COMMITTEE ON
EDUCATION AND WORKFORCE
U.S. HOUSE OF REPRESENTATIVES
2176 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-6100

December 17, 2025

Mr. Scott Cheney
Chief Executive Officer
Credential Engine
2021 L Street, NW Suite 101-342
Washington, DC 20036

Dear Mr. Cheney:

Thank you again for testifying at the December 10, 2025, House Committee on Education and Workforce, Subcommittee on Higher Education and Workforce Development hearing titled "Building A Talent Marketplace: How LERs Empower Workers and Expand Opportunity." Enclosed are additional questions submitted by a Subcommittee Member following the hearing. Please provide a written response no later than January 20, 2025, for inclusion in the hearing record. Responses should be sent to Maren Emmerson (maren.emmerson@mail.house.gov) of the Committee staff; she can also be contacted at (771) 215-9865.

We appreciate your contribution to the work of the Committee.

Sincerely,

Burgess Owens
Chairman
Subcommittee on Higher Education and Workforce Development

<u>**Representative Mark Takano (D-CA)**</u>

1. In my role as the Ranking Member of the House Veterans' Affairs Committee, the question of how to ensure that credentials, skills, and competencies are recognized has been a longstanding issue. Millions of American workers are veterans, yet one of the greatest challenges facing veterans as potential employees is matching military experience to civilian job requirements.

   Veterans who complete specialized training during their military service need a clear way to demonstrate those skills to employers in the civilian world.

   a. Mr. Cheney, how can learning and employment records (LERs) smooth the transition for military members entering the private labor market after separation from the service?

   LERs provide a secure means to capture and share records of verified skills, credentials, and work experiences. LERs will capture all the education, training, and assignments a person goes through while in the military and allow them to then share the skills, competencies, credentials, and experiences with future employers as necessary and appropriate.

   Further, LERs won't just capture a person's military records; they will add military service information to the larger story of an individual's full education and work experience, stretching back before their military service, as well as what comes after. As a result, LERs will be the full skills record for a person.

   b. How would a LERs system better help employers understand and interpret skills and competencies that veterans bring to the table, particularly soft skills? How have you been engaging with employers on this issue?

   LERs are able to store verified records of skills attainment. The military is likely one of the most careful and reliable authorities of the skills earned and held by their personnel, and these records will be able to be held in the LER with a permanent indicator of verification and authentication. This includes any actions taken by the branches to verify the attainment and mastery of soft skills.

   To a large degree, the issuance of digital credentials and skills as verified records is outpacing the ability of employers to read and effectively use digital records and verified skills in equitable hiring and advancement decisions.

c. Has Credential Engine focused on servicemembers or veterans when conducting studies on how LERs can be implemented?

Credential Engine has been engaged in a multi-year project with the U.S. Navy to help transform how they use and manage data about credentials and skills, and to lay the groundwork for this information to be available in open and interoperable data formats for inclusion in LERs. Our work to date has been focused on systems change to improve alignment between skills requirements and education and training options.

We have not conducted studies on LER specifically focused on servicemembers or veterans to date. Rather, our work is broad in scope.

d. What steps can policymakers take to mitigate the risk of letting nontraditional qualifications slip through the cracks?

I think the issue is less about "traditional" versus "non-traditional" and more on quality, skills verification, outcomes, and alignments to the actual skill needs of employers. What ends up getting on an individual's LER is outside of the control of Congress.

What Congress should focus on is ensuring that federal dollars only go to high quality credentials and programs that deliver skills needed by employers, and have high level outcomes across ALL federal education, training, and workforce programs across ALL relevant departments—Labor, Education, Defense, Veterans Affairs, Commerce, Transportation, Energy, ….

Congress can also ensure that federal dollars are used on programs and providers that commit to providing digital records of verified credentials and skills in a structured, open, linked and interoperable data format to support the populating of LERs.