

# Connecticut Credential Registry Initiative

Bringing Transparency and Credential Literacy to the Marketplace



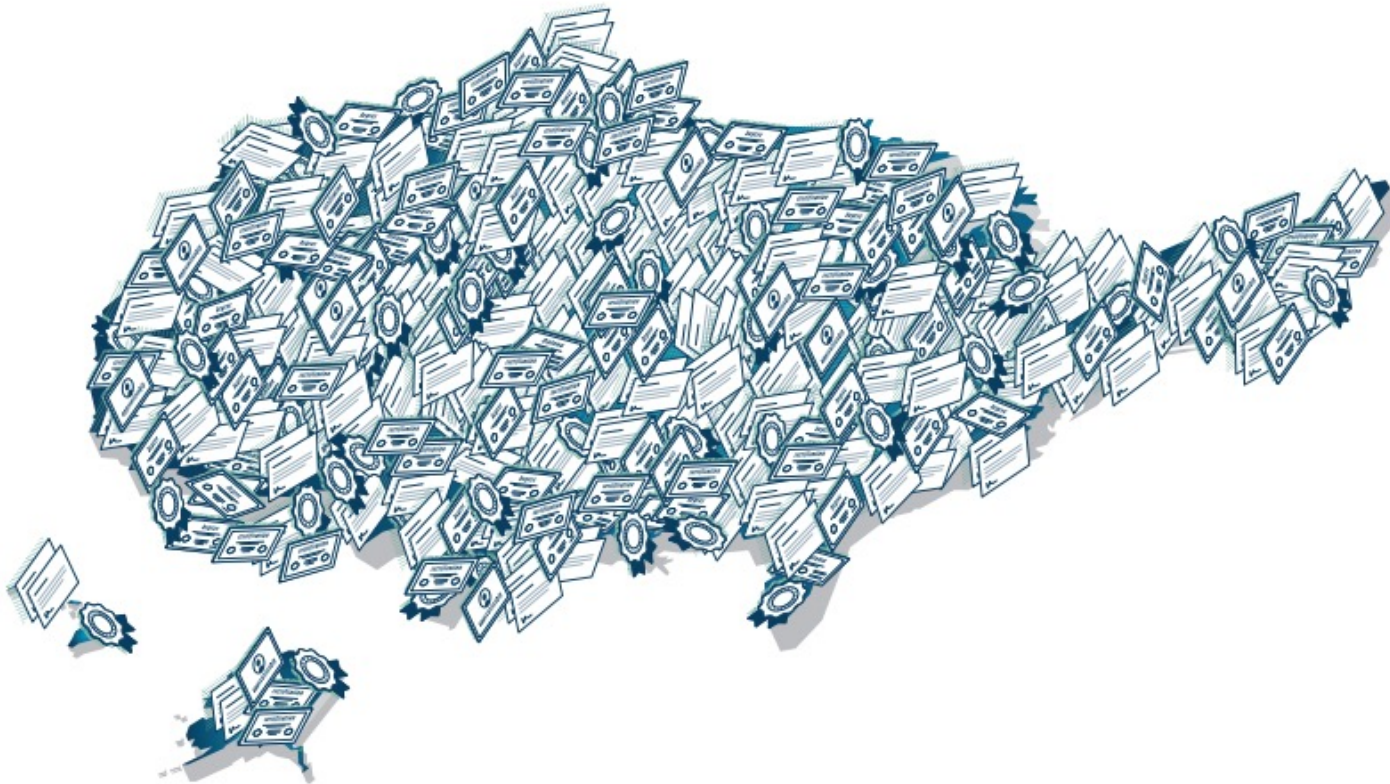
# WELCOME REMARKS

Tim Larson, Executive Director  
Office of Higher Education



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

# Proliferation of Credentials



## Nation-wide (1 million+)

- **359,713** credentials issued by postsecondary education institutions
- **9,390** credentials from MOOC providers
- **549,712** credentials from non-academic organizations
- **48,919** credentials from public and private secondary schools

## Connecticut (~5,000)

- **2,262** degrees
- **1,264** certificates
- **1,590** apprenticeships
- **345** licenses
- **136** 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 interface for 'hotel reservation washington dc'. The search results are filtered for 'Sun, Nov 8' and 'Mon, Nov 9'. The results list three hotels:

- St. Gregory Hotel**: \$159, 3.1 stars (45 reviews), 4-star hotel, M St NW. Description: Low-key accommodations, plus casual dining, a fitness center & 3,000 sq ft of meeting space.
- Embassy Suites by Hilton Washington D.C. Georgetown**: \$199, 4.0 stars (60 reviews), 3-star hotel, 22nd St NW. Description: Upscale all-suite lodging with free breakfast, a 24/7 fitness center & an indoor pool.
- Washington Plaza Hotel**: \$149, 4.0 stars (77 reviews), 3-star hotel, Thomas Cir. Description: Stylish venue featuring a seasonal outdoor pool with a dining scene & a lobby bar with a fireplace.

A map on the right shows the location of these hotels in Washington, D.C., with red pins marking their locations near the Potomac River and the city center.

# Credential Finder Search App Prototype

The screenshot displays the 'Credential Finder' web application. At the top, the header includes the 'CREDENTIAL FINDER' logo, the tagline 'Discover Credentials Powered by Credential Registry Prototype Phase', and navigation links for 'Search' and 'About'. Below the header is a search bar with a dropdown menu set to 'Organizations' and a text input field containing 'Start typing to search...'. To the right of the search bar are buttons for 'Search', '+ Filters', and a refresh icon. A 'Map: Visible map area' button is located below the search bar. The main content area shows 'Found 7 results' and a list of three institutions: Charter Oak State College, Purdue University Global, and University of Maine at Augusta. Each institution card includes its logo, a brief description, a 'Compare' button, and a list of statistics (e.g., '2 Quality Assurance', '2 Organization Types', '1 Sector', '1 Service Type', 'Owns 10 Credentials', 'Offers 10 Credentials', 'Owns 1 Assessment', 'Owns 5 Learning Opportunities', 'Owns 1 Competency Framework'). A map on the right side of the screen shows the locations of the institutions, with red pins indicating their positions. The bottom of the screen features a green navigation bar with links to '0 Credentials', '0 Organizations', '0 Assessments', '0 Learning Opportunities', 'Expand/Hide Details', 'Compare Selected', and a trash icon.

**CREDENTIAL FINDER** Discover Credentials Powered by Credential Registry Prototype Phase

Search For Organizations Start typing to search... Search + Filters

Map: Visible map area

Found 7 results

Show/Hide Descriptions Show/Hide Gray Buttons Sort by A-Z List Map

Drag and resize the map to frame the area to search, or search for a location to reposition the map.

Find a Place... Search Area

Select a result to focus the map

**Charter Oak State College** Compare

With our online degree programs, there is no need to travel to a campus after work or on the weekends. We're accessible to you wherever, whenever. Plus, earn credit through alternate sources such as testing and exams, military training, lifelong learning through our portfolio program, credit evaluated by ACE, National CCRS, or the Connecticut Credit Assessment Program (CCAP), credential evaluation, and by transferring credit earned from other regionally accredited colleges and universities.

2 Quality Assurance 2 Organization Types 1 Sector 1 Service Type

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** Compare

Show 9 Locations

This is innovation. This is extreme personalization. This is a world-class education that's tailored to the unique needs of working adults. Now you can earn a degree from an accredited online university that is part of the prestigious Purdue University system. Our innovative approach to teaching and modern curriculum give you the skills you need to make an immediate impact on your career and the edge to conquer whatever comes next. Because this is education designed for you. This is Purdue Global.

21 Quality Assurance 2 Organization Types 1 Sector 1 Service Type

Owns 112 Credentials Offers 112 Credentials

Last Downloaded: 8/20/2019

**University of Maine at Augusta** Compare

Show 10 Locations

0 Credentials 0 Organizations 0 Assessments 0 Learning Opportunities Expand/Hide Details 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

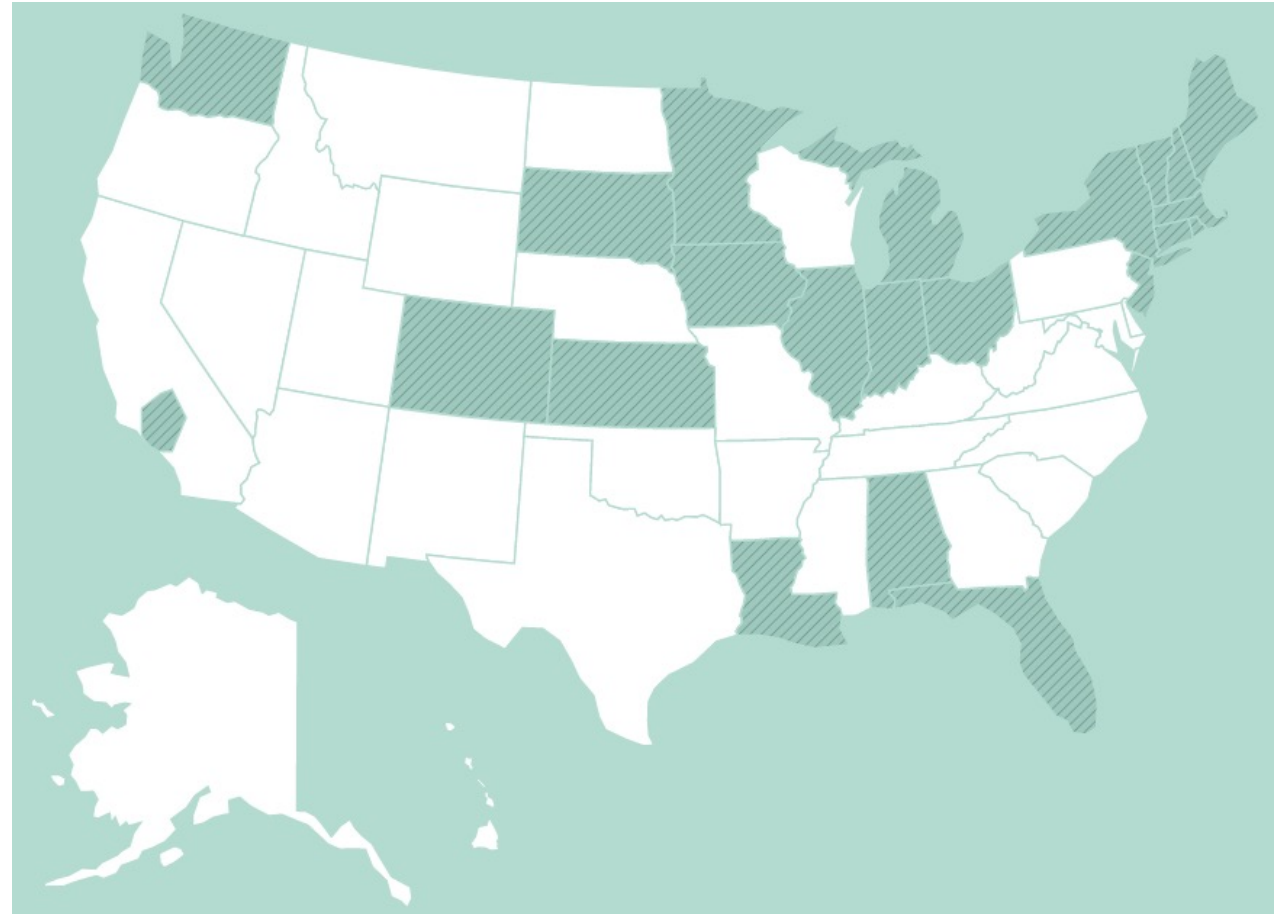
17+ states and regions using the CTDL and Registry.

Lead organizations include:

- Departments of Labor
- Coordinating Workforce Boards
- Departments of Higher Education
- Multi-agency partnerships

Goals:

- Sector-focused strategies (e.g. healthcare) to increase info about creds + develop tools for employers
- Replacing ETPL, revamping application processes for career schools
- Depicting postsecondary education pathways
- Improve internal data systems
- Create digital resumes linked to credential information



# 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



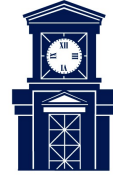
# Available Data



## 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



## 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

# 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>

