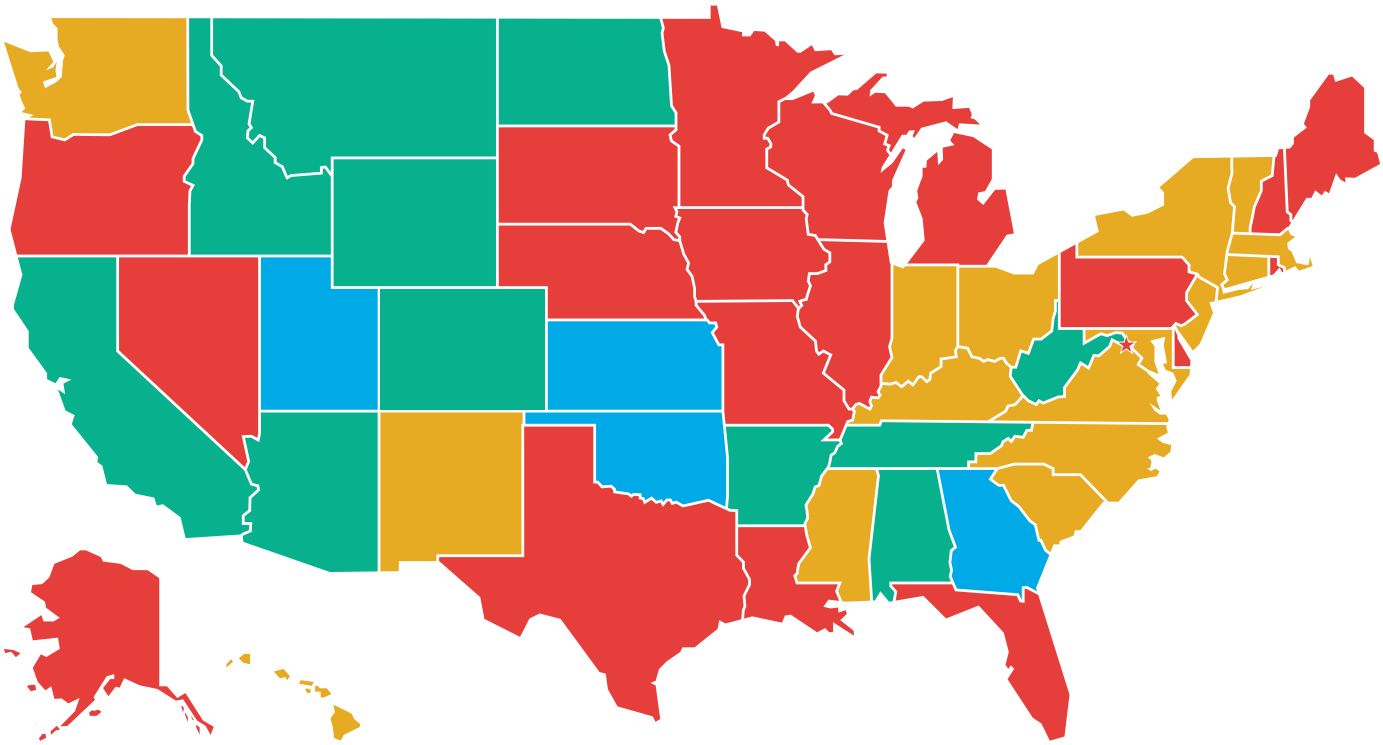
9. Empowers learners and earners to validate knowledge and skills and to access and utilize their own verified education and employment achievements to navigate lifelong learning pathways and connect with opportunities

Through data and technology systems designed for learning mobility, an individual's past education and employment achievements can point them toward and propel them into future opportunities. 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.



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	11
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	4
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	16
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	20

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Alabama	Leading	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. Within the Talent Triad, Alabamians can store these competencies and credentials as well as explore career pathways and match to employment and training opportunities. In June 2026, Alabama was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to scale their talent marketplace. Additionally, the Alabama Community College System is developing a CLR/LER infrastructure focused on transfer credit for traditional-age students (16-24 year-olds) as part of the Alabama College and Career Exploration Tool initiative.
Alaska	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Arizona	Leading	The Arizona Community College Coordinating Council and the Arizona Board of Regents launched the Arizona Learning Mobility Collaborative (AZLMC) uniting Arizona's public higher education institutions with key workforce and nonprofit partners to design an integrated, learner-centered credentialing ecosystem. The AZLMC aims 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. In June 2026, Arizona was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen the connections between learners and earners by accelerating the development of a statewide talent marketplace.
Arkansas	Leading	In 2025, Arkansas announced Arkansas LAUNCH, a skills-based platform for learners and jobseekers. A companion platform for middle and high school learners, LAUNCH for Students, is being piloted in one third of Arkansas schools and will be available statewide in 2027. LAUNCH leverages Arkansas' administrative data and an individual's education, experience, skills, and preferences to generate customized learning and career path recommendations. The platform uses the same data to help employers find skilled workers. The Chief Data Officer's Office supports data integration through the state data hub, provides technical support for publishing credentials and LERs, and leads efforts to raise awareness, adoption, and use of LERs and skills-based hiring. In June 2026, Arkansas was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to scale their talent marketplace.
California	Leading	In 2026, California issued a request for proposals to scale eTranscript California and began piloting the Career Passport, a digital tool combining verified academic records with credentials earned through work, military service, apprenticeships, and other experiences. This work is anchored by Governor Newsom's Master Plan for Career Education, the state's strategy for expanding access to quality jobs beyond degree-only requirements. 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.
Colorado	Leading	The Colorado Workforce Development Council (CWDC) leads the ColoradoFWD initiative, which uses LERs to validate workers' skills and connect workers with employment opportunities. This effort is supported by the Colorado Community College System's five behavioral health microcredential programs, which issue digital badges that stack into associate and bachelor's degrees. CWDC is expanding LER adoption statewide through a Skills-First Local Workforce Board Challenge. Additionally, Colorado is improving transparency of available training opportunities, publishing over 3,400 credentials to the Credential Engine Registry. The myColorado digital wallet now supports verified educator certificate storage and sharing, and the My Colorado Journey platform has been retooled as an open-access career pathway and program finder.
Connecticut	Developing	The Connecticut Office of Workforce Strategy oversees Career ConneCT, which established a foundation for a skills-based ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill. These pathways offer industry-recognized credentials in high-quality, in-demand careers in sectors such as clean energy, construction, IT, and healthcare.
Delaware	Foundational	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.
Florida	Foundational	Florida Gulf Coast University (FGCU) is laying a foundation for learning mobility. Through an LER Accelerator grant, 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.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Georgia		Georgia is building a layered, statewide ecosystem to empower learners and earners to validate and leverage their skills across education and career pathways. In May 2025, Governor Kemp signed the Top State for Talent Act, aligning all state agencies around common career planning tools, cross-agency data use, and a unified High-Demand Career List that directs education and training investments toward high-growth, high-wage occupations. The University of Georgia, Georgia Tech, and the Technical College System of Georgia continue scaling microcredential and noncredit-to-credit pathways and LERs. Georgia was also selected as a semifinalist for the U.S. Department of Education's Connecting Talent to Opportunity Challenge to build a statewide talent marketplace.
Hawaii		The Hawaii Department of Labor and Industrial Relations manages the Hawaii 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. Additionally, the University of Hawaii System is exploring a standards-first credential infrastructure to enable learner mobility across all of its institutions. In June 2026, Hawaii was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Idaho		Idaho has implemented a statewide microcredential platform, SkillStack, to recognize skills-based secondary and postsecondary learning. The state originally implemented the platform to ease credit articulation from secondary career and technical education programs into Idaho's colleges and universities. Idaho State Board of Education policy change allowing postsecondary institutions to award prior learning credit for stacked microcredentials is expanding use of the platform. The Idaho Division of Career Technical Education launched a new Microcredential Advisory Council, drawing together representatives from secondary and postsecondary institutions, industry partners, and employers to develop best practices and build broader statewide support for digital badging.
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		Indiana continues to build the foundational infrastructure for credential transparency and skills-based hiring. The Indiana Commission for Higher Education regularly updates the Indiana Credential Registry to ensure it can accurately power state tools including the Indiana School Finder and the Career Explorer Tool. The Indiana Chamber of Commerce hosts free skills-based hiring workshops, reporting a three-point year-over-year increase in employer adoption of skills-based hiring practices across manufacturing, information technology, construction, professional services, and health care.
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 engaged 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 piloted open source interoperable LER technology to support two education pathway use cases. Initial conclusions from the 2024-2025 school year demonstrated the efficacy of the technology and large potential ROI of implementing a full statewide LER ecosystem.
Louisiana		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		While not meeting the criteria for this element, Maine is developing career pathways for career and technical education students.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Maryland		While not yet a coordinated statewide effort, individual higher education institutions across Maryland are laying the foundation for learning mobility. The Blueprint for Maryland's Future also provides the foundational policy conditions for expanded learning mobility. The CTE Framework requires every pathway to culminate in a stackable, employer-validated credential, and the Governor's Workforce Development Board established the goal that 45 percent of public high school graduates earn a Registered Apprenticeship or industry-recognized credential by 2031.
Massachusetts		Massachusetts is laying the foundation for skills validation and credential transparency. Bristol Community College is partnering with employers to establish a trust registry to enhance LER adoption, and the Massachusetts Microcredential Coalition, led by Northeastern University, is expanding to include employer and industry partners. Governor Healey's Executive Order on skills-based hiring across state agencies creates a direct policy demand signal for the credential infrastructure being built. Massachusetts was also selected as a semifinalist for the Connecting Talent to Opportunity Challenge, positioning the state to accelerate development of a statewide talent marketplace.
Michigan		Several institutions are engaged in learning mobility efforts through an LER Accelerator grant. 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. Northern Michigan University is 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		Accelerate Montana, a portfolio of workforce and economic development programs affiliated with the University of Montana, spearheaded efforts to organize credential data across Montana's higher education system. Building on this foundation, the Montana Department of Labor and Industry has launched a statewide credential registry. The STARS Act (HB 252), signed by Governor Gianforte in May 2025, embedded this registry into Montana's K-12 funding structure through school funding incentives tied directly to industry-recognized credentials earned by high school students. In June 2026, Montana was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Nebraska		While not a statewide effort, the University of Nebraska is laying the foundation for learning mobility. Campuses are independently advancing digital badging and microcredentialing programs that issue verified, shareable credentials in both credit and non-credit contexts.
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's MyCareerNJ portal includes digital career tools: NJ Training Explorer and NJ Career Navigator. The NJ Career Navigator is an artificial intelligence-powered recommendation engine matching users to training opportunities and in-demand jobs based on their skills, employment history, and professional goals.
New Mexico		Multiple institutions are laying a foundation for learning mobility. For instance, Central New Mexico Community College is developing microcredentials with the goal of evaluating whether these microcredentials signal career readiness, particularly for underserved learners. New Mexico State University has developed an industry-backed microcredential program that culminates in a Certificate of Specialization. The University of New Mexico's School of Public Administration is similarly issuing competency-based digital badges and microcredentials to graduate students in healthcare, nonprofit, and public administration. The state is exploring coordinating these institutional initiatives into an integrated, learner-centered credentialing ecosystem.

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State	Rating	Description and Resource Links
New York		The State University of New York (SUNY) has built a comprehensive, systemwide microcredentialling program. SUNY offers 500 microcredentials across 44 of its 64 campuses with each microcredential resulting in transcript notation and a digital badge.
North Carolina		As a result of a 2022 legislative mandate, North Carolina is creating a common digital transcript. In parallel, Cape Fear Community College and Randolph Community College are leading a Digital Credential Pilot Program to enable students to receive, control, and share verified transcripts, certificates, and diplomas from a mobile wallet.
North Dakota		North Dakota continues to enhance its digital credential infrastructure. The state published an Awarding Service available to all public educational institutions. It also maintains a Digital Credential Publishing Application for all high school students as an LER, using verified credentials. The Digital Credential "wallet" supports learners and 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.
Ohio		The Central Ohio Workforce Development Board and Aspyr Workforce Innovation, leveraging SkillsFWD funding, are expanding the Columbus City Schools' partnership with SchoolLinks to include LER functionality. Every Columbus City Schools 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 enter the job market prepared. All functionality developed in the SchooLinks 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 launched UpskillOK, the agency's microcredentialing initiative. Upon completion of a microcredential, the institution issues the learner a digital badge describing the earned and verified skills and competencies. Additionally, the University of Central Oklahoma launched the Student Transformative Learning Record to help students build and document verified, durable employability skills through an official "second transcript" backed by the university registrar.
Oregon		Several Oregon institutions have established a strong foundation of microcredential work. The Oregon State University E-campus has a well-established microcredential program. The University of Oregon has created the 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		South Carolina is developing the Find Your Future Portal. The Portal will empower learners and earners to validate knowledge and skills and access and use their own verified achievements to navigate lifelong learning pathways and connect with opportunities. In June 2026, South Carolina was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
South Dakota		Strada's research did not identify evidence of the state demonstrating this element.
Tennessee		After a successful pilot, the Tennessee Board of Regents launched TBR CRED for all graduates in spring 2026. This digital credential system houses program competencies and captures verifiable, digital records not only of courses completed and credentials earned but also co- and extra-curricular activities, internships, and work experiences. Students can add these records to digital wallets. They can also use the records during college transfers and even share them with potential employers through resumes and job applications. In June 2026, Tennessee was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.

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State	Rating	Description and Resource Links
Texas		While not a statewide coordinated effort, multiple institutions are laying a foundation for learning mobility. 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 its existing Marketable Skills and Digital Badging initiatives to provide its 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.
Utah		The Utah Division of Technology Services is implementing the technology, policies, and processes for state agencies to issue verified digital credentials. Utahns can store these credentials in their Apple or Google Wallet, present them via QR code, and verify their identity with a dedicated Verify Utah App. Utah published a State-Endorsed Digital Identity framework in October 2025, establishing a rights-first, decentralized identity model and creating the privacy and trust infrastructure on which a broader LER ecosystem can be built.
Vermont		In 2022, MyFutureVT launched the Vermont Employment Pathfinder, a platform in which 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		Virginia is developing a college and career exploration platform that would use verified learner data to support postsecondary placement. At the institutional level, Virginia Commonwealth University is issuing verified digital badges, and George Mason University's Mason Career Academy provides access to over 7,000 online certifications through Coursera.
Washington		The Washington State Board for Community and Technical Colleges issues digital badges in recognition of learner's skills and achievements, and Eastern Washington University (EWU) provides nearly 50 therapeutic recreation students with a digital achievement wallet. Additionally, through an LER Accelerator Grant award, EWU will develop an LER to enable linking students' validated credentials and skills directly to high-demand regional employment opportunities.
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 2026, the West Virginia Higher Education Policy Commission (HEPC) launched the West Virginia Collaborative to Advance Learning Mobility (WV CALM) to leverage the momentum of the state's microcredential initiative to build the infrastructure necessary to recognize all forms of learning and support learners in transitions between institutions and from education to work. WV CALM established three working groups to (i) establish aligned processes and strengthen institutional capacity in validating, documenting, and transcribing microcredentials; (ii) advance statewide policies and processes in prior learning assessment and credit for prior learning; and (iii) focus on pathway design and credential stackability. West Virginia received two LER Accelerator grants: (i) HEPC will shift general education to a competency-driven model, developing a statewide skills taxonomy and validation system; and (ii) Marshall University will boost the adoption of LERs in postsecondary education. In June 2026, West Virginia was selected a Semi-Finalist for the Connecting Talent to Opportunity Challenge to strengthen connections between learners and earners by accelerating the development of a statewide talent marketplace.
Wisconsin		Multiple institutions are laying the foundation for learning mobility. The University of Wisconsin-Milwaukee has developed a credit-bearing microcredential program. UW-Eau Claire similarly offers competency-based microcredentials with digital badges, and UW-Superior has launched microcredentials aligned to NACE career readiness competencies.

Leading Advanced Developing Foundational

State	Rating	Description and Resource Links
Wyoming		The Wyoming Department of Workforce Services is developing a comprehensive LER ecosystem including a digital credential wallet to store credentials and to enable users to share qualifications with employers. In parallel, the Wyoming Innovation Partnership is building a digital credential wallet that will initially include both high school and college transcripts.

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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