International Trade and the Colorado Community College System jointly administer the program. Participating colleges manage it.</p>

NC	<ul style="list-style-type: none"> • NC Career Launch: central online resource for students, parents, educators, job seekers, and career counselors looking for high-quality information on jobs and careers. The website is developed (nccareers.org) and the Department of Public Instruction is working to make it part of the curriculum so teachers can integrate it into lesson plans and use any time. • Ensures every North Carolinian 16-24 has access to quality work-based learning to prepare them for in-demand careers and provides them with a high-quality credential or college credit. • Efforts in development for youth apprenticeship in clean energy and biopharma, Website in-Development, social media presence, Launch Event.
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TALENT MATCH FOR STATE GOVERNMENT AGENCIES

CO	Through the Behavioral Health Recovery Act (SB21-137), the Colorado Department of Higher Education and the Colorado Department of Human Services work to increase the number of behavioral health providers statewide. Available for current and future college students, the program widens the educational pipeline for behavioral health and accelerates the time to degree. The program timeline is 2022-2024.
NC	Ed2NC: NC Office of State Human Resources and NC Office of Strategic Partnerships partnering to match qualified talent with competitive jobs at state government. agencies.
NY	<ul style="list-style-type: none"> • OPWDD—DSP • Nursing—NY Nursing Scholarship ('21-22) • Wind Energy • NY State Dept of Transportation (under development) • NY State Dept of Motor Vehicles (Empire) • Civil Services exams to be made available at all campuses

REACH (RACIAL EQUITY FOR ADULT CREDENTIALS IN HIGHER EDUCATION, LUMINA FOUNDATION EFFORT 2021-23 FOR ADULT STUDENTS OF COLOR IN 6 STATES

CO	All 13 Colorado community colleges are participating. CO's policy of awarding credit for prior learning also positions these colleges well to serve adult learners. CO's State Board for Community Colleges and Occupational Education launched a \$5 million program focused on closing racial equity gaps by targeting classroom practices. Community College of Aurora's success in closing equity gaps using data, faculty coaches, and professional development to foster inclusive, culturally relevant, and high-quality teaching and instruction is a model for CO community colleges.
NC	24 NC community colleges are working to engage and support adult learners and match program offerings with workforce needs. NC Workforce Credentials initiative uses a research-based process to identify/validate high-value, non-degree credentials. NC Better Skills Better Jobs program, which aims to recruit more adult students into pathways and connect them with local employers, is also an asset for REACH colleges.
NY	16 of New York's 35 community colleges are bringing their experience with translating noncredit to credit programs to this work. SUNY participates in CAYG, and apprenticeship and workforce development programs that incorporate credit and noncredit pathways to associate degrees. The NY collaborative is adopting guided pathways with the support of coaches and is committed to statewide implementation of culturally responsive curriculum.

DIVERSITY, EQUITY AND INCLUSION (DEI POLICY)

CO	<ul style="list-style-type: none"> • The State offers a number of resources: e-Resources to include an Equity, Diversity and Inclusion Universal Policy; Office of Health Equity; Colorado Equity Alliance; Higher Education Resources; and Equity, Diversity & Inclusion Executive Order Accessibility Metrics • The Colorado Diversity Council (CODC) works to foster a learning environment for organizations to grow and leverage their knowledge of diversity. The CODC offers a variety of events and programs as a resource for diversity best practices and leadership development in the Colorado region.
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<p>NC</p>	<ul style="list-style-type: none"> • A Community College Committee identifies institutional or policy-related inequities that limit opportunities for students, faculty, and staff, and makes recommendations to address them. It made three recommendations: (1) Eliminate RDS requirement; (2) Add language specific to diversity, equity and inclusion in the State Board; and (3) Develop guidance for the 58 community colleges on strategies to eliminate student debt that is related to small fee charges. • A 34-member coalition (nonprofits, education, economic development organizations) focused on economic development, workforce development, and education access for NC’s Hispanic/Latino/a population. Developed three joint goals for coalition: Education Access—in-state tuition for NC High School graduates, Improve awareness of workforce training programs at CCs, and increase access to small business support and services for Hispanic/Latino businesses. • The UNC System Board of Governors established the UNC System Racial Equity Task Force to examine the legacy of race and racism in NC’s public higher education system. It seeks to understand how that history shapes and impacts the experiences of students, faculty, staff, and communities, and aims to create an actionable path forward that will build a culture of inclusion across institutions. Recommendations: <ul style="list-style-type: none"> ◦ Student Recruitment, Enrollment, and Outcomes: Examine how to close equity gaps at every stage of the student experience, from recruitment through graduation. ◦ Employee Recruitment, Retention, and Promotion: Study human resources practices in the recruitment, hiring, and retention of employees. ◦ Safe, Diverse, and Inclusive Campuses: Understand how to foster/maintain safe and supportive campuses that promote equity, diversity, inclusion, and sense of belonging. ◦ The Task Force adopted six recommendations and 28 action steps that are considered essential to advancing the goal of achieving racial equity within the UNC System. • Committee on Historically Minority-Serving Institutions: The UNC System is home to five historically black colleges and universities (HBCUs): Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University. The state is also home to a designated historically American Indian University—The University of North Carolina at Pembroke. Board of Governors formed the Committee on Historically Minority-Serving Institutions to study/assess these six institutions’ challenges and opportunities. Goal: Ensure institutions’ future growth by promoting investments, opportunities and awareness throughout the state.
<p>NY</p>	<p>In February 2021, SUNY announced a 25-Point Diversity, Equity, & Inclusion Action Plan, mapping pathway to close racial equity gaps, eliminate academic barriers and re-commit to its mission. Today, 12 of the action items are completed, five are almost completed, and eight are in progress. This builds on work of SUNY’s comprehensive Diversity, Equity and Inclusion Policy. Highlights of the policy include:</p> <ul style="list-style-type: none"> • A Chief Diversity Officer for every campus. This individual is a member of the senior administration who works with all campus offices to elevate inclusiveness and implement best practices. All Chief Diversity Officers will collaborate as a system-wide network to inform, support, and implement system initiatives. • Comprehensive strategic diversity plans for campuses and SUNY’s administrative headquarters. Campus plans will address student recruitment, retention, and completion strategies; administrative, faculty, and staff recruitment and retention strategies; and evaluation/assessment component.
<p>DATA TOOLS</p>	
<p>CO</p>	<p>Numerous data tools are available through the Colorado Department of Higher Education using data from the Student Unit Record Data System and from the Colorado Talent Pipeline Report.</p>
<p>NC</p>	<p>Finish First NC (FFNC): A data tool developed and originally used by Wake Technical CC to identify students within one semester of completing a degree, diploma or certificate, and identify students who have already fulfilled requirements for credentials but were not aware of them. i53 colleges participated in this initiative. It is officially sun-setting on 9/30/23 but is currently no longer being supported. In a single academic year, FFNC helped Wake Tech identify more than 31,500 credentials of students close to completion and more than 6,500 credentials eligible to be awarded to students. From Spring 2017-2020, FFNC helped Wake Tech identify and award more than 11,000 certificates. In Fall 2020, Wake Tech participated with the UNC System and the company InsideTrack to reach out to students identified as “stop-outs” by the data tool and encourage them to re-enroll.</p>

NY	SUNY Grad Wages is an interactive dashboard that tracks and displays NYS wages for SUNY graduates. This dashboard aligns with SUNY’s continued efforts to develop, refine, and promote informative, user-friendly data tools, as well as its overarching commitment to accountability and transparency. The tool will help prospective students and current students make important academic and career decisions while pursuing their passions at SUNY, as they will be able to take advantage of wages data from the New York State Department of Labor Unemployment Insurance System combined with SUNY’s own robust academic data.
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APPRENTICESHIPS

CO	The Colorado Community College System, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment received a U.S. Department of Labor grant to create 5,000 new apprenticeship in health care by Fall 2023 where an IHE is the related instruction provider across the state. Funded by the CO HELPS federal grant, the grant will end in July 2023 but there are plans for the work to move forward past the federal grant deadline.
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NC	<p>ApprenticeshipNC connects the education/training needs of young people with talent demands of employers via mutually beneficial partnerships across schools, industry and communities. Students finish high school, start postsecondary education, complete paid work experience alongside a mentor, and begin a journey that broadens future career options. Apprenticeship programs exist in Building Trades, Education, Energy, Financial, Healthcare, Logistics, Hospitality, IT, Manufacturing, Public Safety, and others.</p> <p>Partnership to Advance Youth Apprenticeship (PAYA) helps connect NNC students with hands-on training and professional development they need to thrive in the workforce. Grant funding supports strategy development and implementation activities over 17-month period (began June 2019.) Youth apprenticeship programs in Early Childhood Care, Clean Energy, Manufacturing, and BioPharma.</p>
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NY	<p>SUNY, in partnership with the state and federal departments of Labor, coordinates activities to expand Registered Apprenticeship in New York. The focus is on engaging small, medium, and large employers to secure paid apprenticeships in high-demand, competitive-wage occupations. Apprenticeship Programs at SUNY include:</p> <ul style="list-style-type: none"> • SUNY Apprenticeship Program (SAP), funded through appropriations in New York State budget beginning in 2016-17 Fiscal Year. • NY College Apprenticeship Network (NYCAN), paid for by a \$7.9 million grant from the U.S. Department of Labor Employment and Training Administration, administered by The Research Foundation for SUNY. Funding helps support employers with Registered Apprenticeship programs, as well as assisting current and future Registered Apprentices. Funds can be used by SUNY colleges to grow apprenticeship programs in their region. • Areas of focus: Advanced Manufacturing; Health care; Other (non-construction).
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ONLINE PROGRAMS

NC	<ul style="list-style-type: none"> • UNC System universities can partner with Project Kitty Hawk, which offers services to develop online programs and to attract, support and retain adult learners.
	<ul style="list-style-type: none"> • The position of Director of Online Learning Programs and Student Services with the NCCS was established in response to the increase in online learning across campuses to support faculty in the development and delivery of online courses in an effort to support student success.

NY	<ul style="list-style-type: none"> • SUNY Online is an online learning environment that opens the door to world-class online-enabled learning opportunities. It is a seamless way to access courses, degrees, professors, and rich academics of all 64 SUNY campuses flexibly—wherever and whenever. There are more than 750 degrees and certificates available online including hybrid programs. • NY is a lead state in networking institutions with online degrees—through partnerships with articulation pathways.
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SERVICES FOR APPLYING AND PAYING FOR COLLEGE AND OFFICIAL HIGH SCHOOL TRANSCRIPTS (RECORD KEEPING)

CO	The Colorado Department of Higher Education—in partnership with the state’s public and private colleges and universities—sponsors Free Application Days each fall, saving students millions of dollars in application fees since its inception in 2018.
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NC	College Foundation of North Carolina (CFNC.org) is a free, comprehensive resource to help NC students and families plan, apply, and pay for college. Its services benefit everyone from elementary, middle school, and high school students, to adult learners and military/military affiliated students. CFNC offers tools to inspire and help learners of every age pursue postsecondary ed. It serves as an application portal for nearly every postsecondary institution in the state. In addition, the NC Department of Public Instruction selected CFNC.org as the sole partner and provider of official high school transcripts in the state.
NY	The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. The program covers tuition for eligible SUNY and CUNY students. For the 2021-22 academic year, families who earned \$125,000 or less in the tax year 2019 were eligible to apply.

TUITION ASSISTANCE PROGRAMS

CO	Numerous programs exist in Colorado that provide low- or zero-cost access to credentials preparing students for high need careers including early childhood, behavioral health, fire and forestry management, and public safety.
NC	<p>NC Promise: The state has significantly reduced student tuition cost to \$500 per semester at four UNC System institutions: Elizabeth City State University, the University of North Carolina at Pembroke, Western Carolina University, and Fayetteville State University.</p> <p>UNC System Fixed Tuition Program established by state statute provides all in-state undergraduates opportunity to complete a degree quickly and affordably, at any institution in the UNC System. Once a resident enters as a freshman at any UNC System institution, tuition rates will not go up for eight consecutive semesters of enrollment. This means that students remaining continuously enrolled at a UNC System institution through fall and spring semesters will not see an increase in tuition over the course of a four-year baccalaureate degree program.</p>
NY	<ul style="list-style-type: none"> • Part-time Tuition Assistance Program (TAP) in Fiscal 2023 Budget: Part-Time TAP B: Non-Degree Credentials Created. Eligible credentials must be: <ol style="list-style-type: none"> 1) Aligned with NYSDOL Significant Industry Reports 2) Stackable to a registered certificate or degree 3) Cost \$200 or more 4) Earner has a high school diploma/equivalency 5) Fiscal 2024 Budget: Modification to apply to SUNY Community Colleges & Technology Colleges 6) Implementation pending adoption of new regulations by HESC 7) Part-time students taking at least 6 credit hours per semester are eligible for New York State’s Tuition Assistance Program (TAP) without a prior history of full-time study. 8) TAP awards grants of up to \$5,665 annually and, in addition to applying for federal student aid, is one of the first financial aid options New York State students should consider. 9) Students apply for NYS TAP through the Free Application for Federal Student Aid (FAFSA). • SUNY Smart Track is a comprehensive effort to assure financial aid transparency. Smart Track is dedicated to helping students and their family make the best decisions about college.

STUDENT SUCCESS PATHWAYS: GEAR UP, SUCCESS LABS, MATH PATHWAY, ADULT LEARNER RE-ENROLLMENT PATHWAYS, SKILLS-BASED PATHWAYS

CO	Educational Design Lab (EDL) Community College Growth Engine Fund - Implemented by the Colorado Community College System and seven additional colleges. The Community College Growth Engine Fund was launched to meet the urgent demand from community college leadership for support to deliver skills-focused, market-driven education as regions struggle to close the growing skills gap. An 18-month initiative, national cohorts of community colleges and systems, in partnership with employers and regional stakeholders, will create new earn-and-learn pathways to economic mobility. The Fund will help build employer-validated micro-pathways designed to connect low-wage and entry-level workers to in-demand jobs that pay at-or-above median wage and put them on a path toward a degree. As important, the Fund will create a roadmap for scale to reach every learner and worker in the country and give them a path to economic dignity. Funders include the Charles Koch Foundation, Walmart.org, and the Walton Family Foundation.
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<p>NC</p>	<p>Student Success Innovation Labs funded by ECMC Foundation, JMB Endowment, Arnold Ventures, and the Michael & Susan Dell Foundation: The Student Success Innovation Lab supports and amplifies promising student success strategies. The program funds evidence-based, cost-effective interventions with significant potential to improve retention, progress, and degree completion. Third-party researchers within UNC System rigorously assess their effectiveness. Results are shared across the system and the higher ed sector. As evidence of success accumulates, education leaders can use these strategies on a greater scale. Funding is designed to support innovative strategies that enhance students’ abilities to complete required coursework successfully, navigate a chosen degree path efficiently, and graduate on time. Funding finances projects in three broad areas: innovation in teaching and learning; student advising and support; and financial aid.</p> <p>The Math Pathways project grew from the desire to take a broad, thoughtful look at how students move through math courses of study. Rather than reflecting locally at the institution level, a larger-scale assessment of common issues/solutions drives collaborative effort among 17 UNC member institutions. Math Pathways removes roadblocks, shares information, and supports institutions and students.</p> <p>GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs)—funded by the U.S. Department of Education. NC was awarded a seven-year grant in 2019 for GEAR UP NC. Its purpose is to provide college access and readiness services to increase (1) academic performance and preparation for postsecondary education of participating students, (2) the rate of high school graduation and participation in postsecondary education, (3) educational expectations for participating students, and (4) student and family knowledge of postsecondary education options, preparation, and financing.</p> <p>The NC Reconnect project, funded by the John M Belk Endowment, works with select community colleges to re-enroll adult learners in short-term credential and degree programs.</p>
<p>NY</p>	<ul style="list-style-type: none"> • SUNY’s Re-Enroll to Complete program proactively reaches out to student borrowers before they are required to begin paying back loans, urging them to re-enroll. The program provides academic and financial support as well as options of various programs, both online and at campuses across the SUNY system. • Higher Education for the Justice Involved (Prisoner education) • Guided Pathways—EOPs, EOCs • Black Male Initiatives
<p>GUIDED PATHWAYS INITIATIVE—A WHOLE-COLLEGE REDESIGN MODEL HELPING STUDENTS EXPLORE, CHOOSE, PLAN, & COMPLETE PROGRAMS ALIGNED WITH THEIR CAREER & EDUCATION GOALS</p>	
<p>NC</p>	<p>36 community colleges are participating in Guided Pathways: https://ncssc.org/guided-pathways/cohorts/</p>
<p>NY</p>	<p>SUNY Guided Pathways Institutes (Cohorts 1 & 2): Based on AACC Pathways Institute model where college teams participate in institutes designed around the key pillars of the guided pathways framework, SUNY supports two cohorts of 18 community colleges. Each institute focuses on an important aspect of institutional change and pathway design and implementation with advance work by the colleges resulting in action plans. The institute combines presentations from national and state experts with facilitated discussion and planning sessions for college teams. The model supports coaches who help facilitate discussions and support teams to move forward in implementing their action plans. SUNY Pathways Projects (Cohort 3): Recognizing that colleges focus on one area of the essential practices at the start, this third cohort is focused on a pathways implementation project from one of the four essential practices. The ten participating colleges receive support from a national consultant and participate in workshops targeted at supporting project outcomes. Colleges are provided a coach to support their ongoing work. Two colleges are participating in the CCRC Guided Pathways Institute Cohort.</p>
<p>EDUCATION STRATEGY GROUP & NATIONAL SKILLS COALITION: QUALITY CRITERIA FOR NON-DEGREE CREDENTIALS</p>	
<p>CO</p>	<p>CO was a second-round state participating in NSC’s initiative, Defining Quality Non-Degree Credentials for States. The selected states were either developing frameworks for identifying quality non-degree credentials or had already done so.</p>

NC	Education Strategy Group’s Credential Currency Initiative built tools to help state leaders develop a defensible list of high-value non-degree credentials, create incentives to grow attainment of those credentials, and more effectively collect and report on that attainment. The Credentials of Value (CoV) Institute comprising senior education and policy leaders across the state, provided technical support to use toolkits to refine/validate priority non-degree credentials and bring all sectors—postsecondary, workforce development, and K-12—together around a common understanding of credential value aligned with postsecondary attainment goals. NC was one of the states, forming cross-sector teams to lead the work. NC focused on engaging employers and educators to learn more about the types of credentials and skills most needed and valued in the state’s workforce.
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CREDENTIAL AS YOU GO—INCREMENTAL CREDENTIALING INITIATIVE

CO	CO is a rapid prototyping state, with its state department of higher education that covers both community colleges and universities leading the state level initiative. Institutions across the state are developing incremental credentials in multiple areas. The main areas of focus include education, business, and career and technical education.
NC	NC is a rapid prototyping state, with two state systems of higher education (universities, community colleges) leading the state level initiative. Institutions across the state are developing incremental credentials in multiple areas of focus, including teacher education, healthcare, veterinary, emergency services and cybersecurity and information technology.
NY	State University System of New York (SUNY) is rapid prototyping and SUNY is leading the state level initiative. Areas of focus include improving its state database on microcredentials, improving its state policy on microcredentials, and improving its common website related to incremental credentials. Credential areas of focus include education, healthcare, veterinary and animal care, emergency services and information technology.

DIGITAL LEARNING RECORDS, COMPREHENSIVE LEARNERS RECORDS

CO	<ul style="list-style-type: none"> • Colorado Workforce Development Council received a \$500,000 grant from Walmart to support CO’s Advancing Individual Ownership of Assets and Career Determination initiative. The CO Workforce Development Council, CO Department of Higher Education, Credential Engine, and partners will help Coloradans make informed career decisions and gain access to quality training and employment. The aim is to strengthen connections between employers in need of talent and workers with job-relevant skills to ease hiring challenges and help Coloradans obtain quality jobs with a path to prosperity. • AACRAO’s efforts to advance Comprehensive Learning Records have helped institutions across the United States. A 2021 grant from the Bill and Melinda Gates Foundation has enabled additional institutions to be supported and further contribute to the knowledge resources for CLR adoption and best practices. The following CO institution has participated in this effort: Colorado School of Mines.
NC	<ul style="list-style-type: none"> • AACRAO’s efforts to advance Comprehensive Learning Records have helped institutions across the United States. A 2021 grant from the Bill and Melinda Gates Foundation has enabled additional institutions to be supported and further contribute to the knowledge resources for CLR adoption and best practices. The following NC institutions have participated in this effort: Elon University, Wake Forest University, and Winston-Salem State University. • Conversations are occurring around digital learning records.
NY	AACRAO’s efforts to advance Comprehensive Learning Records have helped institutions across the United States. A 2021 grant from the Bill and Melinda Gates Foundation has enabled additional institutions to be supported and further contribute to the knowledge resources for CLR adoption and best practices. The following NY institutions have participated in this effort: CUNY Borough of Manhattan, La Guardia Community College, and Molloy College.

