

# Connecticut Credential Registry Initiative

Bringing Transparency and Credential Literacy to the Marketplace



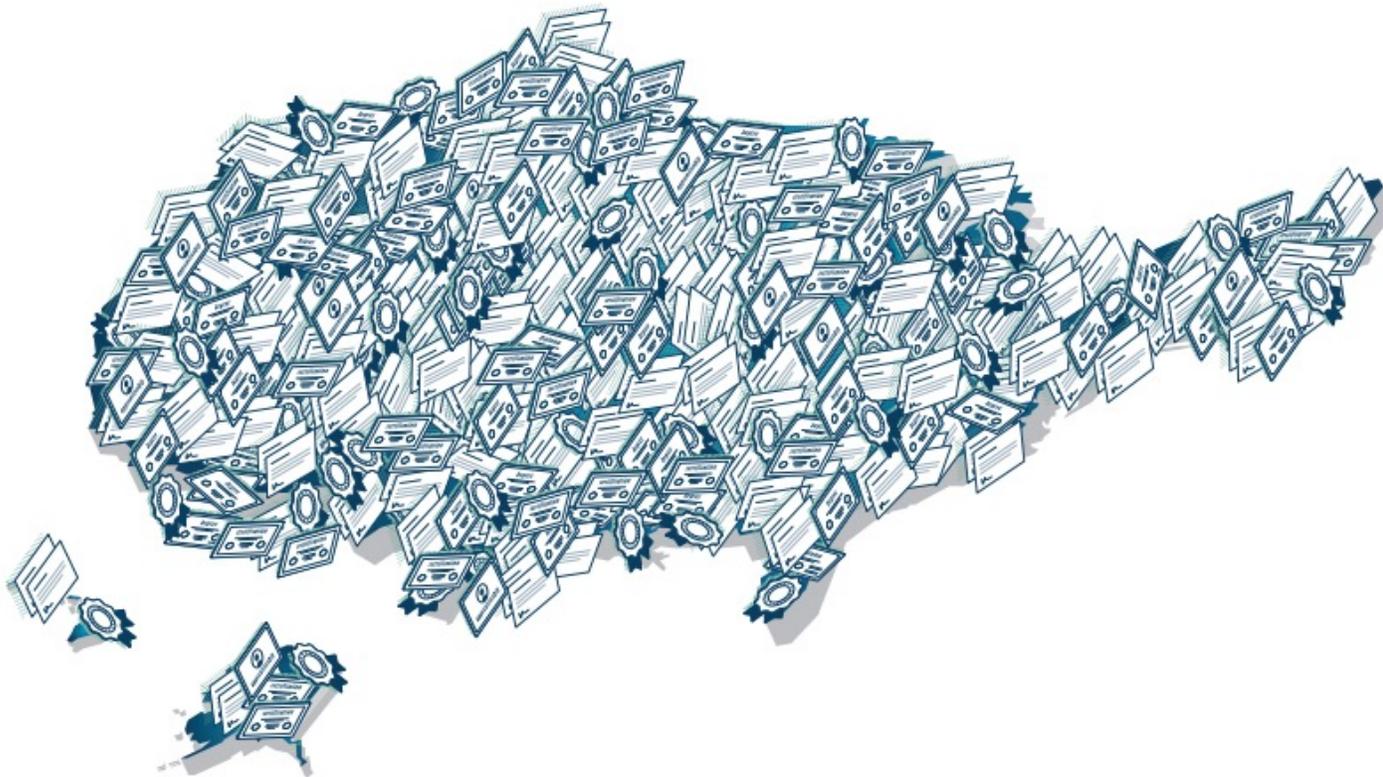
# WELCOME REMARKS

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**THE NEBHE INITIATIVE:  
HIGH VALUE CREDENTIALS FOR  
NEW ENGLAND (HVCNE)**

# Proliferation of Credentials



- | Nation-wide (1 million+)  | Connecticut (~5,000)              |
|---|-----------------------------------|
| ■ <b>359,713</b> credentials issued by postsecondary education institutions | ■ <b>2,262</b> degrees            |
| ■ <b>9,390</b> credentials from MOOC providers                              | ■ <b>1,264</b> certificates       |
| ■ <b>549,712</b> credentials from non-academic organizations                | ■ <b>1,590</b> apprenticeships    |
| ■ <b>48,919</b> credentials from public and private secondary schools       | ■ <b>345</b> licenses             |
|   | ■ <b>136</b> high school diplomas |

*Education and skills are the key to economic security, mobility, and vitality for individuals, employers, and nations.*

## Challenges addressed by HVCNE:

- An **inefficient** credential marketplace that **lacks transparency**.
- Proliferation of **number** and **types** of labor market credentials.
- Confusion about credentials' **meaning, content, quality, value**.
- No standardized, common **framework** to describe credentials.
- **Misalignment** between labor market demands and educational competencies.
- No **mechanism for stacking credentials** based on “competencies.”



# Bringing Transparency to all Credentials



Apprenticeship



Badge



Certificate



Certification



Degree



Diploma



License



Micro-Credential

The registry includes all kinds of credentials and their competencies.

The information is provided directly by the organizations issuing credentialing.

# Use Cases

Through the open app marketplace, we anticipate a wide range of uses of the data in the Registry, including but in no way limited to:

- **Students / Workers**
  - By publishing health, IT, life/biosciences and business credentials in New England on the Registry, prospective students can better search for and understand their education and training options in the region and the competencies acquired through these credentials, helping them make more informed decisions
- **Career Exploration**
  - In the future, the Registry can be connected to career exploration tools used by students, academic advisors and career counselors to identify career pathways and relevant credentials
- **Employers**
  - Assessing credentials and their competencies via the Registry, employers can expand their view of credentials to a wider range of providers and make more informed hiring decisions.
- **Educators**
  - By reviewing credential offerings within an institution and across systems at secondary and postsecondary education and training levels, institution leaders can make more informed choices about course offerings, competencies and delivery models.
- **States**
  - Registry data can inform public policy decisions around workforce development, career pathways, and strategies to meet attainment goals



# OUR VISION

Investing in credential transparency infrastructure will allow New England's residents, education and training providers, employers and policymakers to:

- Chart clear paths to and from credentials and jobs
- Utilize a common language and coalesce on needed skills and competencies
- Integrate education and training credential information, labor market insights, and individuals' credential and skill attainment in a meaningful way
- Harness technology and create a “Zillow” for education and training

# CREDENTIAL ENGINE

# Moving Credentials to Linked Data

The World Wide Web is moving away from links to documents and **toward “linked data.”**

- Google, job, travel, commerce and other aggregators use common terminology (metadata) that has been accepted as web standard (e.g., Schema.org).
- Using consistent metadata for key features of credentials, the registry enables job seekers, students, workers, and employers to search for and compare credentials.
- Credential Engine has started the process of gaining recognition from schema.org for the CTDL to be the first means to search and compare all credentials on the web.

The screenshot shows a Google search for "hotel reservation washington dc". The search results are displayed on a desktop interface. At the top, there is a search bar with the text "hotel reservation washington dc" and a search button. Below the search bar, there are filters for dates (Sun, Nov 8 and Mon, Nov 9), price, rating, and hotel class. The search results are listed in a table-like format with columns for hotel name, price, rating, and a small image of the hotel. The hotels listed are St. Gregory Hotel (\$159, 3.1 stars), Embassy Suites by Hilton Washington D.C. Georgetown (\$199, 4.0 stars), and Washington Plaza Hotel (\$149, 4.0 stars). To the right of the search results is a map of Washington D.C. showing the locations of the hotels marked with red pins. The map includes labels for various neighborhoods like Foggy Bottom, Dams Morgan, and Capitol Hill, and major roads like I-495 and I-275.



# Credential Finder Search App Prototype

The screenshot displays the 'Credential Finder' search application. At the top left, the logo reads 'CREDENTIAL FINDER' with the tagline 'Discover Credentials Powered by Credential Registry Prototype Phase'. A search bar is set to 'Organizations' with a placeholder 'Start typing to search...'. A map view is active, showing a search area over the Northeastern United States and parts of Canada. Three results are visible:

- Charter Oak State College**: Includes a description about online degree programs, quality assurance metrics (2 Quality Assurance, 2 Organization Types, 1 Sector, 1 Service Type), and credential counts (Owns 10 Credentials, Offers 10 Credentials, Owns 1 Assessment, Owns 5 Learning Opportunities, Owns 1 Competency Framework). Last downloaded: 7/18/2019.
- Purdue University Global**: Includes a description about personalized education, quality assurance metrics (21 Quality Assurance, 2 Organization Types, 1 Sector, 1 Service Type), and credential counts (Owns 112 Credentials, Offers 112 Credentials). Last downloaded: 8/20/2019.
- University of Maine at Augusta**: Includes a 'Show 10 Locations' button.

The bottom navigation bar shows: 0 Credentials, 0 Organizations, 0 Assessments, 0 Learning Opportunities, Expand/Hide Details, and Compare Selected.

## credentialfinder.org

- Shows the credential information from the Registry.
- Provides context for understanding the Credential Transparency Description Language (CTDL).



# Credential Transparency: A National Movement

“For states that are working toward **attainment goals** or are looking to increase their labor force participation rate, now is the time to get workers into a short-term, non-degree training program or something beyond that. The most important factor is that these are stackable, transparent, and known. That is where our partnership with Credential Engine has been most impactful.” -Nick Moore, Alabama Governor's Office

Even before the COVID-19 crisis and economic downturn, states were laser-focused on preparing their residents for jobs. Now, with millions looking to **upskill and re-skill** as jobs have disappeared, the need to have coordinated, effective, results-oriented education and workforce strategies -- and states can't effectively accomplish these goals without comprehensive information about credentials.

- Michigan is publishing all data available about licenses, high school diplomas, postsecondary certificates and degrees, and programs on their ETPL to make **career pathways** more easily navigable and show which credentials are required or recommended along those pathways.
- New Jersey is building a “**smart disclosure**” tool that uses the CTDL as its backbone that will help jobseekers obtain their desired employment and earnings outcomes; employers find better qualified employees; and regulators make data-driven decisions that weed out fraudulent and low-quality training providers.
- Colorado, Alabama, and other states are using data published to the Registry to determine the **quality of credentials** offered in their state using the National Skills Coalition framework -- and signal which credentials meet their state standards publicly.



# CONNECTICUT CREDENTIAL REGISTRY INITIATIVE

# Available Data



## Management Certificate

Website description includes:

- Description
- Competencies
- Program Requirements



**EASTERN**  
CONNECTICUT  
STATE UNIVERSITY

## Business Information Systems

Website description includes:

- Description
- Estimated Earnings
- Occupations
- Learning Opportunities
- Program Requirements

**UCONN**  
UNIVERSITY OF CONNECTICUT

## Business Data Analytics

Website description includes:

- Description
- Program Requirements



# Legislative Mandate

## 2022-23 Budget – Senate Bill 1202, Public Act No. 21-2

The Office of Higher Education will “create a database of credentials offered in the state for the purpose of explaining the skills and competencies earned through a credential in uniform terms and plain language.”

By 2021, the following entities will submit credential information to the database:

- Regional workforce development boards
- Community action agencies
- Institutions of higher education
- Private occupational schools
- Providers of an alternate route to certification program approved by the State Board of Education
- Providers of a training program listed on the Labor Department's Eligible Training Provider List

- Previously, all institutions were required to report credential information to OHE.
- Replaces the previous legislation on reporting requirements from public and independent institutions to OHE.
- Legislation expands OHE’s current credential inventory activities.
  - *Collect more information about credentials*
  - *Collect credentials from more sources (e.g. ARC, EPTL)*
- OHE will serve as the publisher of credentials to Credential Engine.
- OHE working with OWS and NEBHE for implementation

# Data Captured in the Registry

## Required by Credential Engine

- Offered by [Institution]
- Credential Type
- Name
- Description
- Webpage

## Required (if available) by Credential Engine + HVCNE

- CIP Code
- Accredited by
- Approved by
- Competencies
- Availability At
- Requirements

## Required by HVCNE

- Audience Level Type
- Learning Delivery Type
- Estimated Duration
- Industry Type
- Occupation Type
- Preparation for
- Subjects
- Learning opportunities

## Recommended by HVCNE

- Estimated Cost
- Estimated Earnings



Fields collected by OHE,  
highlighted in red

# Current Implementation Efforts

## CSCU Pilot

### Goals:

- Test publishing process
- Acquaint CSCU institutions with data requirements
- Create integration with new OHE program database
- Document best practices

### Status:

- CSCU institution and selected program data collected
- Data published by July 15, 2021

### Next Steps:

- Establish publishing guidance
- Socialize initiative with other educational providers, August-October 2021
- Begin collecting and publishing additional providers' data, October 2021
- Collection of credential information will be on a phased basis

OHE  
ACADEMIC AFFAIRS  
NEW DATABASE SOLUTION

# Academic Affairs

## New Database Solution

- The Academic Affairs Division of OHE will be launching a new database system in October 2021. It is based on the Veoci system.
- System will allow for greater ease in:
  - *Submitting applications*
  - *Making changes to institutional and program information*
  - *Reminders and tracking of deadlines*
  - *Communications and historical changes*
  - *Electronic payments*
  - *API connections*
- System will also be used to facilitate the ease of capture of additional information for the credential registry.

# Publishing Data to the Registry

Institutions collect additional Credential Registry information. Can be done on a phased basis.

Institution submit additional information directly to OHE through new system.

OHE will translate information and publish to Credential Registry.

# Questions for Getting Started

- Does my institution store all of the program-level information on offered credentials?
- How is this information collected, updated and made available to stakeholders (e.g. student information or learning management systems, course catalogues, websites, Eligible Training Provider Lists, etc.)
- What existing capacity does my institution have to manage credential program data?
- With what strategic initiatives does credential transparency align and how can existing work be leveraged in support of this effort?





Q&A

About

HVCNE

# For More Information

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**Credential Finder Search App Prototype:**

<http://credentialfinder.org>

