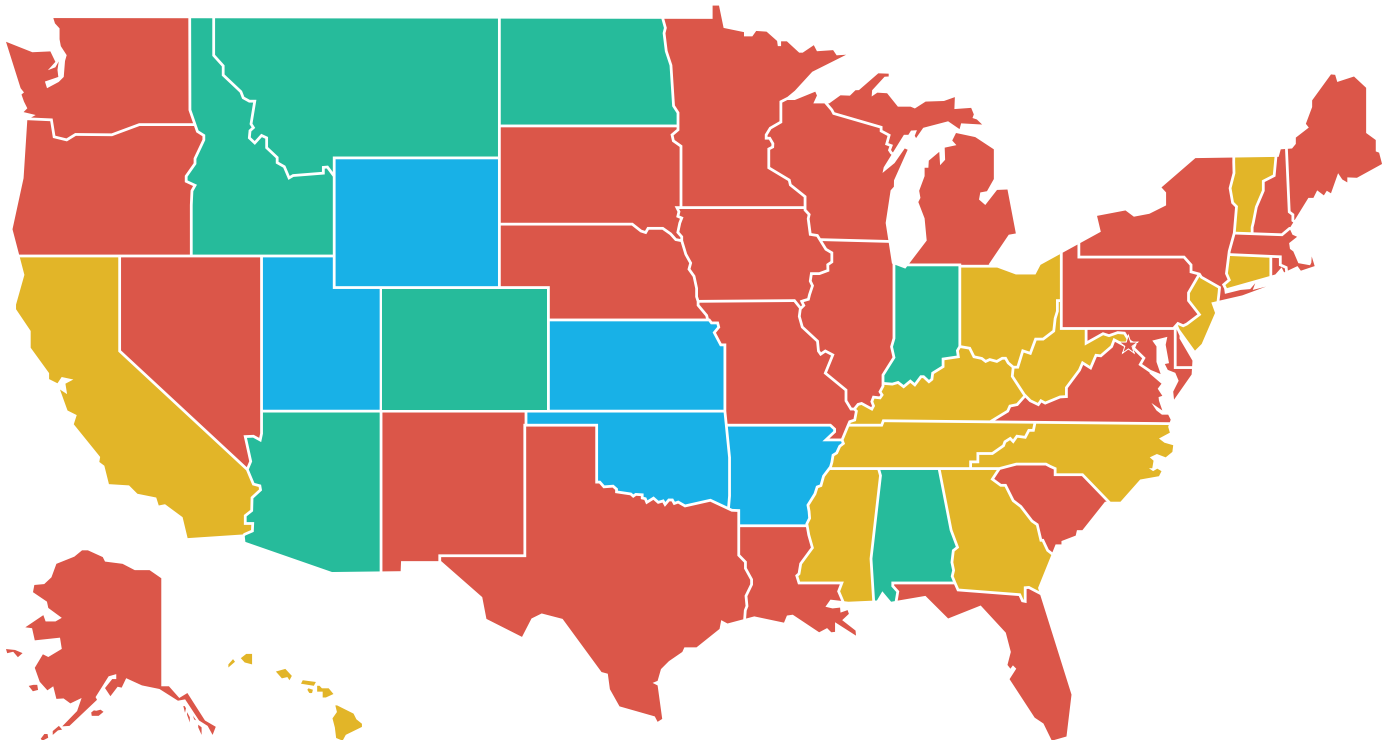




9.

Empowers learners and earners to validate knowledge and skills and to access and utilize their own verified education and employment achievements

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 to navigate lifelong learning pathways and connect with opportunities.



Element 9 Criteria	Rating	Total States
The state is implementing, funding, or partnering to deploy technology and data interoperability systems that empower individuals to utilize their own verified education and employment achievements to navigate lifelong learning pathways, which may include learning and employment records, digital wallets and credentialing systems, and other similar technologies.	Leading 	7
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 	12
The state is not implementing, funding, or partnering to deploy technology and data interoperability systems that empower individuals to utilize their own verified education and employment achievements to navigate lifelong learning pathways.	Foundational 	27

State	Rating	Description and Resource Links
Alabama	●	The Alabama Committee on Credentials and Career Pathways (ACCCP) is a legislatively enacted and funded governance committee for the Alabama Talent Triad. The ACCCP is tasked with a two-fold mission: (i) identifying Alabama's regional and statewide in-demand occupations; and (ii) developing competency models, career pathways, and credentials of value linked to those in-demand occupations. These competency models, credentials, and pathways are then used within the Talent Triad by citizens through a digital wallet that stores each individual's verified skills. The skills can be used to match to job opportunities and further education. Key partners in the initiative include EBSCOed and Competency-Based Education Network, who provide direct support to the ACCCP. In addition, several partners such as American Association of Collegiate Registrars and Admissions Officers, Digital Promise, National Governors Association, T3 Innovation Network, and Upskill America have played roles in the adoption and implementation within the state. As of February 2025, Alabamians had created 67,423 LERs with validated credentials. The Talent Triad has facilitated interoperable credentials to move from outside the state by partnering with SOLID and Map MyFutures to support military-connected individuals to search for education and careers. Additionally, the Alabama Community College System, in collaboration with AACRAO, 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.
Alaska	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	●	The Arizona Community College Coordinating Council (AC4) and the Arizona Board of Regents (ABOR) launched the Arizona Learning Mobility Collaborative (AZLMC), a statewide, solutions-focused initiative in collaboration with Strada Education Foundation, the American Association of Collegiate Registrars and Admissions Officers, and Education Design Lab. The Collaborative unites Arizona's public higher education institutions with key workforce and nonprofit partners to design an integrated, learner-centered credentialing ecosystem. Its mission is to empower Arizonans to document and build their knowledge, skills, and competencies through incremental, portable credentials; leverage their learning to access education and employment opportunities; and strengthen the state's data infrastructure to more effectively support learners and inform evidence-based policy and practices. Additionally, through an LER Accelerator grant award, the AZLMC will engage in a statewide planning initiative to design interoperable technical, governance, and policy frameworks for Learning and Employment Records across Arizona's public postsecondary institutions, led by ABOR and AC4.
Arkansas	●	In 2025, Arkansas announced Arkansas LAUNCH, a skills-based platform. LAUNCH leverages Arkansas state administrative data and individual skills, experience, education, and preferences to create customized learning and career path recommendations for learners and jobseekers. The platform uses the same data to help employers find skilled workers. The Chief Data Officer's Office (ARData) has responsibility under the Arkansas Workforce Strategy for the implementation and support of LERs. 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. Since 2020, Arkansas has been establishing an ecosystem that will support the issuance of LERs, leveraging governance and interoperable data infrastructure, which includes streamlined data sharing agreements, a credential registry, and identity management.
California	●	In statute, the California Cradle to Career (C2C) Data System is charged with scaling eTranscript California. An eTranscript Taskforce, facilitated by C2C, published concrete, actionable recommendations for how to leverage eTranscript California to reduce administrative burden for students, clarify complementary systems and processes that are necessary for a Career Passport that would support skills-first hiring, and document specific steps to advance this vision in the next three years. C2C is also facilitating the effort to develop the Governor's vision for a Career Passport, which would include validated academic and nonacademic skills when people apply for a job. Additionally, Golden West College has been awarded an LER Accelerator grant to develop and implement an LER system to document and standardize student competencies across disciplines, aligning them with skills taxonomies to enhance workforce readiness and credential transparency.

State	Rating	Description and Resource Links
Colorado	●	Colorado is advancing a skills-first approach to boost economic mobility by connecting high school, college, career training, and employment in a more seamless system. Through the Colorado Workforce Development Council, the state is leading the ColoradoFWD initiative, which uses LERs to make workers' skills more visible and better match them with job opportunities. A key focus of this effort is addressing workforce shortages in behavioral health and direct care by issuing the Qualified Behavioral Health Assistant microcredential. These microcredentials include verified skills data and qualify earners to serve on Medicaid-reimbursed care teams. In collaboration with 24 statewide partners, ColoradoFWD also supports policy development, stackable credentialing, and the creation of a unified credential registry to help learners compare programs based on demand and outcomes. The initiative has published research on the use of LERs for healthcare employers and plans to expand its strategies to other industries. Additional efforts include legislative action to integrate short-term credentials with degree programs, reports such as the Talent Pipeline and ROI reports to inform decision-making, and the deployment of LERs to address educator shortages. Collectively, these initiatives aim to build a responsive, skills-based talent ecosystem. Additionally, the University of Colorado Boulder received an LER Accelerator grant to implement LERs for 200 custodial staff to document validated technical and transferable skills, enabling career advancement.
Connecticut	●	The Connecticut Office of Workforce Strategy oversees Career ConneCT and has operationalized a foundation for the existing skills-based 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. These pathways offer industry-recognized credentials for high-quality, in-demand careers in sectors such as clean energy, construction, IT, and healthcare through employer partners.
Delaware	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	●	Florida Gulf Coast University (FGCU) is laying a foundation for implementing a scalable approach to deploy technology and data interoperability systems that empower individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. Through an LER Accelerator grant award, FCGU will create a centralized LER system that will unify its established digital badge ecosystem. This ecosystem already includes transferable skills as well as industry-specific and continuing education microcredentials.
Georgia	●	The Georgia Governor's office has demonstrated interest in deploying LERs statewide as part of the "Career Navigator" initiative. Several institutions have been awarded an LER Accelerator grant and are laying the foundation for learning mobility: (i) Georgia Tech is developing an institution-wide governance framework and implementation plan for LERs that will unify digital credentials across credit, noncredit, and experiential learning pathways, building on their existing work and technology platforms; (ii) the Technical College System of Georgia is sharing best practices in building and scaling their microcredentialing system, advancing noncredit to credit pathways, and enhancing collaboration with WorkSource Georgia's digital resume service; and (iii) the Savannah Technical Community Colleges are actively issuing microcredentials via Canvas Credentials as part of a four-year project. Additionally, the University of Georgia is issuing learners a CLR that includes digital credentials of students' courses and activities, highlighting their validated achievements and competencies. This platform will be woven into students' learning journeys from day one, helping all UGA students, from undergraduates to graduates, communicate their stories while advancing their academic and professional careers.
Hawaii	●	The Hawaii Department of Labor and Industrial Relations manages the Hawai'i Career Acceleration Navigator (HI CAN), a tool supporting Hawaiian jobseekers to find new opportunities. HI CAN delivers personalized career and training recommendations, based on the jobseeker's experience, skills, and goals.
Idaho	●	Idaho has implemented a statewide microcredential platform, SkillStack, to recognize skills-based secondary and postsecondary learning. The state originally implemented SkillStack to ease credit articulation from secondary career and technical education programs into Idaho's colleges and universities, and the platform now enables postsecondary institutions to award microcredentials for staff professional development and student skills development. Learners demonstrate skills to earn digital badges, and they can then build a portfolio to share these badges. Educators can use the platform to assess, validate, and track skill mastery. Employers can also use the platform for skills-based recruitment.

State	Rating	Description and Resource Links
Illinois	●	While not a statewide-driven effort, Southern Illinois University System was awarded an LER Accelerator grant and is implementing a system-wide LER initiative to integrate credit and noncredit learning into a digital credentialing framework, enhancing student mobility and workforce alignment through learner-centered innovation and skills-based curriculum processes.
Indiana	●	West Governors University (WGU) received a SkillsFWD grant to further develop the Indiana Achievement Wallet, with a particular focus on employer engagement. Project partners include WGU, the Indiana Chamber of Commerce, Ivy Tech Community College, and Purdue Global. Employers will discover this growing set of learners (regardless of which digital wallet they hold) via the Skills Talent Pipeline (STP), deployed on the web. The STP is designed to focus employers' job search on the skills required for job roles. Employers can upload job descriptions and parse these descriptions for skills. With their permission, learners will be matched to employers as candidates, and employers can request a Smart Resume or standard resume from these candidates. The STP will be piloted with a group of employers before launching to all interested employers. The STP uses open APIs, allowing employers to integrate with existing applicant tracking systems and human resource information systems and enable other interoperable wallet providers to integrate.
Iowa	●	While not a state-level initiative, Iowa State University is engaged in microcredential efforts, issuing badges via Accredible. Since Iowa collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs, a strong foundation exists for building the necessary data infrastructure to facilitate learning mobility across the state.
Kansas	●	Kansas' four-year institutions are piloting CLRs and LERs primarily for alternative credential verification. For instance, Kansas State University leverages Credly and Wichita State University partners with 1EdTech and Territorium to issue and manage digital credentials or badges earned through the institutions' microcredential programs. Select university personnel along with Board of Regents staff are providing feedback in national efforts to bring about an interoperable framework and definitions to further advance LERs.
Kentucky	●	The Kentucky Governor's office and a steering committee of state education and workforce agencies have completed a rigorous pilot study of open source interoperable LER technology to support two education pathway use cases and are evaluating its projected impact on the state's economic development. Initial conclusions from the 2024–2025 school year demonstrate the efficacy of the technology and large potential ROI of implementing a full statewide LER Ecosystem.
Louisiana	●	While not a statewide effort, Southern University Baton Rouge received an LER Accelerator grant and will focus on state-level workforce integration and learner-centered credential innovation, creating accessible institutional strategies and leveraging business/industry clusters to align credentials with real-world skills demand.
Maine	●	Strada's research did not identify evidence of the state demonstrating this element.
Maryland	●	While not a coordinated statewide effort, individual higher education institutions in Maryland are laying the foundation for learning mobility through LER Accelerator grants : (i) Johns Hopkins University is developing a skills-based curriculum to create transparent competency frameworks and accessible skills taxonomies, integrating verified achievement data to enhance learner employability and bridge the gap between education and workforce needs; (ii) University of Maryland, Baltimore County is developing an LER that integrates microcredentials and other learning experiences, aligns with state-level workforce needs, supports learner-designed credentialing, and bridges noncredit to credit pathways; (iii) University of Maryland, Global Campus is creating a cohesive and scalable LER framework by establishing governance structures, expanding learning recognition pathways, enhancing competency documentation, and ensuring data security and privacy; and (iv) Morgan State University is enhancing and accelerating the university-wide implementation of CLR and microcredentials by incorporating microcredentials into courses and aligning digital credentials with employability and student success.
Massachusetts	●	While not a statewide effort, Bristol Community College is laying the foundation for implementing a scalable approach to interoperable systems that empower individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. Through an LER Accelerator grant award , Bristol Community College will integrate technology components and systems to ensure student achievements are accurately categorized in digital resumes, enhancing employability and creating a replicable model for credential interoperability.

State	Rating	Description and Resource Links
Michigan	●	Several institutions are engaged in learning mobility efforts through an LER Accelerator grant : (i) Michigan State University is integrating credit-bearing experiential learning into a CLR to capture all student learning and skill development across curricular and co-curricular experiences; and (ii) Northern Michigan University is in the early stages of implementing LERs to enhance learner employability, integrate academic and workforce competencies, and align with state and national workforce needs.
Minnesota	●	While not a statewide effort, the University of Minnesota received an LER Accelerator grant to develop a CLR to showcase student learning and skills, enhance employability, and integrate various data sources while establishing governance and security protocols.
Mississippi	●	Mississippi funds and maintains the Mississippi Works portal where users can document their educational achievements, industry credentials, and employment experiences. This system provides real-time job-matching services and individual referrals to public education programs and other social resources.
Missouri	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Montana	●	Montana received SkillsFWD grant funding to pilot an LER statewide. Accelerate Montana , a portfolio of workforce and economic development programs affiliated with the University of Montana, leads this initiative. Accelerate Montana, in partnership with Credential Engine , launched the statewide credential and skills registry to make credentials, skills, and career pathways more accessible to learners, earners, and employers across Montana.
Nebraska	●	No evidence was identified through the state's 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	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New Jersey	●	New Jersey' MyCareerNJ portal includes digital career tools: NJ Training Exploring and NJ Career Navigator. The NJ Career Navigator is an AI-powered recommendation engine matching users to training opportunities and in-demand jobs based on their skills, employment history, and professional goals.
New Mexico	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
New York	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
North Carolina	●	In 2022, North Carolina directed myFutureNC, Inc., in consultation with State Education Assistance Authority, the Department of Public Instruction, the Community College System Office, and the University of North Carolina System Office "to create an interconnected and interoperable realtime data system to facilitate communication, collection, and transition of student data between public school units, community colleges, and universities and to provide students access to their own data, including after the student leaves the institution." The state contracted with the College Foundation, Inc. to create this common digital transcript, and according to the latest report , the state hopes to launch the first version of the tool in July 2025. Future versions will address learner ownership.
North Dakota	●	North Dakota continues to expand its high school learning and employment record infrastructure. The state's Digital Credential Publishing Application is available to all high school students as an LER, using verified credentials. The Digital Credential "wallet" supports I/earners to store and publish their transcripts, degrees, and industry-recognized credentials for educational institutions or employers. The wallet is accessible through the PowerSchool login, connected to the North Dakota Education portal. It leverages open source, interoperable data standards including Open Badges 3.0 and Comprehensive Learner Records 2.0. Additionally, early work with LERs is being piloted in teacher education and digital credentialing.

State	Rating	Description and Resource Links
Ohio	●	Ohio is a SkillsFWD grantee. The SkillsFWD team, led by Aspyr Workforce Innovation and the Central Ohio Workforce Development Board, is leveraging existing technology partners in the Columbus City Schools to place graduates in employment opportunities. Columbus City Schools uses SchoolLinks for college and career planning and is now expanding this partnership to include LER functionality. Every Columbus City School high school student can access a digital wallet through their SchoolLinks account. Ohio has established a resume and candidate feedback process to help students reflect on their experiences and ensure they go into application processes prepared. They are also engaging local employers to help them understand the value that high school students can bring to their workforces. All functionality developed in the SchoolLinks platform for this project will be released nationally to allow other organizations to take advantage of the tools.
Oklahoma	●	In 2021, the Oklahoma State Regents for Higher Education (OSRHE) launched UpskillOK , the agency's microcredentialing initiative. Oklahoma colleges and universities may offer microcredentials independently or have them endorsed by OSRHE and listed on UpskillOK. Upon completion of a microcredential, the institution issues the learner a digital badge describing the earned and verified skills and competencies. Whether hosted by OSRHE on its Credly platform or by an institution independently, learners can share these digital badges online and with employers. Employers can also search for talent via the OSRHE Credly talent directory . While not a statewide effort, the University of Central Oklahoma received an LER Accelerator grant to integrate their Student Transformative Learning Record and Micro-Credentialing initiative into a unified LER.
Oregon	●	Several Oregon institutions have established a strong foundation of microcredential work, leading to potential increases in learning mobility. The Oregon State University E-campus has a well-established microcredentials program . The University of Oregon has created a Professional Edge program , and the National Education Association offers some microcredentials for teacher professional development, through Digital Promise's microcredentials platform.
Pennsylvania	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Rhode Island	●	No evidence was identified through the state's 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	●	The Tennessee Board of Regents is pursuing CLR/LER efforts. The TN Comprehensive Learner Record Planning Group, supported by AACRAO, is focused on 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. The CLR will launch for the five highest enrolled programs at Tennessee Colleges of Applied Technology institutions and then expand to all programs. The state is discussing connections to employment data and Alabama's LER. 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.
Texas	●	While not a statewide coordinated effort, multiple institutions are laying a foundation to empowering individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. The following institutions have been awarded an LER Accelerator grant to support these efforts: (i) Alamo Colleges District to develop a detailed implementation roadmap for a learner-controlled digital skills wallet and CLR, focusing on technical readiness, governance, and workforce alignment to support underserved learners' access to high-value employment and education pathways; (ii) Dallas College to build upon their existing Marketable Skills and Digital Badging initiatives to provide their diverse student body with a comprehensive, secure platform for showcasing verified credentials across both credit and noncredit programs; (iii) University of Texas at Austin to develop a CLR, connecting academic achievements to career pathways, and representing skills to employers, by creating a cohesive data ecosystem, mapping courses to competencies and developing a "student owned" digital credential; and (iv) University of Texas Medical Branch to develop a framework for a CLR, starting with digital microcredential pilots to inform the plan and eventually map to existing degree programs.
Utah	●	The Utah Division of Technology Services is implementing the technology, policies, and processes for state agencies to issue verified digital credentials and Utahns to easily demonstrate their qualifications and verify their identity online.

State	Rating	Description and Resource Links
Vermont	●	In 2022, Vermont launched the Vermont Education Pathfinder , a platform where Vermonters can easily document their educational experiences and skills; investigate training opportunities, and find jobs. Additionally, Vermont State University is piloting an ePortfolio, a platform where students can digitally curate their educational experiences. The state is currently evaluating multiple tools, so the functionality is not yet settled. It could allow students to document their volunteer experiences and employment history and even share this information with future employers.
Virginia	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Washington	●	While not a statewide initiative, Eastern Washington University (EWU) is partnering with the iQ4 Corp. to provide nearly 50 EWU therapeutic recreation students with a "digital achievement wallet," an online credentialing tool that recognizes skills, organizes achievement, and enhances career readiness. The partnership also includes a 12-week cybersecurity training program for EWU's veterans, military students and their families. Additionally, through an LER Accelerator grant award , EWU will develop an LER integrating existing technology components to enable linking students' validated credentials and skills directly to high-demand regional employment opportunities across both credit and noncredit pathways.
Washington, D.C.	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
West Virginia	●	In 2024, the West Virginia Higher Education Policy Commission (HEPC) launched Credential WV, an initiative to increase microcredential programs across the state's public four- and two-year institutions. The initiative both embeds microcredential programs into existing academic programs and expands opportunities for students to develop industry-recognized skills. These targeted, stackable credentials meet the evolving demands of the state's labor market. To further build from this work, West Virginia received two LER Accelerator grants (i) HEPC will shift general education from a course-based to a competency-driven model, developing a statewide skills taxonomy and validation system, with plans to scale to four-year institutions; and (ii) Marshall University will work towards boosting the adoption of LERs in postsecondary education, which can empower learners to seamlessly showcase their skills and achievements while facilitating transparent and efficient pathways to employment and integrate credit and noncredit learning experiences to develop flexible credentialing models and quality assurance frameworks, enhancing learner employability and creating a more transparent education-to-workforce ecosystem.
Wisconsin	●	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Wyoming	●	The Wyoming Governor's Office, along with the Wyoming Department of Education, Department of Workforce Services, University of Wyoming, and Wyoming Community College Commission, partnered with nine other states to participate in the National Governors Association (NGA) community of practice focused on digital credential wallets. Building upon Wyoming's existing Business Occupational Outlook Tool Sets system, Statewide Longitudinal Education Data System , and the desire for easily verifiable industry-recognized certifications, the state is positioned to implement learnings from this NGA initiative. Wyoming has issued an RFP seeking vendor support to develop a statewide LER ecosystem and Digital Credential Wallet.

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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