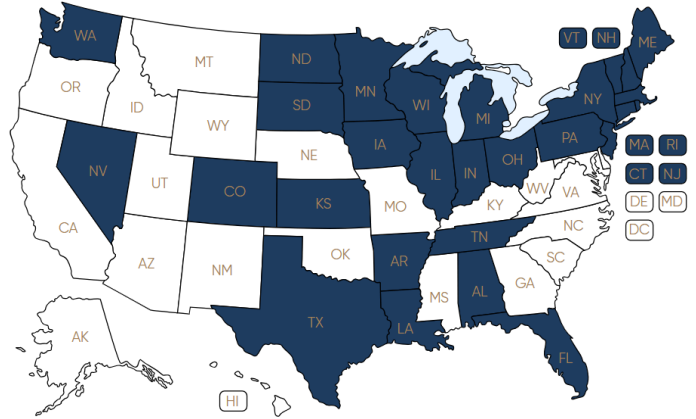


Credential Transparency State Partnerships

State and regional partners are [working with Credential Engine](#) to use the Credential Transparency Description Language ([CTDL](#)) and publish data to the [Credential Registry](#). Credential Engine's technologies support numerous statewide priorities.

Examples of how states have approached using a common, open source language and comparable data include:

- Building data into state, regional, and institutional decision-making tools, dashboards, and systems;
- Making public and transparent information related to funding and eligibility determinations;
- Describing & signaling quality indicators, outcomes, and credentials of value
- Developing, describing, and depicting navigable education and career pathways
- Integrating rich credential and skills data in Learning & Employment Records (LERs)
- Developing audience specific counseling, guidance, navigation, and pathway tools



See our [State Roadmap and Action Guide to Transparency](#) for more information and best practices.

Credential Engine's technologies and tools make essential information about credentials, competencies and pathways transparent, connected, and mappable as both human- and machine-readable data. And linked open data enables the creation of online tools that help consumers plan and optimize their journeys.

Federal Funding and Credential Transparency

The U.S. Departments of Labor, Education, and Commerce have included language supportive of credential transparency in many of their competitive grant programs focused on education or workforce training. To date, these 30+ grants to hundreds of recipients have totaled over \$1.2b in funding. **Specifically, they encourage that information about all credentials and competencies developed through the use of these federal grant funds be made publicly accessible in linked open data formats that support full transparency and interoperability.** Credential Engine has worked with several states and other grant recipients to support making credentials offered under these grants available as linked open data.

Department Of Labor Strengthening Community College grants (totaling \$135M to 49 awardees over three rounds) aim to address the skill development needs of employers in the development of credentialed training programs to support workers in gaining skills. If you'd like to make your credentials and skills transparent, Credential Engine's technologies – including publishing competencies and pathways associated with credentials – serve as powerful tools to support both employers and learners with data to enhance training alignment to in-demand sectors in state and regional economies.

Department of Labor's Registered Apprenticeship grants include credential transparency requirements for all credentials and competencies developed or delivered as part of the grant.

State & Regional Partners

See our [state and regional partner page](#) for more information and success stories.

State/Region	Lead Partner & Project Focus
Alabama	Lead: Governor’s Office of Education and Workforce Transformation Leaders in Alabama are developing a statewide credential registry using CTDL as the foundation for important skill development work to advance the success of Alabama residents and businesses.
Arkansas	Lead: Arkansas Division of Information Systems As part of the state’s new workforce development plan, leaders in Arkansas are creating a statewide registry to make critical information about credentials and their competencies available to learners, workers, and employers through online tools and learning and employment records.
Los Angeles (California)	Lead: UNITE-LA Partnership initiated to bring greater transparency to the credential marketplace in the L.A. region and builds on existing statewide initiatives in California.
Colorado	Lead: Colorado Workforce Development Council With a goal to help Coloradans make informed career decisions and access quality training and employment, key data systems are being aligned to CTDL, published to the Registry, and integrated in tools to help students and job seekers access better data to select quality training providers.
Connecticut	Lead: Connecticut Office of Workforce Strategy & Connecticut Office of Higher Education Legislation passed in 2021 requires the state to provide residents with a database of credentials offered in the state so job seekers, students, workers and employers can search for and compare credentials.
Florida	Lead: Florida Department of Education An initiative supported by state legislation is building an interoperable credential registry, dashboard, and end user tools in the state of Florida will empower state leaders to search for and acquire information on credentials offered in Florida upon request.
Illinois	Lead: Illinois Department of Commerce and Economic Opportunity The state is working to significantly improve the quality of workforce training program data by using the technology platform and resources of both the Registry and Illinois workNet to create a cloud-based statewide platform which links program data with pathways, credentials, and competencies.
Indiana	Lead: Indiana Commission for Higher Education With over 3,000 credentials published to the Registry, including all offered by the public two-year and four-year institutions, are powering powerful assessment and career exploration tools.
Iowa	Lead: Iowa Department of Education, Community College and Workforce Preparation Division Goals in Iowa include inventorying all credentials in the state and publishing all credentials and their competencies in the lead agency’s jurisdiction to the Registry.
Kansas	Lead: Kansas Board of Regents Rich data on credentials (including 100% of postsecondary credentials and degrees) and their transfer values are published to the Registry with a goal to make education more transparent, improve comparison across state lines, to articulate credit for military experience, and indicate high-demand credentials.
Kansas City	Lead Agency: Ewing Marion Kauffman Foundation Partners are working together on the Kauffman Foundation’s “Real World Learning” portfolio, to better map, understand, and use information about credentials and learning opportunities students will receive in high school.
Louisiana	Lead: Louisiana Community and Technical College System By publishing to the Registry, students will be better able to search for and understand educational and career options.
Maine	Lead: Maine Community College System & University of Maine System With over 450 credentials mapped to CTDL and published to the Credential Registry is helping state leaders identify education and employment pipelines, improve credential portability across state lines, and pinpoint gaps in educational and training programs.

State/Region	Lead Partner & Project Focus
Massachusetts	Lead: New England Board of Higher Education The Board is focusing on expanding and scaling community-college publishing efforts to better identify high value credential pathways within and across industries and states and to promote upskilling opportunities for those without postsecondary credentials and un- and underemployed workers.
Michigan	Lead: Michigan Department of Labor and Economic Opportunity With a goal of making it easier for opportunity seekers to learn about credentials that lead to high-demand, high-paying jobs in the state, data published to the Registry will be incorporated into state systems and websites to assist state leaders to make decisions that help mobilize a workforce that is ready for the challenges of the future.
Minnesota	Lead: Minnesota Office of Higher Education & Minnesota Department of Employment and Economic Development & Minnesota State Colleges and Universities State leaders recognized that publishing to the Registry would expand and standardize information across agencies; allow a more comprehensive search by credential; ensure greater and more accurate information on web search engines; and create higher visibility for Minnesota educational offerings for people seeking to build their skills and careers.
Nevada	Lead: Nevada Governor's Office of Workforce Innovation CTDL is being utilized to elevate the caliber of credential data, granting displaced and underemployed Nevada residents access to transparent information where skills and work experience can be seamlessly converted into sought-after credentials. By using linked open data, Nevada can integrate credential data in educational and career navigation tools that empowers more Nevadans with informed decisions to pursue quality occupations.
New Hampshire	Lead: New England Board of Higher Education New Hampshire has successfully published all credentials from the Community College System of New Hampshire (CCSNH) to the Registry leveraging third-party publishing to streamline the publishing process and eased key challenges often faced by individual institutions.
New Jersey	Lead: New Jersey Department of Labor and Workforce Development The CTDL is being used to describe all Eligible Training Provider List (ETPL) credential data to power tools and applications that will help workers make well-informed decisions about their future.
New York	Lead: New York Department of Labor & New York Assoc. of Training and Emp. Professionals Project goals focus on supporting a centralized place for New Yorkers to discover training programs aligned with in-demand careers and professions.
North Dakota	Lead: North Dakota University System & North Dakota Statewide Longitudinal Data System The state is working to publish data from all of North Dakota's public postsecondary institutions to the Credential Registry, with the goal of developing navigable pathways and integrating the data with its comprehensive learner record initiative.
Forsyth County (North Carolina)	Lead: Forsyth Technical Community College A consortium of 8 community colleges across the Piedmont Triad region is making credentials and competencies available as linked open data to strengthen the advanced manufacturing sector, as part of its Aligning the Workforce Education System for Manufacturing (AWESM) project.
Ohio	Lead: Ohio Department of Higher Education Ohio is building a smarter education system that will help students and job seekers access the training necessary for the changing job market by publishing information about all credentials offered by public institutions in the state.
Pennsylvania	Lead: Pennsylvania State System of Higher Education State leaders are building a public credential registry of all educational and industry credentials available in the Commonwealth. This initiative seeks to address workforce needs in the state by bringing transparency to the education landscape and highlighting credentials that lead to in-demand jobs.
Rhode Island	Lead: New England Board of Higher Education The Board is working to build participation of the state's three public institutions, as well as its independent colleges.

State/Region	Lead Partner & Project Focus
South Dakota	Lead: South Dakota Board of Technical Education CTDL is being used to modernize and expand their program inventory, develop a quality framework, and adopt aligned program approval and review policies.
Tennessee	Lead: Tennessee Board of Regents Designated as the “critical solution”, CTDL is being employed to power program and credential competency information within Tennessee's comprehensive learner record (CLR). By publishing competencies as linked open data, Tennessee can host and manage this vital information within its CLR framework.
Texas <i>Dallas</i> <i>Houston</i> <i>Texas 2036</i>	Lead: Tri-Agency Workforce Initiative (Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission) Tri-Agency Workforce Initiative is establishing the state’s first credential library where all credentials delivered, issued, funded or governed by the state will be made transparently available to all Texans. Lead: Dallas College By publishing credentials from its seven campuses to the Registry, Dallas College has a goal to articulate rich pathways for its students. Lead: Houston Community College Through an initiative to increase attainment of industry credentials, Houston Community College is planning to publish data on credentials, competencies, quality indicators, outcomes, and more. Lead: Texas 2036 Texas2036, with support from Google, worked to publish both Google’s career certificates along with other privately issued credentials to the Registry, so they can be included in the state’s credential library.
Vermont	Lead: Advance Vermont With a goal of connecting Vermonters with clear, easy-to-access information about credentials available in the state, Advance Vermont is publishing credentials that lead to high-pay, high-demand jobs to the Registry using CTDL.
Washington	Lead: Washington Workforce Training & Education Coordinating Board Helping Washingtonians understand the value of additional education is central to the Workforce Board’s mission to help more residents achieve family-wage careers and the goal of its nationally recognized Career Bridge website, with its 6,500 credentials published to the Registry using CTDL.
Wisconsin	Lead: University of Wisconsin System The University System will lead the work and publish all credentials and their competencies in University of Wisconsin System’s jurisdiction to the Credential Registry and the Open Web in CTDL and CTDL-ASN.