

# Action Plan

## Credentials of Value (COV) Work Group

Minnesota P-20 Education Partnership  
November 18, 2021

## COV Work Group Membership

**P-20 Chair:** Dennis Olson

The COV work group has **11 members** representing:

- Minnesota State Colleges and Universities
- Minnesota Department of Education
- Minnesota Office of Higher Education
- Minnesota Chamber of Commerce
- Minnesota Department of Labor and Industry
- Minnesota Business Partnership
- Education Strategy Group

The work group met approximately biweekly and hosted a total of **seven meetings**.

## Recommendations from Legislative Report

1. Adopt a **single statewide definition of a high-quality credential** across P-20 and the workforce.
2. Create a single **list of all the credentials offered** in the state, and highlight those which meet the state's definition of high quality and have the greatest labor market value.
3. Better **align and connect education with industry needs**.
4. Develop a **public information campaign** to inform students, families, and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.

## COV #1: Adopt a **single statewide definition** of a high-quality credential across P-20 and the workforce.

### Key Actions

#### **DEVELOP:**

1. Map existing credential-related efforts and resources across the state.
2. Engage stakeholders to solicit feedback on core elements of a credential of value.
3. Develop and refine shared definition.

#### **ADOPT:**

4. Adopt definitions across state agencies based on existing approval processes and timelines.
5. Codify definition into legislation to incentivize providers to focus on high-quality credentials and phase out those that lack currency in the labor market.

**COV #2: Create a single list of all the credentials offered in the state, and highlight those which meet the state's definition of high quality and have the greatest labor market value.**

### Key Actions

1. Identify thresholds for wage, skill, and demand to be used to identify the state's "good jobs."
2. Use real-time labor market data (e.g. EMSI, Burning Glass, etc.) to identify non-degree credentials associated with high-value occupations.
3. Identify postsecondary credentials (certificates and degrees) that are aligned with high-value occupations.
4. Evaluate labor market outcomes for completers of identified credentials.
5. Validate identified credentials with employers in the state (through surveys, focus groups, etc.).
6. Create incentives to guide providers and opportunity seekers to focus on credentials of value, and encourage employers to incorporate specific credential requirements into job postings.
7. Develop a process for updating list.

## COV #3: Better align and connect education with industry needs.

### Key Actions

1. Identity strengths and gaps in existing data collection efforts.
2. Develop strategy to collect information on credential attempts and attainment and explore feasibility of including those data in high school report cards and/or the P-20 dashboard.
3. Create mechanisms for greater collaboration among education, industry, and employers.

**COV #4: Develop a public information campaign to inform students, families, and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.**

#### Key Actions

1. Develop a set of centralized resources that can be leveraged by school counselors and other third-party advising support organizations.
2. Leverage the state's research-practices partnerships to conduct a study on the ROI of various credential options for Minnesota's students.
3. Ensure that focus on credentials is equity-centered by disaggregating data on credential attainment and ensuring low-income students and students of color do not continue to be disproportionately represented in two-year and certificate programs.

# Quality Postsecondary Credential Policy Academy

## Participating States

- Minnesota
- Missouri
- Nevada
- New Jersey
- Ohio
- Tennessee

## States will commit to:

- Adopting a quality non-degree credential definition
- Developing a policy agenda to increase the number of residents with quality credentials
- Centering racial equity to ensure adult workers of color have access to and can successfully attain quality credentials

The appointed team from Minnesota has representatives from **DEED**, **Minnesota State**, and **OHE**, including members of the P-20 COV and Data Use and Capacity (DUC) work groups.



# Looking Towards Implementation



**CAPACITY:** The COV recommendations will take considerable time and expertise to implement. The state has existing strengths and assets it can leverage, but given the capacity constraints across agencies, the timeline for implementation will need to be dictated, to some degree, by staff capacity.



**PARTNERSHIP ALIGNMENT:** The COV recommendations will not be possible without strong partnerships between the P-20 Partnership and the Governor's Workforce Development Board, K-12 and higher education agencies, and the business community (including DEED and DLI).



**DATA:** The COV recommendations require access to and timely analysis of key metrics across the P-20-W spectrum.

# Questions and Feedback

