

Leaders in Professional, Continuing,  
and Online Education

[www.upcea.edu](http://www.upcea.edu)

A graphic of colored dots (orange, green, and grey) arranged in a curved, spiral pattern to the right of the text.

# UPCEA

High Value Credentials For New  
England: Bringing Transparency to the  
Region's Credential Marketplace

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

### **The problems High Value Credentials for New England addresses:**

- The marketplace of credentials is highly inefficient and not transparent.
- Growing number and type of labor market credentials.
- Growing uncertainty about credential meaning, content, quality, and value.
- Lack of a common language for describing and comparing credentials confuses employers, students, job seekers, educators, regulators, and certifiers.
- Misalignment of what industry says they need, what education produces and what the industrial credentialing organizations test.
- No mechanism for stacking credentials based on “competencies.”

**What *is* a  
credential  
?**

# 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.



# What is a high value credential?

A credential that:

- Leads to employment
- Has labor market value
- Is awarded by a credible organization
- Provides a pathway to a higher degree

In these key industries:

- Healthcare
- Life + biosciences
- Information technology
- Business + financial operations

# Case Study



Meet  
Joe.  
Joe's an  
average person...

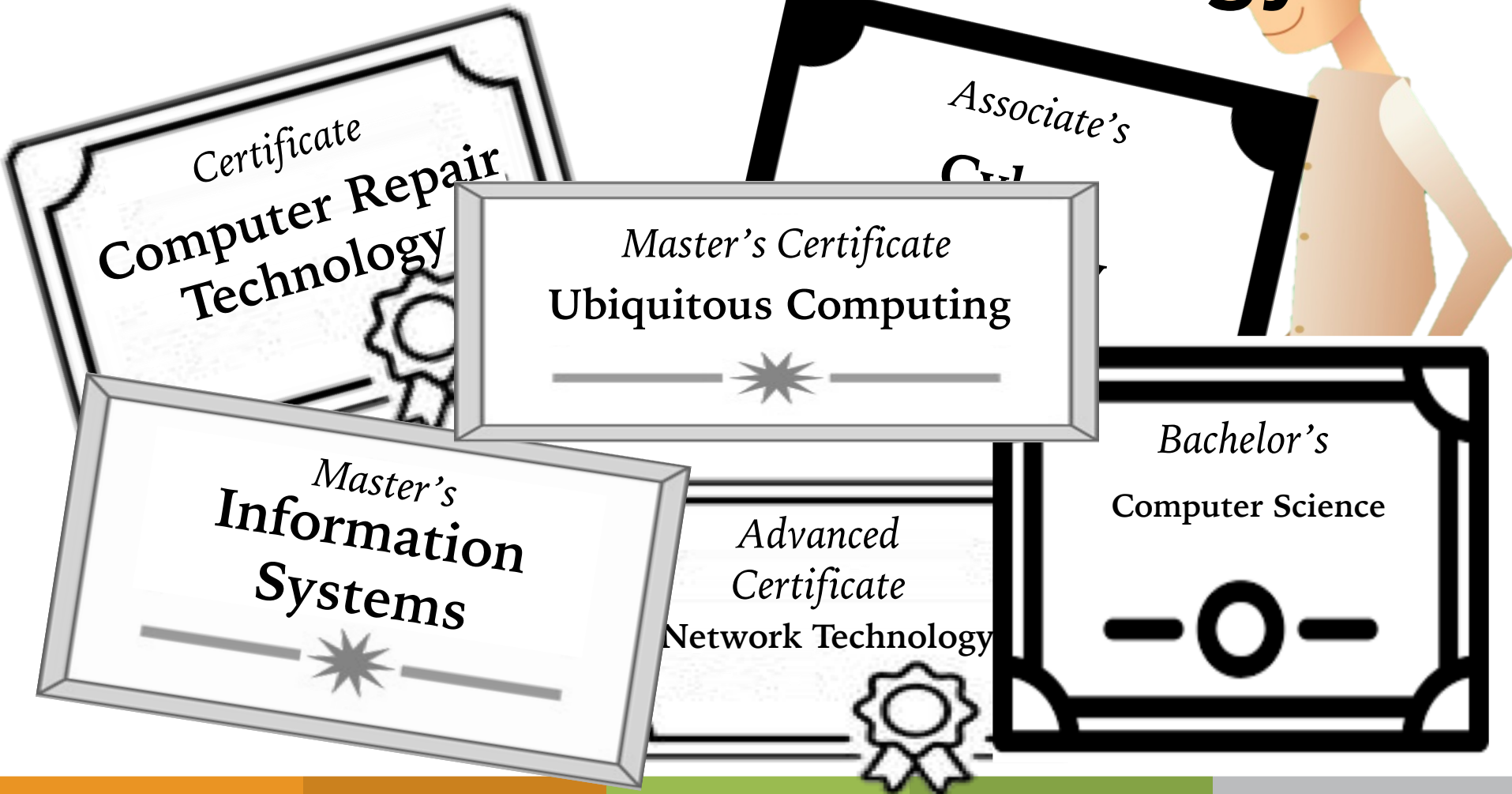
trying to make  
the  
right  
choices...



to get a stable, well-paying  
career to support  
**himself & his family...**



# Joe's interested in a career in information technology



**Current estimates suggest  
that there are:**

***330,000+*** *unique credentials in the U.S.*

***700+*** *unique life-/biosciences,  
healthcare, IT and business credentials  
in New England*

What is the ***best*** and the ***fastest***  
credential path that will lead me to  
***a job in the field I want...***

and ***how*** can you tell me that?



**What pieces of  
information about a  
credential will  
help me  
choose?**



1. Read Joe, José and Josephine's bios to determine how much and what types of information they'll need to make a decision about a credential or education pathway.
2. Refer to the list of descriptive fields.
3. Choose the very minimum set of fields and raise the corresponding fan.
4. Discuss!

# Leveraging (or not) Available Data



Certificate - Computer Repair

- Available at
- Description
- Preparation For
- Recognized By
- Requires
- Competencies
- Duration
- Occupation Type
- Estimated Cost



AS Cyber Security

- Available at
- Description
- Preparation For
- Recognized By
- Requires
- Competencies
- Duration
- Occupation Type
- Estimated Cost



BS Computer Science

- Available at
- Description
- Preparation For
- Recognized By
- Requires
- Competencies
- Duration
- Occupation Type
- Estimated Cost

# Data Captured in the Credential Registry by the CTDL

## Required by Credential Engine

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

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

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

## Required by HVCNE

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

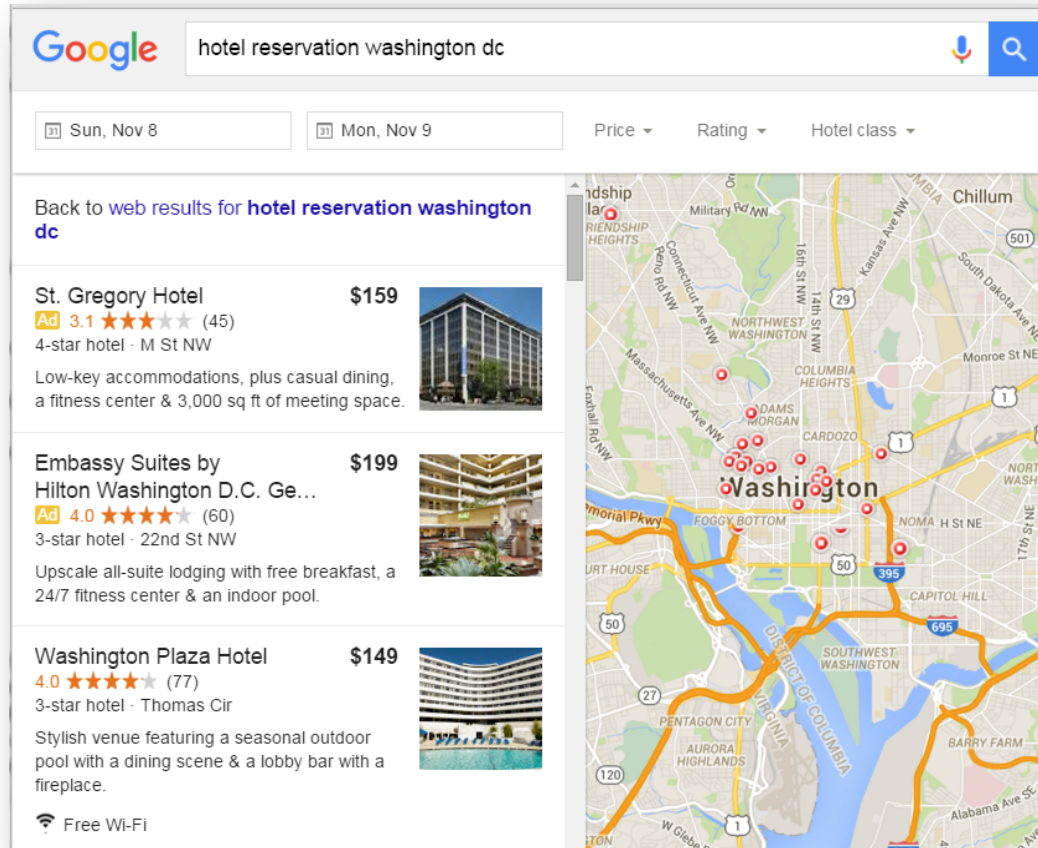
## Recommended by HVCNE

- Estimated Cost
- Estimated Earnings

# Moving Credentials to Linked Data

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

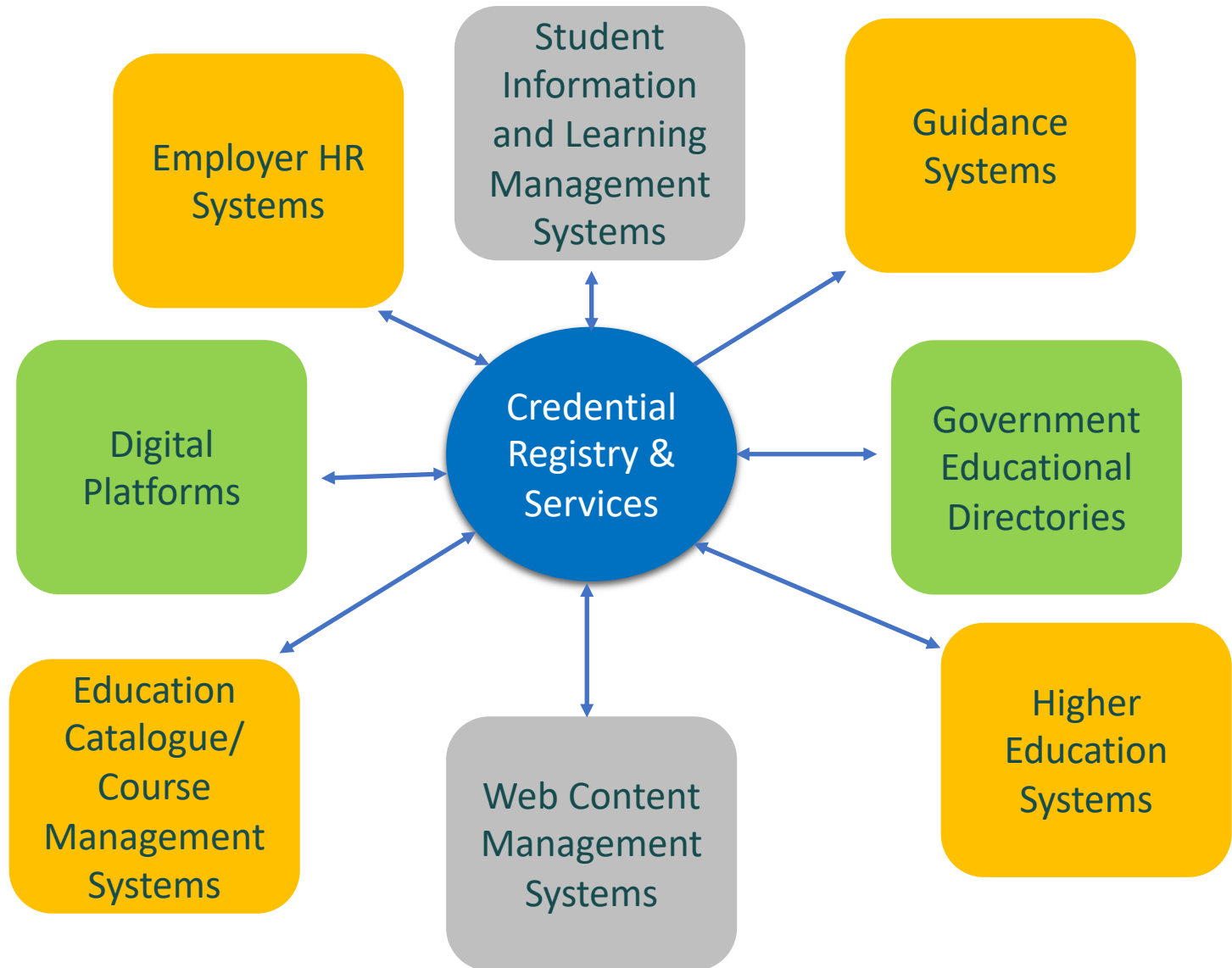
- Google, job, travel, commerce and other aggregators use common terminology (metadata) that has been accepted as web standard (e.g., Schema.org).
- Using consistent metadata for key features of credentials, the registry enables job seekers, students, workers, and employers to search for and compare 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.



# Open Applications Marketplace

Credential Engine and HVCNE will accomplish it's mission by supporting an open applications marketplace. Applications can publish to and pull from the Credential Registry.

Applications pulling from the Registry will integrate data from multiple sources to address their customer's needs.



# Partnerships

**States:** Credential Engine is currently working with Indiana, New Jersey, Michigan, Ohio and Kansas. HVCNE is the first regional effort to use the Registry to bring transparency to the credential marketplace.

**Credential Issuers:** 170+ entities, including traditional and new model colleges/universities (i.e. Stanford and edX), licensing boards, apprenticeship sponsors, certification bodies, industry credential providers, and companies.

**Vendors:** Credential Engine is building partnerships with a wide variety of entities who help manage data for credential providers, including systems and institutions of higher education.

**Employers / Industry Sectors:** Credential Engine works with a number of Industry Associations, as well as industry sectors (i.e. healthcare, IT, advanced manufacturing, etc.) as part of our state partnerships.

**App Developers / Service Providers:** Credential Engine is working with a wide variety of organizations who provide services to "end-users", such as students, workers, employers, career/guidance counselors, educators, policymakers, etc.

# 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



# Parting Questions

Does your state/industry/institution have a strategy around identifying and awarding high value credentials?

How might HVCNE support your states' higher education and workforce development goals? For example, attainment and retention strategies.

Which institutions excel in offering credentials in these fields?

Are there exemplary higher education-industry partnerships in these fields?

