

Roundtable 2: Ensuring the Marketplace Relevancy of Licensing, Certificates and Certifications Offered to Military Students

Session 1: 60 participants **Session 2:** 60 participants **Session 3:** 35 participants

A. Presenters:

Roy Swift, Executive Director WorkCred an affiliate of the American National Standards Institute and recipient of Lumina Foundations Credential Transparency Initiative grant funding

Lisa Lutz, President, SOLID, LLC, Subject Matter Expert in Civilian Credentialing for Service Members

LTC David Johnston, Director of Strategic Planning and Partnerships, Medical Education and Training Campus (METC)

Mark Haskins, Executive Director of Military Programs, Pierce College at Joint Base Lewis McChord, Washington

Moderator: Ed Davin, Principal Analyst, SOLID, LLC

B. Topic Overview:

1. Ed Davin:

There are two objectives for the Roundtable: if you are a college, consider taking home a new idea for inclusion in the program. If you are an ESO, consider new ideas that you might share with service members.

2. Lisa Lutz:

- a. There is White House and Congressional interest in credentialing for service members. There are civilian credentials related to most every military occupational specialty; that are either directly related to the military occupation or related to an embedded skill set .
- b. Explained the difference between academic and non-academic credentialing. Her focus is mainly non-academic.
- c. Numerous initiatives in the past five years to reduce credentialing barriers for service members.
- d. Five critical steps include:
 1. Identify and Screen Relevant Credentials

a) Lots of research points to several areas of military enlisted service that link directly to relevant civilian credentials. Screening to ensure that a credential meets standards is essential.

b) Extensive accreditation of credentials is essential. Beginning in 2018, any credential that the services pay for must be accredited – as required by the National Defense Authorization Act 2016,. Through the services COOL programs, have identified over 1,200 credentials that are related to military occupations. Only 25% have been accredited. (With this new legislation, services could not pay for FAA, ASE, Microsoft, etc. because they are not accredited.)

c)

c) The Services currently use three methods to help ensure the quality of the credentials:

- 1) Notification to service members that a credential is accredited
- 2) The credential has been approved for payment by the G.I. Bill
- 3) All credentials matched to MOS/Rating must meet key service-developed

criteria

d) Challenges of implementing legislation:

- 1) Many industry recognized credentials have yet to be accredited
- 2) Cost of accreditation may not incentivize agencies to pursue credentialing

2. Select Specific Credentials to Pursue: What does the civilian sector demand? Need better demand signals from industry.

3. Prepare for Credential

a) Requirements for a credential can include education, training, experience and exam components

b) More needs to be done to prepare for gaps between service member education and training and preparation. Some things that can be done:

- 1) ACE acceptance of credits
- 2) Accreditation of military programs
- 3) Bridge programs

4. Pay for Credentials and Related Fees - Services are required by legislation to pay for voluntary credentialing of service members. They are also authorized to pay for exam preparation. Most Services will only pay for exam preparation if it's covered under military tuition assistance.

5. Maintain the Credential

3. LTC David Johnston:

- a. How credentials apply to Medical Education and Training Campus (METC)
- b. Mapping to a Credentialing Solution
- c. No one size fits all

- d. Credentials are essential upon transition
- e. MOS requirements have to meet the same programmatic accrediting requirements as the civilian credential in some (but not all) military healthcare support occupations.
- f. A challenge is when the credential requires a path to an associate's degree. METC focuses on mission, not an associate's degree.
- g. Credentials are tied to degrees in the medical field
- h. Credentials are required to work in civilian sector. For example, Combat Medics in the reserve component can't go to work as a medic in the civilian sector due to a lack of credentials, but when the reservist gets called back to active duty, his/her skills are now rusty. The White House initiative is directly focusing on this. Bridge partnerships and affiliations are necessary to get there. Specific programs related to the gaps between skills learned in the military and those needs for credential. Bridge programs help fill the gaps in condensed time frame. Accredited verification of preparation training that can be included in credential, helps in transition. (Example: National Council of State Boards of Nursing gap analysis)

4. Mark Haskins:

- a. VIE 25 (Veterans Industry Education) connects service members with career credentials during the last six months of service to qualify for in-demand jobs right away. 8 schools participating that provide academic credit.
- b. For example, EMT and Corrections/Protection Officer through Pierce College (WA).
 - 1. EMT has a national exam. Pierce College has a 6 month EMT Program to prepare the participants for the exam. Prior learning credit is also applied to the EMT course.
 - 2. For Corrections Protection Officer (CPO) there is no third party credential but the program is linked with industry to provide jobs. There is high job demand in this area. Pierce College's CPO program is industry endorsed and includes many field trips and internships.

5. Roy Swift:

- a. The Credential Transparency Initiative (CTI) is led by three organizations - George Washington University's Institute of Public Policy, WorkCred (an affiliate of ANSI), and Southern Illinois University at Carbondale with support from the Lumina Foundation. The Executive Committee is co-chaired by the American Council on Education and the U.S. Chamber of Commerce Foundation. It includes the American Association of Community Colleges, the Business Roundtable, the Committee for Economic Development of the Conference Board, The Manufacturing Institute and the University Professional and Continuing Education Association. Referred to Handout.
- b. The CTI is partially funded through a grant from the Lumina Foundation to look at a national credentialing registry for the U.S.
- c. Today's credentialing market is a confusing maze of degrees, badges, certificates, and certifications, licenses and micro-credentials

- d. Trying to bring order to the national confusion over credentials:
 - 1. Transparency, clarity and alignment to employer needs
 - 2. Common terms to describe credentials
 - 3. Quality Assurance and QA bodies – who recognizes the credentials?
- e. Credential Registry: will include degrees, certifications, industry certifications, occupational licenses and micro-credentials can be listed.
- f. Any group can post its credential on the Registry Website, but it goes through a QA process.
- g. QA Descriptors of credentials:
 - 1. Transparency and portability
 - 2. Trust and Quality
 - 3. Purpose/Scope/Outcomes etc.
- h. We encourage participation in the CTI – see handout for more information.

C. Discussion:

1. For Mark Haskins:

- a. Speak to the intensity and necessity of face-to-face interaction for the EMT and CPO programs in terms of counseling and preparation for the program. Response: They have joint meetings with the TAP folks.
- b. What is the breakdown of Services participating? Response: Air Force does not currently participate. All the participants are Army. There are opportunities for all Services to participate – it's a matter of scale.
- c. Have you explored the idea of boot camping some of the Pierce College pathways? Intense, short (7 weeks) plus internship condensed. Also, Lansing Community College offers boot camps for Math and English where service members focus for 1 week on specific topic/subject.
- d. Denise Yochum mentioned the importance of flexibility, stackability and working with programs such as USO's Rally Point 6 – a transition resource.

2. For Roy Swift:

- a. I'm concerned about accuracy and quality if there is a voluntary listing of credentials. Who will ensure the entries are legitimate? Will it become a Facebook? Response: this is a career counselor's resource, not a rating scheme.
- b. CTI-who is the registry intended for? Is the plan to collect information to then create a national standard for each certificate?

c. Micro credentials and badges-would they fit in the registry? Yes, would fit very well, have to understand how credentials are related to one another so when individuals transition or seek another career option

d. What about including registered apprenticeship programs--yes, could include both registered and non-registered apprenticeships. Each apprenticeship would have to include Quality Assurance, market value, and demonstrate competencies.

e. Comments from audience-State focused registry that shows credentials and degrees within the state would be valuable. It would document the "relative" regional or state value of the Credential.

f. CCAF comment related to value of authenticating the QA process- great as a tool to help colleges determine valid sources for certifications.

g. Is there a central accrediting body? No. CTI is a place to go to see who accredits or recognizes each credential. The value of the registry is in the eye of the beholder...

3. For LTC Johnston:

a. What is the level and intensity of the counseling and hands-on work in getting students into a bridge program? Response: The requirements and needs are unique to each military career field. Students have instructor mentorship throughout their education and training at METC. Before they depart METC, students are provided an overview brief of bridge programs available to them. Staff, instructors, students, alumni, and the general public have access to all the bridge programs at www.metc.mil whenever they need it.

b. What about working with state boards to identify the various credentials that service members have acquired and apply that to state license, especially for health care careers. NGA pilot on healthcare within 6 states involved state licensing boards. Response: METC has been working with several states, and is open to working with more as needed. A common forum such as the NGA or a multi-state forum is much more efficient because METC has limited resources.

4. General Comments:

a. Commercial driver's license training is credit bearing if it is state subsidized.

b. American Petroleum Institute is looking to help employers hire veterans.

c. Coastline Community College has a civil construction process technology degree that is of interest to the petrochemical industry. Apprenticeship credit aligns with OSHA, education and on-the-job training

- d. There is increased interest in Airframes and Power Plants, manufacturing, welding, certified logistics technologist
- e. Marine Corps does not do enough to document credentialing. Mary Beth Lakin at ACE is working in this area.
- f. The JST doesn't reflect programmatic accreditation – we need to start to identify that more publically. ACE is evolving in this area.