



## Sample State Legislation – Credential Transparency: 2025

Sec. ##.

(a) The [agency or oversight name] shall establish, or cause to be established, the [State] credential and skills registry. The [State] credential and skills registry shall be a comprehensive and consistently up-to-date collection of information on all educational and occupational credentials that are granted, issued, funded or governed by the state. Educational and occupational credentials, include, but are not limited to, diplomas, certificates, certifications, digital badges, apprenticeships, licenses and degrees of all types and levels. Information to be included in the registry shall include, but shall not be limited to:

- (1) The name of the credential;
- (2) the type of credential;
- (3) the owner of the credential;
- (4) the provider of the credential;
- (5) the program that the credential is associated with;
- (6) the URLs of the provider, owner, and program
- (7) the status of the credential;
- (8) a short description of the credential;
- (9) the estimated duration for completion;
- (10) the process and outcome quality indicators of the provider and the credential;
- (11) the competencies and skills included in the program and credential;
- (12) the costs of completion;
- (13) any assessments and costs of assessments associated with earning the credential;
- (14) Prerequisites required to earn the credential
- (15) Methods of delivery for the credential and program
- (16) transfer value recommendations, as available;
- (17) descriptions of known credential pathways;
- (18) outcomes associated with the credential, including, but not limited to, earnings and employment, completion, attainment and pass rates and calculations of return-on-investment, as available;
- (19) the industry and occupation related to the credential that may include its code under the North American Industry Classification System;
- (20) support services offered by the provider, such as childcare, tutoring, counseling, and foodbanks, and
- (21) other such information as determined by the [agency].

(b) On or before [date to be inserted], and each June 30 thereafter, the [agency] shall develop a list of credentials that are aligned to in-demand occupations for each industry operating in the state, and shall clearly indicate such list among the overall collection of credentials in the registry.

(c) The registry shall be available to the public as linked, open and interoperable data, readable by individuals and machine actionable, aligned with widely recognized standards and allow for open access across sector platforms, such as through credential transparency description language families of schema.

(d) The registry shall not include any personally identifiable information about the holders of such credentials. The division shall seek to align registry data with student-level information in the [state] longitudinal data system.

(e) The [division] shall ensure that data in the registry are used in tools and services for students, learners, workers, employers, educators, policymakers and the general public, including:

- (1) Education and training search, guidance, navigation and counseling;
- (2) depiction and navigation of pathways;
- (3) awareness and management of dual credit or dual enrollment and transfers;  
and
- (4) comprehensive learner records or learning and employment records.

