

Credential Attainment Cohort – State Action Plans

The U.S. Department of Labor's Employment and Training Administration (ETA) and the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) collaborated to bring together a ***State Cohort on Credential Attainment***. This cohort provided states with an opportunity to engage with one another and exchange methods and strategies for assessing and determining which degrees, certificates, certifications, and licenses qualify as credentials (according to the definition outlined within federal guidance). Cohort participants worked collaboratively to develop a system-wide resource (capstone) that would assist other states in such determinations and to establish action plans outlining state-specific strategies for determining what qualifies as a credential.

Throughout the cohort, the participants worked toward accomplishing the following goals:

1. Learn and adapt promising state practices around measuring credential attainment
2. Strengthen interagency partnerships
3. Develop a national resource that will help other states make appropriate determinations on what counts as a WIOA defined credential
4. **Develop a state-specific action plan**

This document contains each of the action plans developed by the cohort's participating state teams. Each team was provided with an action plan template to assist in the development of their strategies for determining what qualifies as a credential. They were instructed to use the template only as a general guideline and to create an overall plan that suited the needs, goals, and structure of their specific state. These plans are not endorsed by the U.S. Department of Labor or the U.S. Department of Education. State action plans are living documents and subject to change over time.



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Alabama Vision for Credential Attainment

We will...

WHAT DO WE WANT TO DO? <i>Strategies, approaches, models</i>	HOW WILL WE GET THERE? <i>Specific action steps</i>	HOW LONG WILL IT TAKE? <i>Assign a time</i>	WHO IS RESPONSIBLE? <i>Person or organization accountable</i>	HOW WILL WE KNOW WE ARE SUCCESSFUL? <i>Measure?</i>
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Cross-Training Process for all WIOA partner agencies frontline workers to understand the new credentialing processes under the ACCCP	<ul style="list-style-type: none"> • Create a Flowchart document • Create Face to Face training • Create webinar training • Create Best practice document • Create an FAQ • Create joint policy 	3-6 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	<ul style="list-style-type: none"> • Seamless integration of the process. • Increase in qualified, skilled workers. • Increase in credentials • Increase in Measure Skill Gains • Less questions from the field • Increase in employment outcomes • The 2020 WIOA Combined Plan also provides an opportunity to create a no-wrong-door approach to the workforce development system that
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				offers a continuum of services approach and an integrated service model for consumers of workforce and education programs. Alabama is working to pre-certify for WIOA and other supportive services without the need to physically visit another location.
Increase Braiding of Funding Between Agencies	<ul style="list-style-type: none"> • Create a Flowchart document • Create Face to Face training • Create webinar training • Create Best practice document • Create an FAQ • Create joint policy 	3-6 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	<ul style="list-style-type: none"> • Braiding of funds by agencies • Increase co-enrollment • Enhanced services • Increased Student/client/consumer outcomes
The Industry-Specific Alabama Certified Worker Credential	Alabama is designing a Ready to Work curriculum to prepare students to master the industry- and sector-specific competencies for each of the 16 career clusters. The industry- and sector-specific competencies in each of the career pathways identified within the 16 career clusters will be consolidated in a common	3-6 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	The first three tiers (personal effectiveness, academic, and workplace skills) will be common among all 16 clusters. The industry-wide technical competencies for the fourth tier for the competency models developed within each cluster will be identified.



	cluster-specific Ready to Work Curriculum that covers the key industry- and sector-specific competencies within each of the career pathways.			
WIOA Integrated Service Delivery		3-6 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	<ul style="list-style-type: none"> • Dynamic financial aid packages for special populations that include supportive services provided through the Human Capital Development Fund, the Career Promise Program, prior learning assessment, individual training accounts (ITAs), traditional grants and loans to meet the needs outlined in each student’s individual plan for employment. • The Governor’s Human Capital Development Task Force, chaired by Commissioner Nancy Buckner, is partnering with the Federal Reserve Bank of Atlanta to help understand the increased marginal tax rates—or benefit cliffs—faced by individuals transitioning into paid employment.



The Governor's Survey of Employer Competencies	The Governor's Survey of Employer Competencies will be conducted annually to assist the ACCCP's TACs with their work in establishing annual lists of regional and in-demand occupations, credentials of value, career pathways, and competency models.	2 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	<ul style="list-style-type: none"> Employer-vetted competency models.
Alabama Credential Registry	The registry will support the work of the ACCCP in identifying credential of value. All credentials, whether included on the Compendium of Valuable Credential or not, will be registered on the Alabama Credential Registry. The ACHE, ALSDE, and ACCS will collaborate to proactively register secondary and postsecondary credential and degrees.	6-9 months	ACCCP, GOEWT, AWC, in consultation with credential cohort team.	<ul style="list-style-type: none"> All traditional and non-degree credentials registered.



Massachusetts Vision for Credential Attainment

	Name	Organization
Titles I and III	Sacha Stadhard, Marilyn Boyle, Les Abramowitz	MassHire Department of Career Services
Title II (Adult Education)	Brian Newquist, Derek Kalchbrenner	Adult Community Learning Services
Title IV (Vocational Rehabilitation)	Joan Phillips	Massachusetts Rehabilitation Commission
Title IV (Vocational Rehabilitation)	Mary Otiato	Massachusetts Commission for the Blind
TANF & SNAP	Laura Reiman, Erin Quinn	Department of Transitional Assistance
Career Center (AJC)	Mark Whitmore	MassHire North Shore Career Center
Workforce Board	Angela McCabe	MassHire Boston Workforce Board
State Workforce Board	Cheryl Scott	MassHire State Workforce Board



What Will We Do?

Work collaboratively across partner agencies to promote a common understanding of licenses, certifications, and certificates that meet the definition of an Industry Recognized Credential and that qualify for a positive outcome for the Credential Attainment Performance Indicator.

Strategy #1

Strategy: Develop Joint Partner Guidance on Industry Recognized Credentials and the Credential Attainment Performance Indicator

Action Steps: * Distribute Credential Attainment Survey and use results to inform guidance.

 * Review other state policies for content/format and models.

Time Frame: End of July

Who is Responsible: Partner Agencies, Mass Workforce Association, MassHireWorkforce Board Directors, and MassHire Career Center Directors, Operation Managers and Staff

Measure of Success: Issue Joint Policy



Strategy #2

Strategy: List of Industry Recognized Credentials in Priority Industries and Occupations identified by Regional Planning

Action Steps: * Connect with Credential of Value Institute (COVI)

* GPSTEM Initiative - reference for development of list of IRCs

* Map list by program of study, industry sector and value (stackable), credentials that add value

Time Frame: Phase I - End of July

Phase II - July - December 2020

Who is Responsible: [EOLWD/MassHire](#)

Measure: List included with Joint Guidance on Credential Attainment and IRCs mapped by Industry

Strategy #3

Strategy: Train workforce system staff on the type of licenses, certifications, and certificates that meet the definition of Industry Recognized Credentials that qualify for a positive outcome for the Credential Attainment Performance Indicator.

Action Steps: * Use resource tool developed by DOL on Credentials to develop training curriculum for staff.

* Conduct training related to the Joint Guidance on Credentials



Time Frame: October – December

Who is Responsible: MassHire, ACLS, MRC, MCB, DTA

Measure:

- * Number of staff trained
- * Increase level of understanding as to types of certificates, licenses, and certificates that qualify as IRCs reported by staff (pre- and post- surveys).
- * Increase in Credential Attainment Measures
- * Improvement in Data Validation

Strategy #4

Strategy: “How to Guide” for training programs/vendors that do not currently offer credentials, e.g. requirements and process.

Action Steps:

- * Identify list of programs that offer stackable credentials that are more specific to MSG in order expand capacity for IRCs.
- * Outreach to programs and in an effort to expand their capacity to offer training that prepares individuals to obtain IRCs.

Time Frame: Long-term (May 2021)

Who is Responsible: Mass Credential Attainment Team

Measure: Increased number of training programs/vendors that provide course offerings that lead to IRCs.



Michigan Vision for Credential Attainment

We will...

WHAT DO WE WANT TO DO? <i>Strategies, approaches, models</i>	HOW WILL WE GET THERE? <i>Specific action steps</i>	HOW LONG WILL IT TAKE? <i>Assign a time</i>	WHO IS RESPONSIBLE? <i>Person or organization accountable</i>	HOW WILL WE KNOW WE ARE SUCCESSFUL? <i>Measure?</i>
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Michigan Credential Registry - identify credentials of value (COV) and industry required licenses	<ul style="list-style-type: none"> Publish secondary and postsecondary credential and degrees. Publish state issued licenses and certifications 	6-12 months	State of Michigan - Employment & Training; Workforce Longitudinal Data System/Credential Engine team	<ul style="list-style-type: none"> All secondary and postsecondary credentials/degrees uploaded All state issued licenses and certifications will be published
	<ul style="list-style-type: none"> Create a database of standardized credential names and issuers 	6-12 months	State of Michigan - Employment & Training; Workforce Longitudinal Data System/Credential Engine team;	<ul style="list-style-type: none"> Database utilized in PMTC for jobseekers and employers Database utilized in MiTC for ETP to identify industry recognized credentials



	<ul style="list-style-type: none"> Sort relevant credentials by industry and survey employers to establish COV; Utilize industry feedback to establish WIOA COV 	9-12 months	DTMB - Labor Market Information and Strategic Initiatives	
Best Practice - Ensure each program incorporates use of registry/national toolkit.	<ul style="list-style-type: none"> Coordinate incorporation use of registry and Cohort resources as agency common practice 	12 months	State of Michigan - Employment & Training (BSBP, MRS, WD)	<ul style="list-style-type: none"> All staff (front-line, managers, administration, etc.) utilize registry and toolkit, as needed
Training - Process for WIOA agencies' frontline workers to understand COV Measure and how/where to verify	<ul style="list-style-type: none"> Share Credential Attainment Cohort Capstone/DOL flowchart resource Create Training Provide training Create Best practice document 	6-9 months	E&T, BSBP and MRS	<ul style="list-style-type: none"> Seamless integration of the process Increase qualified, skilled workers Increase credential attainment Increase Measurable Skill Gains reduce questions from the field Increase employment outcomes



Minnesota Vision for Credential Attainment

We will... streamline MN processes for data collection and validation

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Implement use of the National Student Clearinghouse	<ol style="list-style-type: none"> 1. Develop a standardized process to request NSC data 2. Develop a process to use the NSC matches in federal reporting 3. Learn from SSB and VRS use of NSC (look at # of matches found, quality of data, applicability of data, etc.) 4. Explore application for other WIOA Title Programs (after October 2020) 5. Consider a DEED department-wide agreement with NSC 	<p>Oct 2020 (1-2)</p> <p>March 2021 (3-5)</p>	SSB and VRS	NSC evidence of participants achieving credentials is used in federal reporting.
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Data sharing agreements with ABE and MDE	<ol style="list-style-type: none"> 1. Update existing DSA with ABE and include MDE in the agreement 2. Develop process to gather credential information from ABE and MDE and distribute to other titles 3. Evaluate current DSAs and explore improvements to help all title programs meet reporting guidelines. 	<p>August 2020 (1)</p> <p>July 2021 (2-3)</p>	<p>ABE (Todd Wagner)</p> <p>And</p> <p>Performance Management</p>	<p>Signed data sharing agreement (with changes for ABE program-level reporting and ABE certifications shared) between MDE and DEED (with any additional purchase orders or documentation complete by August 2020).</p> <p>All title programs would have access to secondary credential records from ABE.</p> <p>All ABE providers would ideally have reports on their performance based on WIOA metrics.</p>
Develop statewide cross-title matrix	<ol style="list-style-type: none"> 1. Title I, II and IV provide information about what counts and doesn't towards credential attainment. 2. Group review of matrix and identify alignment where possible 3. Distribute matrix and offer training to people who enter information into WF1. 4. Develop process to answer questions about specific situations and disseminate information widely. 	<p>July 2020 (1-2)</p> <p>March 2021 (3-4)</p>	<p>Cohort Team</p>	<p>All title program participant credentials are accurately being documented and reported, according to the PIRL, the RSA-911 (Title IV database), and SiD (Title II database).</p> <p>There is a state team of specialists from the title programs that can answer questions on what credentials are countable and what documentation is needed.</p> <p>Staff from title programs are consulted and their feedback on credential attainment training needs is embedded into ongoing trainings.</p>



Missouri Vision for Credential Attainment

We will...

WHAT DO WE WANT TO DO? <i>Strategies, approaches, models</i>	HOW WILL WE GET THERE? <i>Specific action steps</i>	HOW LONG WILL IT TAKE? <i>Assign a time</i>	WHO IS RESPONSIBLE? <i>Person or organization accountable</i>	HOW WILL WE KNOW WE ARE SUCCESSFUL? <i>Measure?</i>
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Utilize the MOScore website as a resources, starting point for all Titles to determine qualifying credentials.	<ol style="list-style-type: none"> MERIC continues to refine qualifications for ETPL approved programs and will provide guidance to providers MERIC will provide MOScores training to any partner staff interested in learning more 	One year	Ronda Anderson and team	Field staff will utilize MOScore for Credentialing information and providing information and resource to clients.
Provide training about credentials utilizing existing tools and review/integrate new tools as released	<ol style="list-style-type: none"> Titles will share policies and best case practices with each other Potential for combined trainings with each title Integrate flowcharts and online tool to determine credential 	6 months	Yvonne Wright, Kathy Bommel, Ellen Clapper, Samantha Heckemeyer	Field Staff will have been through training and be utilizing tools to determine credential attainment.



Monthly team meetings to ensure understanding of program specifics, reporting requirements, share resources and system alignment.	<ol style="list-style-type: none"> 1. Establish monthly meetings with all Titles and MoSCORES administrators present 2. Provide agendas to discuss topics and needs 3. Integrate what is learned into policy or training opportunities for field staff 	Ongoing	Yvonne Wright, Kathy Bommel, Ellen Clapper, Samantha Heckemeyer	<p>Attendance of monthly meetings, an alignment and understanding of each title</p> <p>Development of analytics and tools to review performance at a state level with each title</p>
Alignment of policy across titles	<ol style="list-style-type: none"> 1. Develop policy of title specific requirements per reporting criteria. 2. Provide policy at team meetings 3. Ensure alignment and credential is being determined in a similar way taking into account reporting requirements 	6 months to one year	Yvonne Wright, Kathy Bommel, Ellen Clapper, Samantha Heckemeyer	Field staff will utilize policy to assist in determining what counts as a credential
Build opportunities for data sharing and matching for accurately report data for performance	<p>Governance Committee will continue to discuss data entry into the SLDS</p> <p>Discuss and build MOU's as appropriate for partners</p> <p>Build Interfaces to case management systems</p>	Ongoing	<p>State Longitudinal Data System group</p> <p>Each Title's representative</p>	Data will be reported for performance based on data sharing



Ohio Vision for Credential Attainment

We will...

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Work with the Governor's Office Credentials of Value project to coordinate the identification of credentials across all workforce programs.	Share the credential decision tree tool with the Governor's Office Credentials of Value workgroup. Develop a recommendation for implementation of this decision tree in all workforce training programs.	Due 11/2020		When workforce programs have a common definition and criteria used to identify industry recognized credentials.
Integrate the credential decision tree with current credential identification guidelines to be shared and utilized across the WIOA core programs.	Update the current Credentials Guidelines document and distribute as a framework for identifying credentials among all WIOA partners.	Due 9/2020	ODJFS	When the WIOA core programs are working together, using common definitions and standards to identify credentials.



Pennsylvania Vision for Credential Attainment

We will... build a well-coordinated system that will drive WIOA core workforce programs towards optimal credential attainment, in support of Pennsylvania's credential attainment goal to have 60 percent of the commonwealth's working-age population hold a postsecondary degree or industry-recognized credential by 2025.

WHAT DO WE WANT TO DO? <i>Strategies, approaches, models</i>	HOW WILL WE GET THERE? <i>Specific action steps</i>	HOW LONG WILL IT TAKE? <i>Assign a time</i>	WHO IS RESPONSIBLE? <i>Person or organization accountable</i>	HOW WILL WE KNOW WE ARE SUCCESSFUL? <i>Measure?</i>
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1. Develop and implement a joint statewide Credential Attainment policy for WIOA core program credential determination and reporting (discussion/decision on what specific topics the policy will address).	<p>Meetings with partner agencies to determine joint policy criteria (Ensure policy is inclusive of all four core programs & shared responsibility language):</p> <ul style="list-style-type: none"> Review broad credential criteria across all agencies Determine similar and divergent credential determinations for inclusion Title II will develop a process to collect and document postsecondary credential attainment, which we currently do not have. This will ensure 	9 - 12 mos. (Initial 3-month timeframe for Title II)	Designated state-level SMEs from each WIOA program title	Release of policy to stakeholders.
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	<p>that Title II has full partnership in the policy development process.</p> <p>Take inventory of each agency's credential/training provider lists along with the criteria for being included on each list; and who uses/accesses it</p> <ul style="list-style-type: none"> • Evaluation of standards for those added to the list(s) • Evaluation of whether the existing standards make the list(s) viable for use by customers of every WIOA Title program <p>Ensure solicitation of local input.</p> <p>Policy approval from agency policy offices and governor's office.</p> <p>Share approved draft with local stakeholders for feedback. If warranted, revise policy and get approval.</p> <p>Create associated guidance/resources (e.g., a toolkit, etc.).</p>			
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<p>2. Establish a network of regional and local subject matter experts for the purpose of coordinating and evaluating the continued relevance and effectiveness of the policy, related guidance, and training (e.g., data validation, etc.).</p> <p><i>Internal Note:</i> inclusion of union input may be necessary.</p>	<p>Identify opportunities for improving/unifying credential attainment reporting.</p> <ul style="list-style-type: none"> SMEs document and compile local feedback, concerns, issues re: existing policy, guidance and training to inform future updates. 	<p>Timeline for identification of team members (within 3 months of start of project)</p> <p>Timeline for initial meeting of SME network – then every 6 mos. going forward</p>	<p>Designated SMEs from each WIOA program title</p>	<p>Continued feedback from SMEs regarding relevance and effectiveness of policy.</p>
<p>3. Develop and implement robust training to field staff across programs.</p>	<p>General Credential Attainment performance measure info and definitions.</p> <p>New policy, guidance, and reference tools/toolkit.</p> <p>Specific case management system training for individual program areas.</p> <p>Cross-training of state level people who will be doing the work so we can clearly understand each core programs' credential options.</p> <ul style="list-style-type: none"> Once we work everything out, we could have a module on 	<p>6 - 9 mos. after finalization of joint policy and associated guidance</p>	<p>Designated training staff representing each WIOA Title.</p>	<p>Successful field staff training completion rates & improved.</p> <p>Pre- and Post-tests for those taking training (evaluation of success).</p> <p>Ability to use data to monitor training impacts.</p> <p>Improved determination of credentials at field staff level.</p>



	<p>postsecondary credentials in each of the partner programs in the cross-training module series that is being developed (assuming someone comes up with the funds).</p> <p>Ensure solicitation of local input.</p>			
<p>4. Implement technological solutions to improve quality and accuracy of the data to support continuous improvement (e.g., quality of credentials given, etc.).</p>	<p>Determine whether each agency has an accurate way to verify that a customer has successfully completed/earned their previously claimed credentials (e.g., state-level data match, etc.).</p> <p>Identify possible data match opportunities to support WIOA credential reporting as well as barriers that exist to sharing/ matching that data. Talk to Keystone Command Center about the data match opportunities so they can help us address the barriers.</p> <p>Connect PDE and L&I data to ensure credentials attained by participants after exiting WIOA programs are counted in the performance measure (NSC data).</p> <p>Ensure solicitation of local input.</p> <p>Incorporate changes in data systems to capture the name of the credential to allow for continuous evaluation.</p>	<p>12 - 18 mos. (on-going - following release of the policy and guidance)</p>	<p>A team of data system staff and program staff from each core partner</p>	<p>Data sharing agreement(s)</p> <p>Collection of data that allows for continuous evaluation.</p>



Utah Vision for Credential Attainment

We will... ensure all core partners understand and are able to capture all appropriate credentials.

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Organize a SWDB subcommittee to review unclear industry recognized credentials for specific industries.	<ol style="list-style-type: none"> 1. Identify what unclear industry recognized credentials need to be reviewed. 2. Meet with SWDB chair to identify potential candidates for subcommittee. Identify Board members who are specialists in the industries with unclear credentials (examples: Information Technology, Coding etc.) Also include individuals from higher education programs. 3. Convene Subcommittee, establish charter and review process. 	Convene subcommittee review process by end of 2021	WIOA Steering Committee	Subcommittee is able to review and determine when a credential is industry recognized for WIOA performance reporting. Their determinations are shared with all core partner staff.
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Increase data matching with Utah Systems of Higher Education and Utah Systems of Technical Colleges to capture credential attainment.	<ol style="list-style-type: none"> 1. Core partners meet with USHE and UTECH to request specific data elements and set required timeframes 2. Ensure all Data Sharing Agreements are completed and in effect. 3. Establish process for USHE and UTECH to securely submit protected data to Department of Workforce Services. 4. Department of Workforce Services compiles data and shares credential attainments results with USBE, Division of Rehabilitation Services, and Workforce Development data systems. 	End of 2021	<p>Management and Information Systems</p> <p>WIOA Steering Committee</p>	All core partners will be able to capture credentials from USHE and UTECH that were not reported by the participant.
Core Partners develop and implement statewide data validation training for credential attainment.	<ol style="list-style-type: none"> 1. Core Partners gather available resources and recommendations from subcommittee. 2. Core Partners set detailed training outline and develop training materials 3. Cross training provided among core partners to further develop partnerships and continuity of policies 	End of 2021	WIOA Steering Committee	Cross training across core partners is able to occur. Credential Attainment reporting increases. Six month post training evaluation.



Vermont Vision for Credential Attainment

We will... The purpose of this project is to develop an inventory that would bring together information the wide variety of “Vermont Credentials of Value.” The “credentials” will be organized by the 16 Federal career clusters. Included in the framework will be a way to sort/display Industry-Recognized Certifications (IRCs), licenses, certificates and other outcomes of training/testing. Other information may include potential for funding, WIOA-eligible providers and VT Agency of Education approval for Career & Technical Education.

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Credential Definition & Draft Framework ✓ Convene small work group to identify definitions of Vermont Credential of Value (including those identified in the abstract above).	Convene state cohort team.	July 15, 2020	Amanda & Bill	Team meets with the agenda and outcome: consensus on definition of “credential of value”
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✓ Develop a draft of the inventory with information needed (e.g. columns and key) and populate with information at hand (e.g. VDoL eligible providers, AoE-approved IRC list).	Current draft reviewed as well as other models (e.g. Missouri Search).	September 30, 2020	State Cohort Team	Consensus on information desired in tool.
✓ Share with partner organizations (e.g. Apprenticeship Council, CTE Adult Education, Post-Secondary Education).	State Cohort Team identifies who will reach out to which group and this is completed.	October 15, 2020	Specifically identified members.	Tool shared and feedback received and categorized/included in draft.
✓ Share draft inventory with updated/additional partner information.	State Cohort reps will present information at a SWDB meeting.	October 30, 2020	Specifically identified members.	SWDB will be aware of the progress on the inventory.
<i>Phase II Develop Request for Proposals</i> ✓ Identify scope of services required for ongoing development, deployment and maintenance of the inventory.	Subcommittee of Team develops draft RFP. Draft is returned to full Team for review and approval.	November 15, 2020	TBA	RFP is drafted and finalized.



✓ Identify sources of funding (anticipating braided funding from WIOA partners and others).	Decision makers with financial responsibility meet to decide.	November 15,2020	Diane, Sarah, Jay	Funds identified.
✓ Distribute, score and select provider to act as the “Clearinghouse” for information.	RFP disseminated to interested parties, received and scored by Team.	January 15,2021	Team	RFP awarded.
Phase III Operationalize Inventory ✓ “Clearinghouse” begins work to finalize and deploy the inventory.	Provider selected.	February 15,2021	Team	Complete Inventory of credentials of value and related trainings.
✓ Capacity is realized to update, add, research and maintain the inventory.	Vendor completes development and launch of inventory.	June 15, 2021	Vendor	Inventory is used by staff across partners. Students and customers access information and training.
✓ Inventory is used by staff, partners, and consumers to identify and access Vermont Credentials of Value.	Present and provide orientation and training to all partners.	September 30, 2021	Team and members of partner agencies.	Credentials earned by students and customers.

