

**Vermont State Workforce Development Board**  
**Training and Credentialing Work Group**  
**Meeting Agenda**  
**January 24, 2019, 9:00 am – 3:00 pm**  
**Center for Achievement in Public Service, Montpelier, VT**

- 9:00 am Start-up
- Develop ground rules and review agenda and charter
- 9:30 am Defining a Credential of Value
- Review existing definitions
  - Conduct affinity diagram
- 10:30 am Break
- 10:45 am Benchmarking Other States
- Review other state programs and processes
  - Identify strengths and weaknesses
- 12:00 pm Lunch
- 1:00 pm Developing a Vision for the Future State
- Brainstorm ideas and concepts
  - Develop recommendations for committee charge and governance
- 2:30 pm Wrap Up and Next Steps
- 3:00 pm Adjourn

**Vermont State Workforce Development Board  
Training and Credentialing Work Group  
Meeting Minutes  
January 24, 2019  
9:00 am – 3:00 pm  
Center for Achievement in Public Service, Montpelier, VT**

**Work Group members in attendance:** Hugh Bradshaw, Kim Bushey, Marilyn Cargill, Maureen Hebert, Lauren Hibbert, Sharon Parker, Jay Ramsey, Mary Anne Sheahan, and Joe Teegarden

**Guests in attendance:** Justin Kenney and Sophia Yager

The meeting was called to order at 9:00 am.

Work Group members and guests introduced themselves and meeting facilitator Justin Kenney gave an overview of the agenda, process improvement methodology, and ground rules.

Co-Chair Marilyn Cargill presented research compiled by Advanced Vermont regarding other states' definitions and certification processes for "credential of value," including Advance Vermont's working definition:

"Credential is a broad term that refers to a verified proficiency or competency and is issued to an individual by a third party that has relevant authority or jurisdiction. Third-party entities include accredited education institutions, professional or trade associations, and government agencies, among others."

Ms. Cargill identified a need for a common definition of "credential of value" to be shared by various organizations working in the credentialing space.

Mr. Kenney invited the Work Group to participate in an affinity diagram exercise to identify critical components and concepts in a definition for "credential of value" (Appendix A). The Work Group broke into small groups to draft definitions of "credential of value" based on the terms identified in the affinity diagram exercise (Appendix B). A small group of Work Group members will meet independently to combine the three versions and draft a final recommended definition.

Co-Chair Jay Ramsey presented strategies from three states (Florida, Kansas, and Louisiana) to certify credentials of value. Work Group members identified elements of each state's process that might be included or modified in the process that is recommended to the future standing committee (Appendix C).

Work Group members brainstormed possible structures for a credential certification process and how the future standing committee of the SWDB might implement and maintain that process (Appendix D).

The Work Group will host a stakeholder engagement meeting on February 14, 2019 to solicit feedback on the "credential of value" definition and credential certification process.

The meeting adjourned at 11:15 am.

Respectfully Submitted by Dustin Degree.

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Dustin Degree, Executive Director, Vermont State Workforce Development Board

## **APPENDIX A: Critical components in a definition of “credential of value”**

- Accessibility/Barrier Reduction/Equity
  - Accessibility: disability, language, income, etc. vs. availability, on/off ramps, etc.
- Skills/Competencies: readiness, knowledge base
- Summative/Informative Assessment: measurable, standards, qualification, portfolio, verification, achievement, mastery
- Quality Control: third party, accreditation, verification
- Vetted/Approved
- Evidence: license, certification, registration, educational certificate, degree,
- Industry-Recognized
- In Demand/Demand-Driven: job market value, responsive,
- Transferable Skills
- Portable Certifications: mobility
- Informed by State Priorities: alignment with priority sectors/occupations, qualifiable for financial aid, individual/business investment and value, consumer protection,
- Stackable
- Multiple Pathways: career pathway, apprenticeship, traditional/non-traditional, flexibility, etc.

## **APPENDIX B: Draft definitions of “credential of value”**

- Definition #1: Credentials of value are accessible, stackable, transferable, recognized at the state or federal level, and/or have job market value, and verify an individual’s competence in technical or occupational skills.
- Definition #2: A credential of value is an educational certificate, occupational license, industry-recognized certification or apprenticeship, granted by an accredited body, that verifies an individual’s competence or skills. Credentials of value must have value in the regional job market and preferably are stackable, transferable and portable.
- Definition #3: A credential of value offers both individuals and businesses a means of verifying skills, competencies, relevance and opportunity for achievement and advancement along career pathways within industries/sectors of the Vermont economy. A credential of value is aligned with and informed by various stakeholders and workforce priorities and may take the form of an educational certificate, occupational license, registered apprenticeships or industry-valued/-recognized certification that one portable, transferable, and may be stackable.

## **APPENDIX C: Examples of credential of value criteria and certification in other states**

\*Pro= element our process may consider/replicate \*Delta= element our process would modify

### Florida

#### Pros

- Incentives for high school students
- Lead with industry emphasis/business endorsement

#### Deltas

- No integration between DOE, DOL and SWDB
- No funding for adult ed
- Limits on who can propose or apply

### Kansas

#### Pros

- 3 Tier structure (required by law, industry mandated, employer preferred)
- Wage criteria (economic mobility)

#### Deltas

- High school graduation requirement
- Specifics of wage criteria (percentage of average wage, livable wage, etc.)

### Louisiana

## Pros

- Application referral to experts outside of the SWDB
- Letters of support from businesses
- Regional consideration
- Priority of state economic needs/demands over regional or national needs/demands

## Deltas

- High school credentials of value
- Generic vs. vendor specific criteria

## Pro/Delta

- SWDB discretion to approve any credential of value

## **APPENDIX D: Process Brainstorm**

- Universal application=broad approach
- Three tier/bucket structure
  - Different processes for each bucket?
  - Do we use Kansas' titles?
  - 2 buckets (required and preferred)?
- Need for clarity because of funding ties to credentials
  - ROI (for the state and for the individual)? RBA (effect of labor market and wages)?
  - Tools for tracking this data?
- Standing SWDB Committee will have two jobs:
  1. Outcomes: quality end points
    - a. Define criteria
    - b. Possible criteria: ROI, social benefit, employer support, labor market
    - c. Criteria for credentials vs. criteria for programs
  2. Process: ensuring quality as measured by defined outcomes
    - a. Define process
    - b. Give final approval?
    - c. Arbitrate disputes/appeals
- Consultative approach/analytic hierarchy
  - Program providers will submit an application that goes to industry/subject matter experts
  - Experts make a recommendation to SWDB Standing Committee who makes final decision
- Two separate lists
  1. Approved/certified/endorsed credentials
  2. Approved/certified/endorsed programs/providers for each credential
- Who manages the list? How is it managed? Where does it live?
- Appeal process?
- Where/how do registered apprenticeships fit in?
- Tracking credential achievement?