



STATE OF TENNESSEE
DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
DIVISION OF EMPLOYMENT AND WORKFORCE DEVELOPMENT

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Workforce Investment Act Memorandum Number E & T 01-14 Change 1

Topic: Credential and Diploma and Certificate

Subject: Definition of Credential for Participants Under Current WIA (Workforce Investment Act) Statutory Adult, Dislocated Worker, and Older Youth Measures; Definition of Certificate Under the Common Measures.

Purpose: To Describe and Explain Recent Clarifications to the Definition of Credential, and to Distribute the State's Official Definition of Credential. To Describe and Explain the Replacement of the Definition of Credential with the Definition of Diploma and Certificate

Background: The implementation of the Common Performance Measures, and recent clarifications to the allowable types of source documentation acceptable to validate the Credential data element, require this re-statement of the credential definition as described in ETA's Training and Employment Guidance Letter (TEGL) 7-99, dated March 3, 2000. The definition of Diploma and Certificate, under ETA's recent TEGL 17-05, dated February 17, 2006, will replace the definition of Credential; and also changes the requirements to the allowable types of source Documentation acceptable to validate the Diploma and Certificate data element. The following ETA-distributed guidance documents also serve as the basis for the current source documentation requirements for the Credential data element, and the Diploma and Certificate data element: Training and Employment Notice (TEN) No. 14-02 Data Validation Initiative; TEN No. 8-02 Implementation of the Common Performance Measures for Job Training and Employment Programs; TEGL 3-03, Change 1 through Change 3 Data Validation Policy for Employment and Training Programs; and TEN No. 9-06 Timeline for Program Year (PY) 2005 Workforce Investment Act (WIA) Performance Reporting and PY 2005 Data Validation (all programs).

Instructions: The following two-part definition will be used as the official state definition of credential, and diploma or certificate. LWIAs should refer to this definition when considering the inclusion of a participant in one of the credential or diploma or certificate performance measures.

Part 1- For WIA enrollments which occurred prior to July 1, 2006, the following is the official definition of credential:

Credential - A nationally recognized degree or certificate or recognized educational credential as described by the Tennessee Department of Education or by the Tennessee Higher Education Commission. Credentials include a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards¹, licensure or industry-recognized certificates, degrees, transcripts or any other papers generally taken to signify completion of an education goal at an institution certified as an Eligible Training Provider.

Basic skills goal - measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

¹ Recognized Skill Standard is defined for the purpose of the Younger Youth Skill Attainment Rate. The Skills Standards include basic skills goal, occupational skills goal, and work readiness skills goal as detailed in TEGL 7-99 (see attached).

Occupational skills goal - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Work readiness skills goal - work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). This also encompasses survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

Part 2- For WIA enrollments which occurred on or after July 1, 2006, the following is the is the definition of Diploma or Certificate:

The Diploma and Certificate definitions replace the definition of Credential for those participants who enroll on or after July 1, 2006. A Certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based upon standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work Readiness certificates are also not included in this definition. A Certificate is awarded in recognition of and individual's attainment of technical or occupational skills by:

1. A state educational agency or a state agency responsible for administering vocational and technical education within a state.
2. An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of the Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student assistance aid programs.
3. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute of Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
4. A registered apprenticeship program.
5. A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).

6. A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
7. Job Corps centers that issue certificates.
8. Institutions of higher education which are formally controlled, or has been formally sanctioned, or chartered, by the governing body of the Indian tribe or tribes.

The term 'diploma' means any credential that the state education agency accepts as equivalent to a high school diploma. The term 'diploma' also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS). The following data sources can be used to determine whether participants in youth programs attain degrees or certificates:

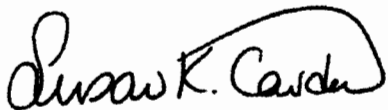
1. Case management notes and surveys of participants to determine if the individual has received a degree or certificate; or
2. Record sharing agreements and/or automated record matching with administrative/other data sources to determine and document that the participant has received a degree or certificate. These data sources can include State boards of education, State boards governing community colleges, State boards governing universities, State licensing boards for private schools, State education associations, integrated post-secondary or higher education reporting units, State Department of Professional or Occupational Regulation (possibly other units such as health care administration or specific boards like the 'Board of Nursing. '), professional, industry, or employer organizations or product manufacturers or developers, training institutions/providers, and Adult Basic Education providers (GED/equivalent testing agencies).

Contact: For questions regarding this policy, please contact Dan Holton, Performance and Compliance at 1-800-255-5872.

Effective: October 16, 2006

Expiration Date: Indefinite

Sincerely,



Susan K. Cowden, Administrator
Employment and Workforce Development