

**TO: Workforce Investment Board**

**DATE: 11/15/01**

**FROM: Standards & Certification Committee**

**For Action**

**For Information**

**Meeting Notes**

**SUBJECT: Locally Recognized Educational Credentials**

**PROPOSED MOTION(S): That the Board adopt the attached proposed policy retroactive to May 1, 2001.**

**DISCUSSION: The Workforce Investment Act of 1998 (Section 136) specifies core indicators of performance for workforce investment activities in adult, dislocated worker, and youth programs. Fifteen core measures apply to the adult, dislocated worker and youth programs, and two measures of customer satisfaction apply across these three funding streams for a total of 17 required measures.**

**Three of the Core Performance Measures involve “credentials”. These are:**

- **Measure 4: Adult Employment and Credential Rate**
- **Measure 8: Dislocated Worker Employment and Credential Rate**
- **Measure 12: Older Youth Credential Rate**

**The U. S. Department of Labor - Employment and Training Administration (in Training and Employment Guidance Letter No. 7-99) defines “credential” thus:**

**Credential - nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.**

**As opposed to the adult and dislocated worker measures where a credential must be coupled with employment, for older youth, a credential can be coupled with employment, entry into post-secondary education, or entry into advanced training.**

**In view of the above, the Standards and Certification Committee proposes the attached policy addressing the acceptance of “local” credentials (i.e., credentials which are not “nationally recognized” or recognized by the State or statewide).**

**OTHER CONSIDERATIONS:**

**ATTACHMENT(S): Proposed policy**

# Proposed Policy

## Local Recognition of Educational and Training Credentials

### Preamble

Section 136 of the Workforce Investment Act of 1998 sets forth performance measures which are intended to gauge the effectiveness of workforce development activities in achieving the legislative objective of the Act. Three of the fifteen core performance measures address the rate at which WIA clients are granted credentials which attest to or certify the attainment of specific educational or occupational skills.

The U. S. Department of Labor (DOL) provides for the acceptance of “a nationally recognized degree or certificate or State/locally recognized credentials” with respect to these performance measures and provides the following definition of “credential”:

Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates.

The DOL guidance anticipates that not all worthwhile skills training results in credentials which are nationally recognized, granted by state approved or licensed entities or involve professional or governmental licensing and have therefore provided the option of local recognition.

Examples of such training include (but are not limited to):

- School-based training (including classroom, online, correspondence, etc.)
  - Training programs that do not award credentials
  - Training programs that award credentials but which are not nationally recognized or state recognized, licensed or accredited
  - Training programs conducted by employers
- On-the-Job Training (OJT)

### Recognition

With respect to school-based training, each skills training program will be evaluated on an individualized basis by the Board which will establish criteria taking into account the unique delivery mode, characteristics and objectives of the program.

With respect to OJT, the participant will be deemed to have been granted a locally recognized credential if he or she completes the training program set forth in the OJT contract and the following conditions are met:

1. The total (unadjusted) minimum training time as determined by the Occupational Rating System<sup>1</sup> (ORS) is at least six (6) weeks;
2. The Specific Vocational Preparation<sup>2</sup> (SVP) level(s) for the occupation(s) for which training is being provided is/are at least three (3);
3. There are a minimum of six (6) Learning Objectives set forth on the OJT contract; and
4. The student completes a minimum of ninety percent (90%) of the Learning Objectives set forth in the OJT contract with a grade of “Competent” or higher.

<sup>1</sup> As set forth in *High Performance On-the-Job Training*. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration. August 1993.

<sup>2</sup> Specific Vocational Preparation (SVP) level. A number in the range 1 through 9 which broadly reflects the education and training requirements of a particular occupation. SVP levels are contained in the U.S. Department of Labor publication *Dictionary of Occupational Titles*.