



## MASSACHUSETTS WORKFORCE INNOVATION AND OPPORTUNITY ACT JOINT PARTNER COMMUNICATION

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**WIOA Joint Partner Communication 03.2017**☐ Policy ☒ Information

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**To:** Chief Elected Officials  
Workforce Development Board Chairs  
Workforce Development Board Directors  
WIOA Title I Administrators  
Career Center Directors  
WIOA Title I Fiscal Officers  
DCS Operations Managers  
Adult Education Providers  
Massachusetts Rehabilitation Offices and Providers  
Massachusetts Commission for the Blind Offices and Providers  
Senior Community Service Employment Program (SCSEP) Providers  
Dept. of Transitional Assistance Offices and providers of SNAP and TANF services

**From:** Jennifer James, Undersecretary,  
*Executive Office of Labor and Workforce Development*  
Alice Sweeney, Director  
*Department of Career Services*  
Richard Jeffers, Director  
*Department of Unemployment Assistance*  
Toni Wolf, Commissioner  
*Massachusetts Rehabilitation Commission*  
Paul Saner, Commissioner  
*Massachusetts Commission for the Blind*  
Jolanta Conway, State ABE Director  
*Department of Elementary and Secondary Ed, Adult and Community Learning Services*  
Olga Yulikova, Senior Community Service Employment Manager  
*Senior Community Service Employment Program*  
Jeffrey McCue, Commissioner  
*Department of Transitional Assistance*

**Date:** August 24, 2017

**Subject:** Industry Recognized Credentials (IRCs) Resources

**Purpose:** To notify Local Workforce Development Boards, One-Stop Career Center Operators, WIOA Core Partners, and other local workforce partners of resources available for identifying what credentials are required for employment in local in-demand industries.

**Background:** Since WIOA Sec. 3(52) defines “recognized postsecondary credential” as a “credential consisting of an industry-recognized certificate (IRC) or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree,” clarity around IRCs is important.

In the absence of a national or state credentialing review system, Local Workforce Development Boards are the best sources of information on what credentials are needed for employment in local in-demand industries. Workforce Board membership consist of private-sector businesses working in collaboration with labor, education, and the public sector to design effective, demand-driven workforce development services for job seekers and employers. They work to build a comprehensive workforce system in response to demands of the local economy. With their local business and industry connections, the Workforce Boards are a key resource for IRC information.

Department of Labor Employment and Training Administration’s Training Employment Guidance Letter ([TEGL 10-16](#): *Performance Accountability Guidance for Workforce Innovation and Opportunity (WIOA) Title I, Title II, Title III and Title IV Core Programs*, provides that a recognized postsecondary credential consisting of an industry-recognized certificate (IRC) or certification is awarded in recognition of an individual’s attainment of measurable technical or industry/occupation skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Neither certificates awarded by Workforce Development Boards (WDBs), nor work readiness certificates, are included in this definition because neither type of certificate documents the measureable technical or industry/occupational skills necessary to gain employment or advance within an occupation. Likewise, such certificates must recognize technology or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.

Students receiving an IRC is also a requirement for Integrated Education and Training (IET) and Integrated English and Literacy Civics Education (IELCE) funding from the Department of Elementary and Secondary Education’s Adult and Community Services unit. Please visit the [ACLS Career Pathways](#) web page for more information on IET/IELCE services.

For individuals working with students, resources include:  
[What is a Credential?](#) from the Association for Career and Technical Education<sup>1</sup>  
[SIMS Data Handbook](#) – DOE031 Career/Vocational Technical Education:  
Page 39 – Competency Attainment  
Page 70 – Technical Competency Attainment Types  
[Certification Finder](#) through the United States Department of Labor

**Action**

**Requested:** Please ensure managers and staff are aware of the availability of these resources.

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<sup>1</sup> The Association for Career and Technical Education (ACTE) is the largest national education association for Career and Technical Education (CTE) educators. Their membership is composed of more than 27,000 career and technical educators, administrators, researchers, guidance counselors and others involved in planning and conducting career and technical education programs taught at both the secondary and postsecondary levels, including WIOA Title II adult education providers. This handout describes the different types of credentials that may be available to CTE students, however, it has not been endorsed by the Department of Labor for the purpose of identifying credentials related to outcomes for WIOA Title I performance measures.