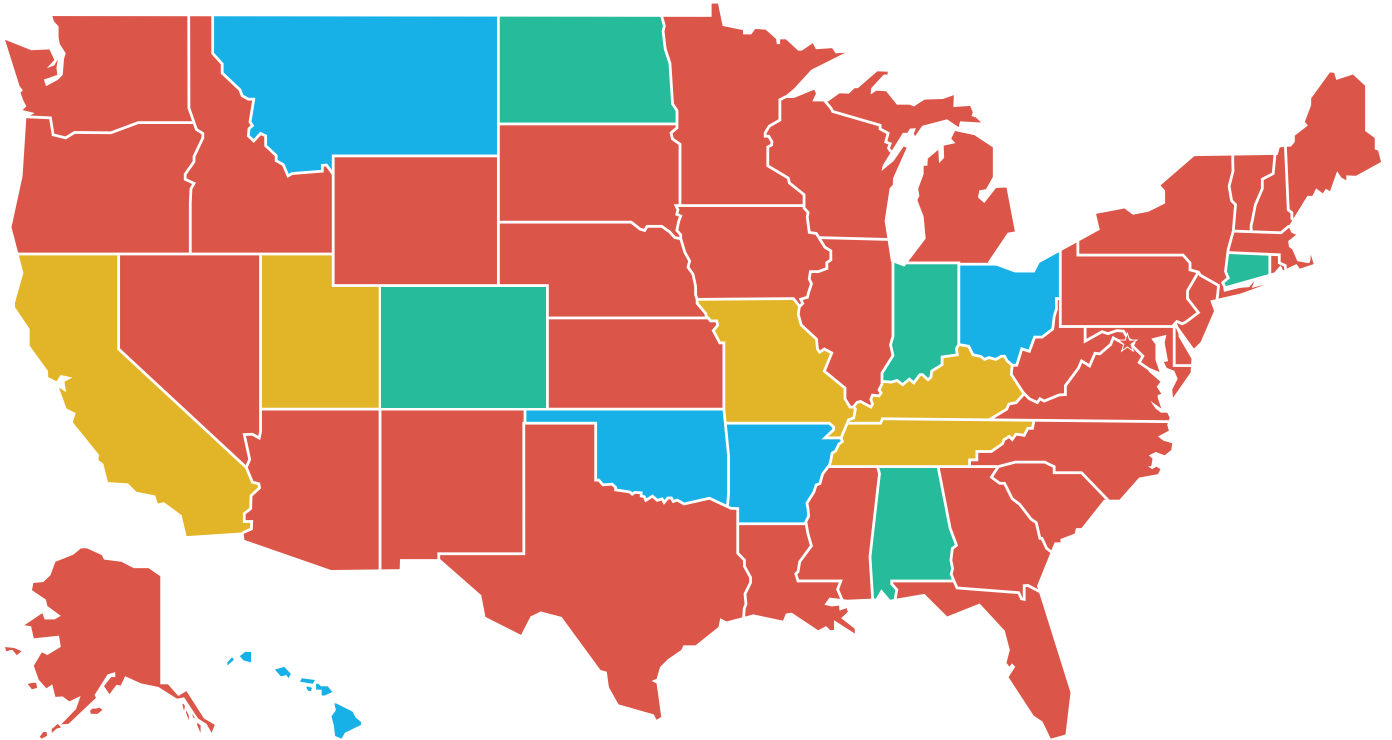




**9. Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement**

By giving individuals access to their own verified data and allowing them to include it into their learning and employment records, states can empower them to navigate an increasingly complex, fragmented education and career landscape. Through learning and employment record systems, an individual’s past education and employment achievements can point them toward and propel them into future opportunities.



ELEMENT 9 CRITERIA	RATING	TOTAL STATES
The state is implementing, funding, or actively participating in the deployment of technology and data interoperability systems and partnerships that include learning and employment records, digital wallets, and verified credentials to enable individuals to utilize their own verified education and employment achievements to connect with postsecondary education and training providers and employers.	Leading 	5
The state has either engaged in advanced planning and has demonstrated commitments to implement technology and data interoperability systems that meet the criteria for Leading, or has partially implemented or piloted such systems.	Advanced 	5
The state is in the process of implementing, funding, or partnering to deploy technology and data interoperability systems that meet the criteria for at least Advanced.	Developing 	5
The state is not implementing, funding, or partnering to deploy technology and data interoperability systems that include learning and employment records, digital wallets, and verified credentials to enable individuals to utilize their own verified education and employment achievements to connect with postsecondary education and training providers and employers.	Foundational 	36

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Alabama	<span style="color: green;">●</span>	<p>The <a href="#">Alabama Talent Triad</a> is a partnership among state and local governments, subject matter experts, leading technologists, and the private sector to utilize advanced technologies to support the state goal of adding 500,000 additional credentialed workers by 2025. As a skills-first employment and training hub, it offers skills-based job descriptions, a Learning and Employment Record (LER), as well as a digital wallet that accepts verified and unverified credentials for users to connect skills to their training. The effort is being led by the Alabama governor's office, which facilitates state actions to design and deploy the Alabama Talent Triad across 19 state agencies with legislative support and funding. The Alabama Talent Triad is a grantee of the <a href="#">SkillsFWD</a> initiative, which will further develop the comprehensive skills-based talent marketplace that uses the lifecycle of LERs to connect job seekers to employment and education opportunities and will be leveraged to scale statewide pathways from entry credentials to middle-skills jobs in four industry sectors.</p> <p>Additionally, the Alabama Community College System, in collaboration with the American Association of Collegiate Registrars and Admissions Officers (<a href="#">AACRAO</a>), is developing a CLR/LER infrastructure as part of the Alabama College and Career Exploration Tool initiative. This work is focused on transfer credit for traditional-age students (16-24 year-olds), and will also have significant benefits for working adults who are also enrolled in Alabama's community colleges.</p>
Alaska	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Arizona	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Arkansas	<span style="color: blue;">●</span>	<p>The state of Arkansas has developed a data-driven strategic plan to inform workforce development and career education goals. These goals are outlined in <a href="#">Executive Order 23-16</a>, signed by Governor Sarah Huckabee Sanders, and coordinated by the Governor's Workforce Cabinet and the chief workforce officer.</p> <p>The Chief Data Officer's Office (<a href="#">ARData</a>) has responsibility under the Arkansas Workforce Strategy for the implementation and support of Learning and Employment Records. ARData will provide data integration through the state data hub, provide technical support for publishing of credentials and LERs, and lead efforts to raise awareness, adoption, and use of LERs and skills-based hiring across residents, employers, issuers, and other stakeholders. Since 2020, Arkansas has been establishing an ecosystem that will support the issuance of LERs, leveraging governance and interoperable data infrastructure foundation, which includes streamlined data-sharing agreements, a CTDL credential registry, and interoperable identity management.</p>
California	<span style="color: gold;">●</span>	<p>The vision of the <a href="#">California Cradle-to-Career</a> (C2C) System is to connect individuals and organizations with trusted information and resources, providing insights into critical milestones in the pipeline from early care to K-12 to higher education, skills training, and employment. <a href="#">In statute</a>, C2C is charged with enhancing the <a href="#">eTranscript California</a> system, to expand it to include nonacademic skills data. A planning process has begun fall 2023 to develop specifications, using insights from LER efforts of other states as an organizing principle.</p>

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Colorado	<span style="color: green;">●</span>	<p>While the state's survey response did highlight the Colorado agencies engaged in LER efforts, Strada's research surfaced additional details.</p> <p>The <a href="#">Colorado Workforce Development Council</a> (CWDC) is a governor-appointed, business-led public-private partnership tasked with overseeing the integration of and strategy for talent development efforts statewide. CWDC is composed of nine state agencies, legislators, local government representatives, organized labor, community organizations, and a variety of small and large business leaders from industries across Colorado. The CWDC was awarded a <a href="#">SkillsFWD</a> grant, ColoradoFWD, to address urgent behavioral health care talent shortages, which is a network of more than 24 organizations committed to a shared vision of leveraging open standards, skills-based approaches, and LERs to enhance the learner experience and address talent shortages in Colorado.</p> <p>The CWDC aims to build upon, and integrate into, other LER efforts in Colorado, including:</p> <ul style="list-style-type: none"> <li>● NGA Skills-Driven States: deploying LERs to address educator shortages, led by the Colorado Department of Education</li> <li>● Advancing Individual Assets and Career Determination: enhancing interoperability standards in the state by testing LER integration into <a href="#">myColorado</a>, the state's digital wallet, and into <a href="#">My Colorado Journey</a>, the state's college and career planning tool.</li> <li>● <a href="#">Auraria Learning and Employment Ecosystem</a>: an inter-institutional education-to-employment network aimed at improving the learner experience by improving access to learner data and deploying LERs and student-owned/controlled digital wallets.</li> </ul>
Connecticut	<span style="color: green;">●</span>	<p>While not noted in the state's survey response, Strada's research surfaced that the <a href="#">Connecticut Office of Workforce Strategy</a> (OWS) was established by Governor Ned Lamont in September 2020, and endowed with expansive authority over the state's workforce development system. This office oversees <a href="#">Career ConneCT</a>, and has operationalized a foundation for the existing skills-based, LER-focused ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill into high-quality career pathways. The initiative encompasses 19 job training programs, led by five workforce development boards and 12 community-based organizations. These pathways offer industry-recognized credentials for high-quality, in-demand careers in sectors such as clean energy, construction, IT, and health care through employer partners.</p> <p>A grantee of the <a href="#">SkillsFWD</a> initiative, the OWS is now expanding Career ConneCT, further uniting state and local government, training providers, community organizations, and employers to place underserved job seekers into quality jobs by leveraging LERs to bridge the skills gap, foster equitable and effective employment practices, and set a scalable model for nationwide, demand-driven workforce development.</p>
Delaware	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
District of Columbia	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Florida	<span style="color: red;">●</span>	Strada's research did not identify evidence of the state demonstrating this element.
Georgia	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Hawaii	<span style="color: blue;">●</span>	<p>While not noted in the state's survey response, Strada's research surfaced that <a href="#">HI CAN</a>, in collaboration with <a href="#">RIPL</a>, went live in June 2022, a website designed to make it easy for those who have lost their job to find new opportunities more efficiently. HI CAN reduces the number of doors job seekers must open to connect with benefits and plan for the next step in their career. Providing personalized, data-driven career recommendations (based on each job seeker's background) in an easy-to-use and centralized web application is making it easy for job seekers in Hawaii to connect with opportunities that best meet their needs.</p> <p>According to <a href="#">National Governors Association documentation</a>, HI CAN has been integrated with the unemployment insurance system through a single sign-on and more than 80 percent of HI CAN users log in with their unemployment account credentials rather than creating a new account directly through the site. By combining technology with a human-centered approach, HI CAN will help workers prepare for future jobs by connecting them to promising career pathways and putting the support they need along their journey at their fingertips.</p>
Idaho	<span style="color: red;">●</span>	Strada's research did not identify evidence of the state demonstrating this element.
Illinois	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Indiana	<span style="color: green;">●</span>	Indiana is working to scale a sustainable and comprehensive statewide LER ecosystem, <a href="#">The Indiana Achievement Wallet</a> (IAW), to support skills-based hiring and cultivate talent development. IAW is currently being issued on a pilot basis to information technology students in three institutions. Once the pilot is complete, additional students and institutions will be invited to participate in further scaling the IAW. Initial support for piloting the IAW came from a grant that the Commission for Higher Education received from the National Governors Association.
Iowa	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Kansas	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element. <sup>1</sup>
Kentucky	<span style="color: gold;">●</span>	Kentucky's LER efforts are in its infancy, but KYSTATS, leveraging its nationally recognized Kentucky Longitudinal Data System, has secured funding for a pilot project to research and establish several use cases from various stakeholder perspectives to demonstrate the value and feasibility of an LER system, and identify education and employment talent gaps, and opportunities for driving state impact for serving historically underserved populations.
Louisiana	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Maine	<span style="color: red;">●</span>	Strada's research did not identify evidence of the state demonstrating this element.
Maryland	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Massachusetts	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Michigan	<span style="color: red;">●</span>	Strada's research did not identify evidence of the state demonstrating this element.
Minnesota	<span style="color: red;">●</span>	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.

<sup>1</sup> The survey response stated "No, not at the state level. Some institutions may use digital wallets for delivery of badges or microcredentials." This does not address our focus on state engagement of LER deployment.

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Mississippi	●	No evidence was identified through the survey response or in Strada’s research of the state demonstrating this element.
Missouri	●	Missouri has dedicated funding in the process of establishing a new team within the Missouri Department of Higher Education and Workforce Development for education-to-workforce data integration and insights.
Montana	●	While not noted in the state’s survey response, Strada’s research surfaced that Montana is a <a href="#">SkillsFWD grantee</a> . The “Accelerate Montana’s Validated Skills Demonstration” project is a portfolio of workforce and economic development programs affiliated with the University of Montana. The mission of the project is to advance inclusive economic prosperity for Montana’s workers, businesses, and communities. There is a specific interest in serving populations and communities often left behind in workforce and economic development. This includes, but is not limited to, small, rural communities, Montana’s eight federally recognized tribes, and justice-involved individuals.
Nebraska	●	No evidence was identified through the survey response or in Strada’s research of the state demonstrating this element.
Nevada	●	Strada’s research did not identify evidence of the state demonstrating this element.
New Hampshire	●	Strada’s research did not identify evidence of the state demonstrating this element.
New Jersey	●	No evidence was identified through the survey response or in Strada’s research of the state demonstrating this element. <sup>2</sup>
New Mexico	●	No evidence was identified through the survey response or in Strada’s research of the state demonstrating this element.
New York	●	No evidence was identified through the survey response or in Strada’s research of the state demonstrating this element.
North Carolina	●	Strada’s research did not identify evidence of the state demonstrating this element.
North Dakota	●	<p>While the state’s survey response did highlight the high school LER initiative, Strada’s research surfaced additional details. North Dakota offers a digital wallet available to all high school students (with the intention to further expand to all learners), as an LER, using verified credentials. Students access their wallet via the student/parent portal using their PowerSchool login, which is connected to the North Dakota Education portal. The <a href="#">North Dakota Digital Credential Publishing Application</a> is available to citizens as an LER, using verified credentials. The initiative involves high school transcripts, some high school credentials, and is currently working to include stackable cybersecurity credentials and EMS licenses.</p> <p>The technology spearheads multiple forms of credentials (educational, certifications such as a certified nursing assistant, work experience, training, and life experiences) as a form of recognized skills that a citizen holds, has private control of, and can easily share their skills with potential employers in an anonymous, equitable and inclusive manner to gain access to future employment, and for employers to seek talent regionally. This digital credential application will help high school students seamlessly transition to colleges and universities, allow adult learners to create skills and education portfolios, and help those who want to transition or advance in the workforce by allowing them to map out necessary education and share it quickly, easily, and securely with employers.</p>

<sup>2</sup> The state did include in its survey that the Department of Labor is developing a [Career Network](#) portal to support individuals in identifying strengths and skills, seeking employment, and planning for career success. While this portal is a useful resource, it does not address the criteria of this element.

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Ohio	●	<p>While not noted in the state's survey response,<sup>3</sup> Strada's research surfaced that Ohio is a <a href="#">SkillsFWD grantee</a>. The Central Ohio Talent Network is operated out of the Workforce Development Board of Central Ohio. Collectively, the Central Ohio Talent Network group members serve all of the major stakeholders in the hiring process. The "Hiring Programs" on its SchoolLinks platform allows early-career job seekers to use a single application to apply to multiple employers and an intermediary "matchmaking" organization to connect the two user types. School districts are currently the main intermediaries. While this particular project has a specific geographic focus, the platform and playbook developed in this work are intended to be used nationally, particularly in regions where SchoolLinks has a robust K-12 footprint. All functionality developed in the SchoolLinks platform for this project will be released nationally to allow other organizations to take advantage of the tools.</p>
Oklahoma	●	<p>In 2021, the Oklahoma State Regents for Higher Education (OSRHE) launched <a href="#">UpskillOK.org</a>, the agency's microcredentialing initiative. Microcredentials are short-term, career-focused learning opportunities that are verified with a digital badge, awarded by the sponsoring higher education institution. Some programs are offered within current degree or certificate programs, while others are a unique learning experience tailored to a specific career goal or learning objective. Oklahoma colleges and universities either offer microcredentials independently or have them endorsed by OSRHE and listed on UpskillOK.org.</p> <p>Once learners complete all the requirements of a given program (which would include submitting evidence for prior learning), the institution issues a digital badge that describes earned and verified skills, competencies, and capabilities. (If the program is credit-bearing, they will also receive academic transcript notation.) Whether hosted by OSRHE on its Credly account or by an institution independently, students can share their digital badges online or share their badge portfolio with employers. When institutions host their badges through OSRHE, employers can search for talent via the OSRHE Credly talent directory.</p>
Oregon	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Pennsylvania	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Rhode Island	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
South Carolina	●	Strada's research did not identify evidence of the state demonstrating this element.
South Dakota	●	Strada's research did not identify evidence of the state demonstrating this element.
Tennessee	●	<p>While not noted in the state's survey response, Strada's research surfaced that the Tennessee Board of Regents system has been partnering with <a href="#">AACRAO</a> to begin pursuing CLR/LER efforts. The TN Comprehensive Learner Record Planning Group, supported by AACRAO, is focused on integrating common transfer among Tennessee public institutions. This group has developed a recommended framework for the collection of high-impact student experiences and achievements tied to employability skills.</p> <p>The Tennessee and Kentucky Departments of Education are also beginning to explore how LERs can help to build, train, certify, and place qualified educators into teaching positions across both states.</p>
Texas	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element. <sup>4</sup>
Utah	●	The <a href="#">Utah Citizen Portal</a> (Utah Code §63A-16-803) is developing a single sign-on portal, to be operational by Jan. 1, 2025. The portal is a collaborative effort among all state agencies. This portal will create a single login with secure multi-factor authentication and a unique digital ID to verify identity.

<sup>3</sup> The state did include in the survey that the "Ohio state government has created such a hub to facilitate Ohio citizen training and employment by enabling access to advance resources. Specifically, Ohio's Career Navigator allows Ohioans to explore actual outcomes for people who recently completed training and education programs and provides links to other career resources. The interactive dashboards and career planning links can help inform your decision making. <https://careernavigator.chrr.ohio-state.edu/>." While this portal is a useful resource, it does not address the criteria of this element.

<sup>4</sup> The state did include in the survey that, "We are at the beginning phase of exploring 'digital wallets' for Texans."

STATE	RATING	DESCRIPTION AND RESOURCE LINKS
Vermont	●	Strada's research did not identify evidence of the state demonstrating this element.
Virginia	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Washington	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
West Virginia	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Wisconsin	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.
Wyoming	●	No evidence was identified through the survey response or in Strada's research of the state demonstrating this element.

### ABOUT STRADA EDUCATION FOUNDATION

We collaborate with learners, educators, employers, and policymakers across the U.S. to bring to life a postsecondary education and training ecosystem that provides equitable pathways to opportunity.



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