West Virginia to Join National Learning Mobility Collaborative, Building on *Credential WV* Momentum to Advance Seamless Learner Pathways

The goal is to create a sustainable, statewide framework that makes credentials more portable, skills more visible, and transitions more seamless for learners.

(February 2026) — Higher education leaders in West Virginia announced today that the state will join the **Learning Mobility Collaborative** (LMC), a

nationwide movement supported by **Education Design Lab** with key partners including **AACRAO** and **Strada Education Foundation**. This movement is an effort to align education and workforce systems to empower learners with the ability to build, own, and articulate their learning — knowledge, skills, competencies, and credentials — across fragmented education and employment silos and life stages.

The decision builds on the strong foundation of the state's ongoing micro-credential initiative, ***Credential WV***, and opens a new chapter in West Virginia's commitment to creating seamless education-to-employment pathways for all learners. The **West Virginia Collaborative to Advance Learning Mobility (WV CALM)** will engage stakeholders statewide to help students get recognized for what they know and can do and earn credentials that open doors to better jobs.

"The collaborative will help us build on *Credential WV* and other efforts to help learners earn postsecondary credentials of value in less time at a lower cost," said **Chancellor Sarah Tucker** of the West Virginia Higher Education Policy Commission and Community and Technical College System. "This includes ongoing initiatives to promote dual enrollment and Open Education Resources, developing seamless transfer pathways, and participation in the Rural Talent Lab Development initiative, which will expand education and employment opportunities in some of the most rural and economically challenged counties in the state."

"Joining the Learning Mobility Collaborative ensures that every West Virginian's learning is visible, portable, and valued," said **Julia Spears**, Assistant Provost for Online Education and Certification at Marshall University and co-chair of Credential West Virginia. "Building on

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Credential WV, we're making it easier for learners to stack skills toward degrees and good jobs without starting over."

Leveraging West Virginia's micro-credential progress

Launched through the West Virginia Higher Education Policy Commission and the West Virginia Community and Technical College System, *Credential WV* is a statewide initiative engaging all public two- and four-year institutions in West Virginia to think differently about how to deliver in-demand, job-aligned knowledge and skills by redesigning curricula, awarding and tracking new types of credentials, and developing a shared set of quality standards to promote credential integrity, transparency, and comparability. Through *Credential WV*, higher education institutions in West Virginia have been empowered to develop industry-recognized micro-credential pathways — embedded within or alongside traditional academic programs — to expand access, reduce cost, and deliver targeted skills aligned with workforce needs.

By joining the Learning Mobility Collaborative, West Virginia will build on this momentum, extending the state's efforts from micro-credentials toward a broader, integrated infrastructure that recognizes all forms of learning, supports transitions between institutions and between education and work, and empowers learners to bring their achievements and credentials wherever their learning and career journeys take them.

"Learning mobility transforms how New Majority Learners move between education and employment. By enabling credentials to travel with learners and surface validated skills across institutions, we can eliminate system barriers that too often obstruct transitions and slow their progress toward

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better jobs and higher-paying careers," said Colin Reynolds, Senior Impact Director at Education Design Lab.

What joining the Learning Mobility Collaborative means

As a member of the LMC, West Virginia will work alongside other states to:

- Establish shared frameworks and standards for validating and transferring learning experiences.
- Develop common approaches and standards for recognizing prior learning and nontraditional credentials.
- Create interoperable technical systems and data infrastructures that enable learners to control their education and employment records, institutions to exchange credential and learning data, and employers to verify skills more easily.
- Align policy, institutional practice and infrastructure to ensure that learners — especially those facing the greatest barriers — can move across institutions, stack credentials toward degrees or employment, and engage in meaningful career transitions.

Over the next year, the West Virginia Learning Mobility Collaborative will establish three new working groups to build on and expand the work of *Credential WV*. The first will focus on establishing aligned processes and strengthening institutional capacity in validating, documenting, and transcribing microcredentials. The second will advance policy and process in prior learning assessment and credit for prior learning across the state through the development of statewide guidance and implementation resources. The third working group will concentrate on pathway design and stackability of credentials, expanding programs in priority industries,

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developing a playbook for embedding durable skills into existing programs, and identifying new opportunities for skills-based pathways throughout the state. Together these groups will set the direction for the year ahead: Building shared infrastructure, strengthening institutional capacity, and working toward a world in which learners can move more seamlessly through educational and career pathways.

About the Learning Mobility Collaborative

The Learning Mobility Collaborative is a multi-state initiative focused on developing shared standards and frameworks for credential recognition across state education and workforce systems. It seeks to bring together public universities, community colleges, state agencies, and their partners to improve how credentials and learning experiences are documented, shared, and validated across institutions. The initiative launched in the fall of 2024 with support from Strada Education Foundation, Education Design Lab, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in Arizona. The goal is to grow the consortium of supporting organizations and funders to create sustainable, statewide frameworks that make credentials more portable, skills more visible, and transitions more seamless for learners and systems more effective and efficient for education institutions and employers.

About Education Design Lab

Education Design Lab (the Lab) is a national nonprofit and intermediary with a mission to co-design an inclusive, skills-based learn+work system that facilitates upward economic mobility and closes opportunity gaps for the New Majority Learner-Earner. Our facilitated design process helps

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employer and education stakeholder groups co-design and launch scalable, skills-based education-to-work pathways that align talent supply and demand. Learn more: www.eddesignlab.org.

About AACRAO

The American Association of Collegiate Registrars and Admissions Officers is the legitimate, longstanding source of information and advice on how to create and maintain trusted information systems and student records for the purpose of learning mobility. The same policies and practices that have served well for over a century can be applied and modernized for the evolved learner information and data that digital credentials will deliver. AACRAO is building a broad consensus on foundational principles and creating resources that will empower institutions, vendors, and organizations to work together with a shared understanding.

About Strada Education Foundation

Strada Education Foundation is a national nonprofit organization focused on one goal: helping clear the path between education and work. Strada advances this mission through research, grantmaking, social-impact investments, and public policy solutions. Strada supports programs, policies, and organizations that strengthen connections between postsecondary education and opportunity in the U.S., with a focus on large-scale change in five priority areas: Clear

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Outcomes, Quality Coaching. Affordability, Work-Based Learning, and Employer Alignment.

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