MEASURING NON-DEGREE CREDENTIAL ATTAINMENT

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50-STATE SCAN

NATIONAL SKILLS COALITION
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SUMMARY

Many states include non-degree credentials (such as certificates, industry certifications, or licenses) within their statewide educational attainment goal. These goals set targets for the percentage of residents with a postsecondary credential.

In order to measure progress towards educational attainment goals, states must collect data about each student's non-degree credential attainment. States should also incorporate data on non-degree credentials into their state longitudinal data systems (SLDS), which match data across the education and workforce spectrum, so that states can answer questions including "Are education and training programs preparing students to earn a credential?" and "Are persons with credentials able to find good jobs?" Moreover, states should use data about demographic characteristics to better understand the attainment rates of subpopulations of interest, such as adult learners or racial and ethnic minorities.

States may wish to count only credentials that demonstrate a certain level of quality towards their educational attainment goal. To do this, states should create a process and criteria for identifying credentials of value.

The Workforce Data Quality Campaign (WDQC) has surveyed all fifty states, and the District of Columbia, to learn whether states are collecting individual-level data about non-degree credentials, incorporating that data into their SLDS, evaluating attainment by subpopulation, and identifying credentials of value.

This scan finds that no state has comprehensive data about all types of non-degree credentials. States are the most likely to have data about public for-credit certificate programs, registered apprenticeship certificates, and licenses. Thirty-six states report having most or all individual-level data on for-credit certificates from public two-year institutions in their state. Twenty-seven states report having most or all data about registered apprenticeship certificates, and twenty-two states report having most or all licensing data.

States struggle to collect data on non-registered apprenticeship certificates and industry certifications. The majority of states also struggle to incorporate non-degree credentials data into their SLDS (except for for-credit certificates). However, the majority of states report that for the non-degree credentials they do collect data on they can break-down attainment by key demographics. Forty states report that they can disaggregate credential attainment by age and race/ethnicity.

Most states are also interested in identifying credentials of value. Thirty states report that they have or are developing a list of "credentials of value," to administer financial aid, workforce development, or other programs.

DEFINITIONS

Non-degree credentials
Common types of non-degree credentials include certificates, licenses, and industry certifications.

Certificates are credentials awarded by an *educational institution* based on completion of all requirements for a program of study, including coursework and tests. They are not time limited and do not need to be renewed.

Apprenticeship certificates are credentials earned through work-based learning and postsecondary earn-and-learn models. They are applicable to industry trades and professions. Registered apprenticeship certificates meet national standards.

Industry Certifications are credentials awarded by a certification body (not a school or government agency) based on an individual demonstrating, through an *examination process*, that he or she has acquired the designated knowledge, skills, and abilities to perform a specific occupation or skill. It is time-limited and may be renewed through a re-certification process.

Licenses are credentials that permit the holder to practice in a specified field. A license is awarded by a government licensing agency based on pre-determined criteria. The criteria may include some combination of degree attainment, certifications, certificates, assessment, apprenticeship programs, or work experience. Licenses are time-limited and must be renewed periodically.

INTRODUCTION

Non-degree credentials, such as certificates, licenses, and industry certifications, can help many people demonstrate skills to access further education or opportunities in the labor market.[1] According to the United States Census Bureau, full-time employees with credentials such as certificates or licenses earned more than those without such credentials.[2] In some industries, non-degree credential holders' earnings are comparable to workers with college degrees.[3]

Realizing the value of non-degree credentials, many states include them in their statewide educational attainment goal.[4] Statewide attainment goals seek to increase the educational levels of residents in order to address the state's workforce needs.[5]

However, it can be challenging for states to measure residents' progress towards attaining non-degree credentials. Many non-degree credentials, such as industry certifications, non-registered apprenticeship certificates, and non-credit program certificates from public or private institutions, are awarded after the completion of programs that may not be regulated by the state. Thus, the state may not require submission of this data. Other non-degree credentials, such as licenses, are awarded by the state, but awards come from multiple state agencies. Accordingly, the data is often spread out across agencies and can be difficult to find and compile.

Finally, non-degree credentials such as registered apprenticeships, may be awarded by the federal government. While the federal government does make this data available to states, many states are not aware of the process for obtaining it.

Even when states do have data about non-degree credentials, many do not incorporate that data into their SLDS. SLDS allow states to fully utilize data they already collect by matching data from different programs and agencies across time. These systems contain privacy-protected data that follow an individual's progress through K-12, postsecondary education, training, the workforce, and sometimes social service programs. Matching data about students and workers allows stakeholders to answer questions about whether education and workforce programs are preparing students to earn credentials and whether credentials have value in the labor market. Policymakers can use this data to design and fund programs that help people gain skills and find good jobs; educators can use the data to adjust their programs based on outcomes; and students can use this data to find education and training that meets their needs.

States can also use their SLDS to answer questions about non-degree credential attainment and employment outcomes for key demographics, including people of color, adult learners, veterans, and low-income individuals. Many states realize that they have attainment gaps and will have a difficult time reaching their educational attainment goals without increasing attainment amongst key demographics.[6] By collecting demographic information about students and workers, states can better understand attainment gaps. By incorporating that data into their SLDS, states can gather insight into ways to increase employment outcomes for these groups.

Furthermore, many states do not want to count every non-degree credential towards their educational attainment goal, but rather only those which meet a certain level of quality. Accordingly, many states are currently, or are planning to, identify credentials of value. To do this, many states are utilizing labor market information about in-demand industries and occupations, engaging with employers to learn more about their needs, and examining the outcomes of individuals who complete credentials. With this information, states can determine if a particular credential meets their definition of quality and should count towards the state's educational attainment goal.

Finally, individuals may have more than one postsecondary credential, making it difficult to know the number of people with a postsecondary credential, as opposed to the number of credentials awarded. States can use their SLDS to produce an unduplicated count of credential attainment.

To better understand how states are measuring the attainment of non-degree credentials, WDQC conducted the first-ever fifty-state scan of states. (The survey instrument is in the appendix to this report.) We surveyed representatives of postsecondary agencies, workforce agencies, higher education systems, or longitudinal data systems in all fifty states and the District of Columbia.

We asked survey recipients whether they were (1) collecting data on individual attainment for each type of non-degree credential; (2) incorporating that data into their SLDS; (3) collecting demographic information to learn about attainment for key subpopulations; and (4) identifying credentials of value. Although many states have data about credential attainment from national surveys, we asked states if they had this data from administrative records. Administrative records are those resulting from the administration of a program and are more comprehensive than surveys. States can use these individual-level records to measure progress on educational attainment and to analyze where improvement is most needed.

KEY FINDINGS

Non-Degree Data Collection and Incorporation into SLDS

Overall, states are in the early stages of collecting data on individual attainment of non-degree credentials and incorporating that data into their SLDS.

No state has comprehensive data about all types of non-degree credentials. The survey reveals that states are the most likely to have data about for-credit certificate programs, registered apprenticeship certificates, and licenses. Thirty-six states report having most or all individual-level data on for-credit certificates from public two-year institutions in their state. Twenty-seven states report having all or most data about registered apprenticeship certificates, and twenty-two states report having most or all licensing data.

However, many states report struggling to gather data on non-registered apprenticeship certificates, certifications awarded by industry groups, and non-credit certificates. Thirteen states say they have most or all data about non-credit certificates, and nine states report having most or all data on industry certifications. Just two states report having most or all individual-level data on non-registered apprenticeship programs.

Once states obtain data on non-degree credentials, it is helpful for them to incorporate it into their SLDS, so that it can be matched with other education and workforce data to answer questions about whether programs are preparing students to earn credentials, and whether credentials have value in the labor market. However, eight states report that

THIRTY-SIX STATES REPORT HAVING MOST OR ALL INDIVIDUAL-LEVEL DATA ON FOR-CREDIT CERTIFICATES FROM PUBLIC TWO-YEAR INSTITUTIONS IN THEIR STATE. TWENTY-SEVEN STATES REPORT HAVING ALL OR MOST DATA ABOUT REGISTERED APPRENTICESHIP CERTIFICATES, AND TWENTY-TWO STATES REPORT HAVING MOST OR ALL LICENSING DATA.

they do not have an SLDS. Of those who do have an SLDS, they are most likely to incorporate for-credit certificate data into the systems. Thirty-five states report including most or all individual-level data on for-credit certificates into their SLDS.

States are not likely to have comprehensive data about any other types of non-degree credentials in their SLDS. Nine states report having most or all registered apprenticeship certificate data in their SLDS, and eight states report having most or all non-credit certificate data. Four states report having most or all industry certification data in their SLDS, and three states report having most or all licensing data. Just one state reported having most or all non-registered apprenticeship certificate data in its SLDS.

Understanding Attainment by Demographic

The majority of states report that they can break-down data about their non-degree credential attainment by certain key demographics, such as race/ethnicity or age. States can likely do this by collecting individual-level data about students including their demographic information. Demographic data can help states better understand the attainment rates of these groups.

States are the most likely to disaggregate attainment by age and race/ethnicity, with forty states reporting that

they can disaggregate by these characteristics. Most states are also able to disaggregate attainment results by gender, a student's highest level of educational attainment, and veteran status. Thirty-eight states disaggregate by gender, thirty-one highest educational attainment, and twenty-seven by veteran status.

States are unlikely to disaggregate non-degree credential attainment by whether a student is the first in their family to enroll in postsecondary education. Only eight states report that they do this.

Identifying Credentials of Value

Many states are hesitant to count all types of non-degree credentials towards their attainment goals and choose instead to count only credentials that they determine have value in the labor market or are otherwise "high quality." The survey reveals that thirty states have or are developing a list of "credentials of value," to administer financial aid, workforce development, or other programs.

In order to do this, states say they are currently, or have plans to (1) utilize labor market information to better understand in-demand industries and occupations as well as skills gaps; (2) engage employers to learn more about what they look for when hiring; and (3) examine employment and wage outcomes of credential completers. Specifically, twenty-six states say they currently or will identify programs of study associated with high-demand industries or occupations. Twenty-four states report that they currently or will determine where there are skills gaps. Twenty-three states say they currently or will analyze the employment rates and/or average earnings of those with various credentials. Finally, twenty-one states report that they currently or will get regular input from employers about the skills and credentials they are looking for when hiring.

SUMMARY OF STATE SURVEYS

States with Individual-level Data in Any State Agency	All	Most	Some	None
For-Credit Certificates	25	11	13	2
Registered-Apprenticeship Certificates	22	5	8	16
Licenses	10	12	16	13
Non-Credit Certificates	5	8	22	16
Non-Registered Apprenticeship Certificates	1	1	12	37
Certifications	0	9	28	14

States with Individual-level Data in SLDS	All	Most	Some	None	No SLDS
For-Credit Certificates	20	15	6	2	8
Non-Credit Certificates	5	3	13	22	8
Registered-Apprenticeship Certificates	6	3	5	29	8
Licenses	1	2	16	24	8
Non-Registered Apprenticeship Certificates	1	0	7	35	8
Certifications	0	4	18	21	8

Number of States Who Can Disaggregate Non-Degree Credential Attainment by:	
Age	40
Race/Ethnicity	40
Gender	38
Highest Level of Educational Attainment	31
Veteran Status	27
Economic Status	23
English Language Learner	19
1st Generation Students	8

Credentials of Value	Number of States
Have **or** Will Identify Credentials of Value	30
Activities Conducted or Planned	
Programs Associated with High-Demand Industry/Occupation	26
Supply/Demand Analysis	24
Analyze employment/earnings outcomes	23
Regular Employer Input	21

STATE EXAMPLES

Although gathering data about non-degree credentials and identifying credentials of value is new to many states, a number of states already provide examples of this work. The following summarizes how some states have begun to meet these challenges.

Non-Credit Certificates

Most states have individual-level data about certificates from for-credit programs at public two-year institutions. However, fewer states require public institutions to report data about certificates resulting from non-credit courses. Accordingly, many institutions have never built the capacity to report non-credit data to the state and could face significant challenges if the state called upon them to do so. Missouri has worked with its institutions to build this capacity, and now collects data on non-credit certificates.

Missouri: Missouri's Department of Higher Education and Department of Economic Development used funding from a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to expand the system it uses to allow community colleges to submit for-credit program information, to also accept non-credit program information. The state not only made technical changes to the reporting system, but also created a standardized submission format that closely matches many elements of the for-credit reporting template. This helped minimize the reporting burden for institutions. This new system allows community colleges to submit individual-level data on a quarterly basis, and in the future, may be used to allow private institutions in the state to do the same.

As of January 2018, Missouri's Department of Higher Education has a year's worth of data from all of the state's community and technical colleges. That data has also been included in the state's Workforce Longitudinal Data System, which contains data about the state's workforce programs, but not K-12 programs. It will be matched with employment data to populate the state's forthcoming scorecard. The scorecard will provide program-level data about the state's public institutions and Workforce Innovation and Opportunity Act (WIOA) providers.

Officials from the Department of Higher Education and Department of Economic Development credit funding from the TAACCCT grant as one of the main reasons that community colleges participated in the project. The grant allowed each of the institutions to make technical changes and hire necessary staff. Furthermore, agency staff also believe that institutions were motivated by the ability to see their program outcomes, and the clarity with which the agencies conveyed their privacy and security practices.

Private Occupational School Data

Although states usually license private for-profit institutions, and private institutions may be eligible for state financial aid or other state funding, relatively few states mandate that private schools share student-level data in exchange for

authorization or aid. Accordingly, many states do not have certificate data from private occupational schools. However, Washington state has established regulations enabling the state to gather student-level data from for-profit career schools that offer certificates.

Washington: In Washington state, the Workforce Training and Education Coordinating Board (WTECB) collects student-level credential attainment data from private career schools (PCS) that grant certificates. There are approximately 300 such schools with 17,000 students.

WTECB is responsible for licensing and regulating PCS, as well as setting standards for data collection and evaluation for sub-baccalaureate workforce education and training programs in Washington. With that dual authority, WTECB engaged the Northwest Federation of Career Colleges (the PCS regional trade association) in a dialogue about setting data requirements for PCS, and adopted regulations requiring PCS to annually transmit student-level data to WTECB. This includes data on credential attainment. The Federation agreed, because they were confident in PCS student outcomes, and eager to see those outcomes reported in a comparable manner with outcomes of community college workforce program completers.

Initially, many PCS had little data capacity, and submitted data to the state in whatever form they could. Many PCS submitted spreadsheets containing inaccurate or incomplete information, and some submitted handwritten forms. To help the PCS, WTECB designated a staff person to answer questions and assist the PCS with submitting accurate information.

Eventually, Washington utilized a SLDS grant from the U.S. Department of Education to adopt a more effective process. It now utilizes a student data portal to collect data from PCS. The portal includes standardized codes and program titles. It also automatically uncovers data errors, such as invalid dates.

After data submission, WTECB arranges for PCS data to be linked with wage records and other data sets in order to measure student outcomes. The student outcomes are included in WTECB's annual evaluation of PCS and eleven other statewide workforce programs, called "Workforce Training Results." WTECB also transmits the PCS data to the Education Research and Data Center that manages the SLDS for Washington.

Registered Apprenticeship Certificates

About half of states administer their registered apprenticeship programs within state agencies referred to as State Apprenticeship Agencies, while the rest are administered by the U.S. Department of Labor (DOL).[7] States that administer their own registered apprenticeship programs should only need to execute a state inter-agency data sharing agreement to get individual-level data about these programs. States whose programs are administered by DOL can undertake a similar process to get individual-level data from DOL. Iowa has successfully navigated this process.

Iowa: Iowa Workforce Development (IWD) has signed a data sharing agreement with the U.S. Department of Labor's Employment and Training Administration (ETA) to receive individual-level information about persons in Iowa's registered apprenticeship programs, in order to track their employment outcomes. IWD receives data including names, dates of birth, zip codes, and social security numbers. The agreement allows IWD to receive data annually.

Data comes from ETA's Registered Apprenticeship Partners Information Data System (RAPIDS) 2.0 database. The database contains information about apprentices and registered apprenticeship programs, in all states whose registered apprenticeship programs are overseen by ETA. Iowa reports that its regional ETA representative was able to connect state officials with the appropriate personnel at ETA's national office and recommended that other states have their workforce agency spearhead any effort to get registered apprenticeship data. Although ETA has a standardized data sharing agreement, Iowa reports that it was able to modify the existing agreement. The process took about a year. IWD also signed an Interconnection Security Agreement, governing how the data will be shared and protected.

The state is currently in the process of modifying its existing data sharing agreement to enable IWD to share data with the Iowa Department of Education, and to receive data quarterly instead of annually.

Occupational Licenses

Although state agencies typically award occupational licenses, states often struggle to bring together all of their licensing data. This makes it difficult to see how licenses fit into states' education and training pipelines. Indiana has created a unified state agency to house its licensing data, allowing the state to more easily match licensing data with other education and workforce data.

Indiana: Nearly one in seven workers in Indiana has a license. In 2005, Indiana's General Assembly created the Indiana Professional Licensing Agency (IPLA) to serve as the umbrella organization for the more than fifty licensing bodies in the state. Now, the board regulates over seventy professional licenses. This unified structure has not only made it easier for people to apply for licenses but has also facilitated the collection and linkage of licensing data. Now, Indiana officials can get all licensing data from just one place. The data is also incorporated into the state's SLDS, so that it can be matched with other education and employment data.

Industry Certifications

Most states do not regulate industry certifiers and hence cannot compel them to submit data. Of those states who include industry certifications within their educational attainment goals, many are in the early stages of considering how to obtain industry certification data.

State K-12 agencies have been early leaders, sometimes because industry certifications count towards their state's accountability metrics for the Every Student Succeeds Act

(ESSA). K-12 agencies' experience can provide insight for postsecondary agencies looking to count industry certifications. Postsecondary agencies in states whose K-12 counterparts have collected certification data should share and build upon this work without duplicating efforts.

Tennessee: The Tennessee Department of Education maintains a student industry certification list, which includes those certifications that the Department of Education believes can prepare students for postsecondary education or the workforce. To be placed on the list, certifications must meet four criteria: (1) they are industry recognized and valued; (2) they are aligned to a career and technical education course and/or program of study; (3) they are accepted for credit or hours by postsecondary institutions; and (4) they lead to high-quality employment.[8]

To gather data about the students who receive these industry certifications, the Tennessee Department of Education has signed memorandums of understanding (MOUs) with all but one certification provider on the student industry certification list. Under the MOUs, the providers will send individual-level data on students who obtain industry certifications to the state Department of Education, for eventual inclusion within the Tennessee Longitudinal Data System.

To initiate this process, the Tennessee Department of Education individually reached out to each certification provider on its student industry certification list. While the state does not require industry certifiers to provide data, doing so increases the likelihood that a provider will stay on the list. Accordingly, most industry certifiers wanted to share data to maintain the likelihood that Tennessee's students seek out their certification.

To facilitate data submission, the Department of Education created a standard record layout that industry certifiers could use to submit data. Since industry certifiers range in technological sophistication, as well as which data they collect, the Department of Education has accepted whatever data is provided, in whatever form it is provided and uses its own staff to clean the data and match it to other education and workforce data using fuzzy matching techniques. Through these methods, the Department of Education can match about 50 percent of its certification data with K-12 student data.

The Department of Education has also discussed hiring a staff person to assist industry certifiers with submitting data, however, the agency has not received the resources to do that.

Identifying Credentials of Value

Many states only want to count "quality" credentials towards their attainment goals. There are a number of metrics and processes states can use to identify credentials of value. Virginia and New Jersey provide two examples of states that have navigated this terrain.

Virginia: The Virginia Community College System (VCCS) keeps a list of its college programs resulting in a certification or license. Each of the programs on this list must meet the following parameters: (1) be based on skills standards

developed or endorsed by employers; (2) be recognized by multiple employers and educational institutions, as well as across geographic areas, where appropriate; (3) involve a test or other demonstration that the student has acquired the required skills; and (4) be validated by a third party, such as the American Welding Society, the National Health-career Association, or the Virginia Department of Health Professions. In addition, training programs may be taken for academic credit or non-credit.[9] The VCCS is focusing attention on articulating approved credentials for credit and building stackable career pathways that incorporate these credentials.

For a credential to be approved and placed on the VCCS list there are four steps: (1) submission; (2) committee review against the approved industry parameters and recommendation; (3) college panel review and recommendation, as needed; and (4) final decision by the Chancellor or designees. First, the community college must submit its industry certification to VCCS, through the VCCS Industry Credentials website. Each submission must include: (1) the credential's name; (2) the awarding entity; (3) a contact e-mail; (4) whether the credential is offered for credit, not for credit, or both; (5) and the "cluster" the credential falls into, such as manufacturing or information technology. The review step takes about three weeks and may involve two separate entities: the VCCS System Office Review Committee alone, or the VCCS System Office Review Committee and a group of secondary evaluators. The secondary evaluators are composed of four college workforce leaders (selected from a pre-identified pool) and four representatives from the Academic and Student Affairs Council (ASAC). The ASAC representatives must not be from the college who submitted the credential. In the first part of the review process, the VCCS System Office Review Committee will review the submission. If the submission "has national stature or clearly meets the SBCC approved industry parameters, the committee may recommend approval." If a certification does not clearly meet the parameters, the committee will

forward the request to the secondary evaluators. These secondary evaluators will then "reach out to content experts at their institution and in the field for additional industry knowledge" necessary to determine if the credential meets the parameters. Ultimately, the VCCS System Office Review Committee will make a recommendation for approval or rejection to the Chancellor or his designees. If the Chancellor or his designees approve the credential, the certification or license will be posted to the website and the community college will be notified. Credentials must be re-reviewed at least once every two years.

New Jersey: In 2016, New Jersey's Department of Labor and Workforce Development (DOLWD) released the first version of its Industry Valued Credentials list, detailing which credentials are valued by employers. In order to be included on the list, credentials must meet four criteria. They must: (1) be valued by employers; (2) teach transferable skills; (3) potentially lead to opportunities for continued education and training; and (4) lead to higher wages, career advancement, and/or increased job security.[10]

In order to make this determination, DOLWD conducted research and sought input from a variety of stakeholders. First, analysts at DOLWD combed through labor market data to determine which credentials were the most in-demand by the state's seven largest industries. Then, DOLWD reached out to employers that participated in the state's talent networks, which are sector partnerships between employers in the state's key industries, and education and workforce institutions. Using feedback from the talent network members, they created a preliminary list of industry-valued credentials. That list was further tailored to employer preferences through a statewide online survey of employers and an open comments period. Finally, the state's legislatively mandated Credential Review Board, composed of representatives of entities including the Department of Labor and Workforce Development, the Higher Education Commission, and a Workforce Investment Board director, approved the list. The DOLWD updates this list every quarter.

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	State does not have SLDS
Non-Credit Certificates	Some	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	All	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	Some	State does not have SLDS
LICENSES	Most	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	Some	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	State does not have SLDS
Non-Credit Certificates	Some	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	Most	State does not have SLDS
Non-Registered Apprenticeship	Some	State does not have SLDS
INDUSTRY CERTIFICATIONS	Some	State does not have SLDS
LICENSES	Some	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	All	Most
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	X
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	State does not have SLDS
Non-Credit Certificates	All	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	None	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	None	State does not have SLDS
LICENSES	None	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	Some	Some
Non-Registered Apprenticeship	Some	Some
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	Most

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Most	Most
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Most	State does not have SLDS
Non-Credit Certificates	Most	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	All	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	Most	State does not have SLDS
LICENSES	Most	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Some
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	Some	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Most	Some
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By _any_ State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	All	All
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	All
Non-Credit Certificates	Most	None
APPRENTICESHIP		
Registered Apprenticeship	Some	None
Non-Registered Apprenticeship	Some	None
INDUSTRY CERTIFICATIONS	Most	None
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	Some	None
Non-Registered Apprenticeship	Some	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By _any_ State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Some
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	

Non-Degree Credential Data Collection

	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	Some	Some
Non-Registered Apprenticeship	None	Some
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:

Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	X
Race/Ethnicity	
Veteran Status	

Credentials of Value

Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	All	All
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	

RESULTS BY STATE: KANSAS

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	All	Some
Non-Registered Apprenticeship	Some	Some
INDUSTRY CERTIFICATIONS	Most	Most
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	Most
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	Some
Non-Credit Certificates	Most	Some
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Most	Some
LICENSES	All	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	All	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Some
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By _any_ State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	All	All
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	All	All
INDUSTRY CERTIFICATIONS	Most	Most
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	Most	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	All	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	Some
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	Some	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	None	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	All
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	Some	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Most	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	All	Some
Non-Registered Apprenticeship	Some	Some
INDUSTRY CERTIFICATIONS	Some	Most
LICENSES	All	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	State does not have SLDS
Non-Credit Certificates	Most	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	None	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	None	State does not have SLDS
LICENSES	None	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection

	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	Some	None
Non-Registered Apprenticeship	Some	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	All	None

State Can Disaggregate Non-Degree Credential Attainment by:

Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value

Have or Plan to Identify Credentials of Value	No

Activities Conducted or Planned

Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Most	Some
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	Most	Some
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	All	All

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	None	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Most	Most
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	Some	Some
INDUSTRY CERTIFICATIONS	Most	Most
LICENSES	Most	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Most	State does not have SLDS
Non-Credit Certificates	None	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	None	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	Most	State does not have SLDS
LICENSES	All	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By _any_ State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Some
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	All	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	All	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	State does not have SLDS
Non-Credit Certificates	Some	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	All	State does not have SLDS
Non-Registered Apprenticeship	Some	State does not have SLDS
INDUSTRY CERTIFICATIONS	Some	State does not have SLDS
LICENSES	Most	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	None	None
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection

	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	All	All
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Most	None
LICENSES	Most	None

State Can Disaggregate Non-Degree Credential Attainment by:

Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value

Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	Most	Most
APPRENTICESHIP		
Registered Apprenticeship	Most	Most
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Most	Most

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection

	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	None
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	Most	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:

Age	
Economic Status	
English Language Learner	
First Generation Student	
Gender	
Educational Attainment	
Race/Ethnicity	
Veteran Status	

Credentials of Value

Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

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Non-Degree Credential Data Collection		
	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	Most
Non-Credit Certificates	None	None
APPRENTICESHIP		
Registered Apprenticeship	All	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	None
LICENSES	All	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Most	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	All	All
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	Some	Some
LICENSES	Some	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	Yes
Activities Conducted or Planned	
Supply/Demand Analysis	X
Programs Associated with High-Demand Industry/Occupation	X
Analyze Employment/Earnings Outcomes	X
Regular Employer Input	X

Non-Degree Credential Data Collection	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	All	All
Non-Credit Certificates	Some	None
APPRENTICESHIP		
Registered Apprenticeship	None	None
Non-Registered Apprenticeship	None	None
INDUSTRY CERTIFICATIONS	None	None
LICENSES	None	None

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	X
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	X

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection

	By *any* State Agency	In the SLDS
CERTIFICATES		
For-Credit Certificates	Some	State does not have SLDS
Non-Credit Certificates	None	State does not have SLDS
APPRENTICESHIP		
Registered Apprenticeship	Most	State does not have SLDS
Non-Registered Apprenticeship	None	State does not have SLDS
INDUSTRY CERTIFICATIONS	None	State does not have SLDS
LICENSES	None	State does not have SLDS

State Can Disaggregate Non-Degree Credential Attainment by:

Age	X
Economic Status	X
English Language Learner	X
First Generation Student	
Gender	X
Educational Attainment	X
Race/Ethnicity	X
Veteran Status	

Credentials of Value

Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

Non-Degree Credential Data Collection		
	By *any* State Agency	**In the SLDS**
CERTIFICATES		
For-Credit Certificates	Some	Most
Non-Credit Certificates	Some	Some
APPRENTICESHIP		
Registered Apprenticeship	Some	Some
Non-Registered Apprenticeship	Some	Some
INDUSTRY CERTIFICATIONS	None	None
LICENSES	Some	Some

State Can Disaggregate Non-Degree Credential Attainment by:	
Age	X
Economic Status	X
English Language Learner	
First Generation Student	
Gender	X
Educational Attainment	
Race/Ethnicity	X
Veteran Status	

Credentials of Value	
Have or Plan to Identify Credentials of Value	No
Activities Conducted or Planned	
Supply/Demand Analysis	
Programs Associated with High-Demand Industry/Occupation	
Analyze Employment/Earnings Outcomes	
Regular Employer Input	

APPENDIX: 2017 POSTSECONDARY NON-DEGREE CREDENTIAL MEASUREMENT PROJECT OVERVIEW AND DIRECTIONS

Project Overview: An increasing number of states have postsecondary credential attainment goals. However, states are still figuring out how to measure progress towards those goals, particularly for non-degree credentials like certificates, industry certifications, and licenses. WDQC hopes to help the field better understand how states are using data to answer key questions about credentials.

Directions: This survey is intended to provide information about the scope of non-degree credential data in your state. Accordingly, please collaborate with colleagues when possible. This information will serve as the basis for WDQC's nationwide assessment of state capacity to report on non-degree credential attainment. In your survey response, you may include postsecondary credentials earned in secondary schools.

Please answer questions based upon the definitions below.

Definitions

· **Badge:** A recognition designed to be displayed as a marker of accomplishment, activity, achievement, skill, interest, association, or identity.

· **Certification:** A credential awarded by a certification body (not a school or government agency) based on an individual demonstrating, through an *examination process*, that he or she has acquired the designated knowledge, skills, and abilities to perform a specific occupation or skill. The examination can be written, oral or performance-based. A certification is a time-limited credential that may be renewed through a re-certification process.

· **Postsecondary Diploma:** A credential awarded by an educational institution for successful completion of a course of study or its equivalent. Typically, a postsecondary diploma is awarded for the completion of a short-term course of study.

· **For-Credit Certificate:** A credential awarded by an *educational institution* based on completion of all requirements for a program of study, including coursework and tests or other performance evaluations. Certificates, as an academic award, are not time limited and do not need to be renewed. Coursework is taken for academic credit.

· **License:** A credential that permits the holder to practice in a specified field. A license is awarded by a government licensing agency based on pre-determined criteria. The criteria may include some combination of degree attainment, certifications, certificates, assessment, apprenticeship programs or work experience. Licenses are time-limited and must be renewed periodically.

· **Non-Credit Certificate:** A credential awarded by a *training provider* or *educational institution* based on completion of all requirements for a program of study, including coursework and tests or other performance evaluations. Certificates, as an academic award, are not time limited and do not need to be renewed. Coursework is not taken for academic credit.

· **Non-Registered Apprenticeship Certificate:** A credential awarded to completers of non-registered apprenticeship programs.

· **Registered Apprenticeship Certificate:** A credential awarded to completers of a registered apprenticeship program.

· **State Data System:** A state data system can include *any* data collected by a state, and need not be linked to other data or collected over time. (ex. data collected by your states' higher education agency in order to administer a program).

· **State Longitudinal Data System:** This refers to your states longitudinal data system, which captures student data from preschool to high school, college, and into the workforce, or links data across parts of the P-20W system. Your state's longitudinal data system may be funded by a Statewide Longitudinal Data System or Workforce Data Quality Initiative grant.

Introductory Information

1. Who is the primary person completing this survey? *Please list name, title, agency affiliation, and e-mail.*

_____

_____

_____

_____

2. Who else collaborated to answer this survey? *Please list name, title, agency affiliation, and e-mail of each collaborator. Type N/A if not applicable.*

_____

_____

_____

_____

3. Does your state have a postsecondary credential attainment goal?   [ ] Yes   [ ] No

4. If your state has a postsecondary credential attainment goal, which non-degree credentials are counted towards achievement of that goal? *Check all that apply.*
[ ] Badge or Digital Badge
[ ] Certifications
[ ] For-Credit Certificate
[ ] Non-Credit Certificate
[ ] Licenses
[ ] Postsecondary Diploma
[ ] Registered Apprenticeship Certificate
[ ] Non-Registered Apprenticeship Certificate
[ ] Other: _____
[ ] Other: _____
[ ] None of the above
[ ] Still Under Discussion
[ ] Unsure

5. If your state has a postsecondary credential attainment goal, how do you define that goal? (Eg. 50% of adults age 18-100 have a postsecondary credential.) *If possible, provide a link to your states credential attainment goal definition.*

_____

_____

_____

_____

6. Which agency is responsible for calculating progress towards the attainment goal? *If more than one, select Other and use the text box to clarify.*

[ ] State Longitudinal Data System

[ ] K-12 Education Agency

[ ] K-20 Education Agency

[ ] Postsecondary Education Agency

[ ] Workforce Agency

[ ] Other: _____

[ ] None

[ ] Still Under Discussion

[ ] Unsure

Non-degree Credential Collection

7. For which non-degree credentials is your state collecting individual level data? *Please use the relevant check boxes to indicate an estimate of how much of each type of individual-level non-degree credentials data your state data systems are collecting.*

	None	Some	Most	All
Badge or Digital Badge	[ ]	[ ]	[ ]	[ ]
Certifications	[ ]	[ ]	[ ]	[ ]
For-Credit Certificate	[ ]	[ ]	[ ]	[ ]
Non-Credit Certificate	[ ]	[ ]	[ ]	[ ]
Licenses	[ ]	[ ]	[ ]	[ ]
Postsecondary Diploma	[ ]	[ ]	[ ]	[ ]
Registered Apprenticeship Certificate	[ ]	[ ]	[ ]	[ ]
Non-Registered Apprenticeship Certificate	[ ]	[ ]	[ ]	[ ]

8. Are your state data systems collecting *individual-level* data on any other non-degree credentials not captured in question number seven? *Please use the relevant check boxes to indicate an estimate of how much of each type of individual-level non-degree credentials data your state data systems are collecting.*

_____   [ ] None   [ ] Some   [ ] Most   [ ] All

_____   [ ] None   [ ] Some   [ ] Most   [ ] All

_____   [ ] None   [ ] Some   [ ] Most   [ ] All

9. For each type of data for which your state data systems are not collecting individual-level data on non-degree credentials, please explain what challenges you are facing (ex. political will, resources, only receiving aggregate data due to privacy concerns, etc).

_____

_____

_____

_____

10. If you would like to share additional information about your states' non-degree credential attainment data collection, please do so here.

_____

_____

_____

_____

11. From which entities are you collecting individual-level data on non-degree credentials? Check all that apply.

[ ] Apprenticeship Office

[ ] Employers/Employer Associations

[ ] Community Based Organizations

[ ] Licensing bodies

[ ] Proprietary Institutions

[ ] Private Certification Vendors (ex. CompTIA)

[ ] Public 2-Year Institutions

[ ] Non-Profit 2-Year Institutions

[ ] Workforce Agency

[ ] Other _____

[ ] Other _____

[ ] None of the Above

12. Explain previous answer if desired.

_____

_____

_____

_____

13. Can you disaggregate your state's measure(s) of non-degree credential attainment by the following categories? *Check all that apply.*

[ ] Age

[ ] Economic Status

[ ] English Language Learner

[ ] 1st Generation students

[ ] Gender

[ ] Highest level of Educational Attainment

[ ] Race/Ethnicity

[ ] Veteran Status

[ ] Other _____

[ ] Other _____

[ ] None of the Above

Longitudinal Data

14. Does your state have a longitudinal data system?   [ ] Yes   [ ] No

15. If your state has a longitudinal data system, does it contain individual-level data about non-degree credentials?
Please use the relevant check boxes to indicate an estimate of how much of each type of non-degree credentials data your state longitudinal system is collecting.

	None	Some	Most	All	My State Does Not Have an SLDS
Badge or Digital Badge	[ ]	[ ]	[ ]	[ ]	[ ]
Certifications	[ ]	[ ]	[ ]	[ ]	[ ]
For-Credit Certificate	[ ]	[ ]	[ ]	[ ]	[ ]
Non-Credit Certificate	[ ]	[ ]	[ ]	[ ]	[ ]
Postsecondary Diploma	[ ]	[ ]	[ ]	[ ]	[ ]
Registered Apprenticeship Certificate	[ ]	[ ]	[ ]	[ ]	[ ]
Non-Registered Apprenticeship Certificate	[ ]	[ ]	[ ]	[ ]	[ ]
Licenses	[ ]	[ ]	[ ]	[ ]	[ ]

16. Is your longitudinal data system collecting *individual-level* data on any other non-degree credentials not captured in the previous question? *Please use the relevant check boxes to indicate an estimate of how much of each type of individual-level non-degree credentials data your state longitudinal data system is collecting.*

_____   [ ] None   [ ] Some   [ ] Most   [ ] All
_____   [ ] None   [ ] Some   [ ] Most   [ ] All
_____   [ ] None   [ ] Some   [ ] Most   [ ] All

17. For each type of non-degree credentials data which exists in at least one state data system, but is not captured in your state *longitudinal data system*, please explain what challenges you are facing.

_____
_____
_____
_____

18. If you would like to share additional information about your states' non-degree credential attainment data collection, please do so here.

_____
_____
_____
_____

Analytical Capacity

19. Does your state provide an unduplicated count of postsecondary credential attainment by not double counting individuals who have attained more than one postsecondary credential?   [ ] Yes   [ ] No

20. If you wish to provide more information about whether your state does or doesn't provide an unduplicated count of postsecondary non-degree credentials, please do so here.

_____

_____

_____

_____

21. If you have any other information you wish to share about your states' ability to analyze non-degree credential attainment, please do so here.

_____

_____

_____

_____

Credentials of Value

22. Is your state developing a statewide list of "credentials of value" used to administer financial aid, workforce development, or other programs?   [ ] Yes   [ ] No

23. If yes, which activities does your state conduct to identify and promote credentials of value? *Check all that apply.*

[ ] Determine which programs of study and occupations have a current or projected gap between supply and employer demand

[ ] Identify programs of study associated with high-demand industries or occupations for workforce development

[ ] Analyze employment rates and/or average earnings for people with different credentials

[ ] Get regular input from multiple businesses about the skills and credentials they look for when hiring

[ ] Other: _____

[ ] Other: _____

[ ] None of the above

[ ] Unsure

[ ] My State is Not Developing a List of Credentials of Value

24. If you wish to provide any other information about your states' efforts to determine which credentials are of value, please do so here.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank You!

ENDNOTES

1 See Carnevale, Anthony; Rose, Stephen; and Hanson, Andrew; "Certificates: Gateway to Gainful Employment and College Degrees," Georgetown University Center on Education and the Workforce, June 2012, https://1gyhoq479ufd3yna29x7u-bjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Certificates.FullReport.061812.pdf; Ewert, Stephanie; Kominski, Robert; "Measuring Alternative Educational Credentials 2012," United States Census Bureau, January 2014, https://www.census.gov/prod/2014pubs/p70-138.pdf.

2 Ewert and Kominski, "Measuring Alternative Educational Credentials: 2012."

3 Carnevale, Rose, and Hanson, "Certificates: Gateway to Gainful Employment and College Degrees."

4 "States with Higher Education Attainment Goals," HCM Strategists, accessed March 23, 2018, http://strategylabs.luminafoundation.org/wp-content/uploads/2014/02/State-Attainment-Goals.pdf.

5 Id.

6 Jenkins, Scott, "Rising to the Attainment Challenge: States Target Data, Equity," June 2017, https://www.luminafoundation.org/news-and-views/rising-to-the-attainment-challenge-states-target-data-equity.

7 "Registered Apprenticeship Data FAQ's," Workforce Data Quality Campaign, http://www.workforcedqc.org/sites/default/files/images/3%2031%20Apprentice_FAQ_2pg_web.pdf.

8 "Student Industry Certifications Overview," Tennessee Department of Education Division of College, Career and Technical Education, October 2017, https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_certs_guidance.pdf.

9 See Leventoff, Jenna, "Programs that Work: Quality Assurance for Short-Term Occupational Programs," Workforce Data Quality Campaign, January 2017, http://www.workforcedqc.org/sites/default/files/images/WDQC-ProgramsThat-Work-web.pdf.

10 See Leventoff, Jenna, "New Jersey Releases List of Industry-Valued Credentials," Workforce Data Quality Campaign, October 2016, http://www.workforcedqc.org/news/blog/new-jersey-releases-list-industry-valued-credentials.