

**Delaware Credential Assessment  
Business Rules for Assessing Quality Criteria**

| [1] Aligned to an approvable DDOE Career and Technical Education program of study   |  |  |
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| <i>Criteria</i>   | <i>Measurement Rules</i>   | <i>Suggested Data/Resources</i>  |
| <p>The credential is clearly aligned to the competencies required by a state-approvable Career and Technical Education (CTE) program of study or a Perkins eligible postsecondary program</p> | <p><i>Alignment with POS competencies is defined as:</i></p> <ul style="list-style-type: none"> <li>● The credential is an end-of-course assessment for a POS course;</li> <li>● The credential is an end-of-program assessment for the POS;</li> <li>● Credential attainment is included as a core curricular activity; and/or</li> <li>● The core knowledge and skills gained through credential attainment are named as learning objectives for the POS.</li> </ul> <p><i>Evidence of credential alignment found within any <b>one</b> of the following sources satisfies the criteria:</i></p> <ul style="list-style-type: none"> <li>● <i>Program of Study (POS) application;</i></li> <li>● <i>Credential Approval application;</i></li> <li>● A Review Committee or survey with representatives from CTE/K-12, higher education, and industry; or</li> <li>● Clear evidence can be found of credential alignment to the POS objectives on the website or public materials of at least one recognized industry association.</li> </ul> | <ul style="list-style-type: none"> <li>● Delaware Career &amp; Technical Education Policies &amp; Procedures</li> <li>● CTE Program of Study applications or matrices</li> </ul> |

| [2] Aligned to in-demand occupations in the state or geographic region   |   |  |
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| Criteria   | Measurement Rules   | Suggested Data/Resources   |
| <p>Credential is linked with an occupation or family of occupations projected to grow and generate moderate, high, or very high annual job openings over a 10-year period<sup>12</sup> as reported in the <a href="#">Delaware Occupation &amp; Industry Projections</a> publication</p> | <p>The credential is aligned with SOC occupations or a family of SOC occupations that show evidence of regional employment demand as measured by <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>● Projected job growth rate greater than or equal to 0.7% annually over the next ten years<sup>3</sup> ;</li> <li>● Evidence of at least 25 job openings locally or regionally aligned to the occupation or family of occupations; or</li> <li>● In cases where evidence of occupational growth rate or job openings do not support demand for an occupation, a Review Committee or survey with representatives from CTE/K-12, higher education, and industry determine there is local or regional demand aligned to an occupation or family of occupations</li> </ul> | <ul style="list-style-type: none"> <li>● Bureau of Labor Statistics Occupational Outlook Handbook (<a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a>)</li> <li>● Projections Central (<a href="https://projectionscentral.org">https://projectionscentral.org</a>)</li> <li>● EDEPS (<a href="https://edeps.org">https://edeps.org</a>) (annual growth rating, possibly annual employment demand.</li> <li>● National/local trade associations</li> <li>● Local industry council</li> <li>● Program Advisory Committee (IHE)</li> <li>● EMSI/Burning Glass or Chmura JobsEQ</li> <li>● Indeed (<a href="https://www.indeed.com">https://www.indeed.com</a>)</li> <li>● Graduate Employment or Senior Exit Surveys (conducted by LEAs, IHE's, DOE)</li> <li>● Credentialing agencies or accrediting boards</li> <li>● ONET (<a href="https://www.onetonline.org/">https://www.onetonline.org/</a>)</li> </ul> |

<sup>1</sup> The DDOE recognizes that in some cases occupational growth rate may not be the definitive indicator of the demand for an occupation, given Delaware’s unique context and for other reasons, e.g. some occupations have high turnover rates without having high rates of new job generation. For this reason, DDOE may review and approve credentials that meet all other criteria but fail to meet the job growth rate metric.

<sup>2</sup> Moderate = 22-41 annual openings; High = 42-124 annual openings; Very high = 125 or more annual openings.

<sup>3</sup> According to the U.S. Bureau of Labor Statistics, total employment is projected to grow from 153.5 million to 165.4 million over the 2020–30 decade, an increase of 11.9 million jobs. This increase reflects an annual growth rate of 0.7 percent, which is higher than recent projections and accounts for recovery from low base-year employment for 2020 due to the COVID-19 pandemic and its associated recession. See [Employment Projections 2020-2030 \(bls.gov\)](#), Sept 8, 2021.

| [3] Valued and demanded by employers; Marketable and leads to employment, higher wages, career advancement, and increased job security |  |   |
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| <i>Criteria</i>  | <i>Measurement Rules</i>   | <i>Suggested Data/Resources</i>   |
| Sector or industry endorsed as a preferred requirement or prerequisite for employment and/or advancement                               | <p>The credential is recognized as having value for entry into an occupation(s) aligned with the credential, and/or employers are hiring credential holders and prefer credential in recruitment, hiring, promotion, and/or wage decisions, as determined by <b>TWO of the following sources</b>:</p> <ul style="list-style-type: none"> <li>● The BLS Occupational Outlook Handbook;</li> <li>● Confirmation from at least 2 industry representatives or employers indicating value of credential in employment or advancement;</li> <li>● A state-based or national industry or professional association, trade organization, or statewide industry council/program advisory committee with documented evidence of value;</li> <li>● A Review Committee or survey with representatives from CTE/K-12, higher education, and industry;</li> <li>● Proprietary labor market data source;</li> <li>● Graduate employment or outcome surveys, or Senior exit surveys, demonstrate there is a strong local/regional need; or</li> <li>● Active job postings for an aligned occupation or job title request the credential for available positions.</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a></li> <li>● National/local trade associations</li> <li>● Local industry council</li> <li>● Program Advisory Committee (IHE)</li> <li>● EMSI/Burning Glass or Chmura JobsEQ</li> <li>● Indeed (<a href="https://www.indeed.com">https://www.indeed.com</a>)</li> </ul> |

| [4] Portable within or across industries throughout the state or geographic region  |   |  |
|---|---|--|
| Criteria  | Measurement Rules   | Suggested Data/Resources   |
| <p>Recognized across Delaware and/or regionally; accepted as verifying the qualifications of an individual in other settings—either in other geographic areas, at other educational institutions, or by other industries or employing companies</p> | <ul style="list-style-type: none"> <li>● The credential is endorsed and accepted as verifying the qualifications of an individual regionally or nationally, by other industries or employers, and/or the credential supports cross-industry migration or mobility across employers within the same industry, as recognized by <b>ONE</b> of the following sources:                             <ul style="list-style-type: none"> <li>○ A Review Committee or survey with representatives from CTE/K-12, higher education, and industry;</li> <li>○ An employer, employer association, or recognized state-based, national, or international industry or professional association; or</li> <li>○ A state agency or other government entity.</li> </ul> </li> <li style="text-align: center; padding: 10px 0;">-- OR --</li> <li>● The credential is endorsed and accepted as verifying the qualifications of an individual at other educational institutions by conferring advanced standing, accelerated time to completion, and/or articulated credit for prior learning within an aligned major or academic program at more than one institution of higher education (<i>following the measurement rules noted below in section 5</i>).</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">Credential Finder</a> credential search tool</li> <li>● Employment data (e.g. job ads) should be able to corroborate whether credentials are in demand nationally, within Delaware, or within nearer Metropolitan Statistical Areas, e.g. Phila-Wilm-Camden MSA.</li> </ul> |

| [5] Stackable and leads to opportunities for continuous or advanced training and/or education   |  |  |
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| Criteria-- Satisfies <u>ONE</u> of the following:   | Measurement Rules  | Suggested Data/Resources   |
| <p>Confers any advanced standing, accelerated time to completion, and/or articulated credit for prior learning within an aligned major or academic program at an institution of higher education</p> <p><i>Note: "Higher Education Institutions" include postsecondary Perkins institutions and authorized private trade schools.</i></p> | <p>Evidence from <b>ONE</b> of the following sources for at least one Delaware Institute of Higher Education, or at least one geographically close Institute of Higher Education with a reciprocity agreement if Delaware higher education institutions do not have an aligned program:</p> <ul style="list-style-type: none"> <li>● Articulation agreements in place between the DDOE and higher education institutions, or between higher education institutions;</li> <li>● Higher education institution websites; or</li> <li>● Higher education institution faculty or staff members.</li> </ul>              | <ul style="list-style-type: none"> <li>● <a href="#">Industry Recognized Credentials   Wilmington University (wilmu.edu)</a></li> <li>● <a href="#">Credential Finder</a> credential search tool</li> <li>● IHE websites Department pages, degree handbooks, etc. on other IHE websites</li> </ul> |
| <p>Is a required part of a prescribed, coherent sequence of industry recognized credentials that show progressive skills development</p> <p><i>Note: "Higher Education Institutions" include postsecondary Perkins institutions and authorized private trade schools.</i></p>   | <p>Evidence from ONE of the following sources:</p> <ul style="list-style-type: none"> <li>● Articulation agreements in place between the DDOE and higher education institutions, or between higher education institutions;</li> <li>● Higher education institution websites;</li> <li>● Higher education institution faculty or staff members;</li> <li>● An employer, employer association, or recognized state-based, national, or international industry or professional association; or</li> <li>● A Review Committee or survey with representatives from CTE/K-12, higher education, and industry.</li> </ul> | <ul style="list-style-type: none"> <li>● CTE Program of Study applications or matrices</li> </ul>  |
| <p>Provides advanced standing, accelerated time to completion, and/or credit for prior learning within an industry recognized training or Delaware Department of Labor approved apprenticeship program</p>  | <ul style="list-style-type: none"> <li>● Credential attainment counts toward hours in an aligned training or apprenticeship program</li> </ul>   | <ul style="list-style-type: none"> <li>● Credit for prior learning is assessed and awarded through the educational institution providing instruction</li> </ul>  |

| <b>[6] Third-Party Validated</b>  |   |  |
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| <b>Criteria -- Satisfies <u>ONE</u> of the following:</b>                             | <b>Measurement Rules</b>  | <b>Suggested Data/Resources</b>  |
| Developed or endorsed by a nationally recognized industry association or organization | <p>Credential is endorsed by <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>● An employer, employer association, or recognized state-based, national, or international industry or professional association;</li> <li>● A Review Committee or survey with representatives from CTE/K-12, higher education, and industry; or</li> <li>● An independent, third-party certification credentialing entity such as National Student Clearinghouse, Credential Engine/Credential Finder, International Certification Accreditation Council, National Occupational Competency Testing Institute.</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">Credential Finder</a> credential search tool</li> </ul> |
| Offered through a proctored exam  | Certification is offered by an independent third-party organization that oversees the exam <sup>4</sup>   |  |

<sup>4</sup> Independent third-party organization refers to any organization outside of the classroom instructor, LEA, or Institute of Higher Education.

| [7] Requires minimum number of instructional hours   |   |   |
|--|---|---|
| <i>Criteria-- Satisfies <u>ONE</u> of the following:</i>   | <i>Measurement Rules</i>  | <i>Suggested Data/Resources</i>   |
| Requires a minimum of 144 instructional hours, including work experience or internship hours, to earn the credential <sup>5</sup>  | <p><i>Meets <b>ONE</b> of the following types of evidence:</i></p> <ul style="list-style-type: none"> <li>● The <i>Program of Study (POS) application or Credential Approval application</i> specifies the credential as an <u>end-of-course assessment</u> or <u>end-of-program assessment</u> AND there is corroborating evidence demonstrating the credential exam covers all or the vast majority of the content/curriculum covered throughout the entire course or POS;</li> <li>● The <i>Program of Study (POS) application or Credential Approval application</i> specifies a minimum of 144 instructional hours, including work experience or internship hours, are required to earn the credential;</li> <li>● Preparation guidelines provided by for the credential specify approximately 144 instructional hours are required to earn the credential; or</li> <li>● CTE and academic teachers, CTE/curriculum district coordinators, business/industry/labor representatives, and/or post-secondary partners confirm approximately 144 instructional hours are required to earn the credential.</li> </ul> | <ul style="list-style-type: none"> <li>● CTE Program of Study applications or matrices</li> </ul> |
| Requires at least 70 instructional hours, including work experience or internship hours, to earn the credential <b>AND</b> confers college credit at one or more Delaware Institutes of Higher Education | <i>Satisfies the evidence listed for instructional hours in this section and conferring credit described in section 5 of this document.</i>   |   |
| Receives clock hour waiver   | Clock hour waiver approved  |   |

<sup>5</sup> Evidence found at either the secondary or postsecondary levels (including within adult education programs) of meeting the 144 instructional hours is sufficient for credentials offered at either level.

| [8] Sufficient employment and wage projections   |   |   |
|--|---|---|
| Criteria-- satisfies <i><u>BOTH</u></i> of the following                                       | Measurement Rules   | Suggested Data/Resources  |
| Leads to employment in aligned occupations   | <p>The credential is endorsed as meeting prerequisites required to enter or advance within the specific industry by:</p> <ul style="list-style-type: none"> <li>• A Review Committee or survey with representatives from CTE/K-12, higher education, and industry; or</li> <li>• An employer, employer association, or recognized state-based, national, or international industry or professional association.</li> </ul>  |   |
| Learners with credential can advance on a career path towards earning a family-sustaining wage | <ul style="list-style-type: none"> <li>• Credential is connected with an occupation that offers wages for experienced workers (highest 10 percent of earners) that is greater than the minimum family sustaining wage of \$41,018, according to the MIT Living Wage calculator.<sup>67</sup></li> </ul> <p>-- OR --</p> <ul style="list-style-type: none"> <li>• An exception is needed for an enabling sector for which a state shortage of workers has been identified.</li> </ul> <p>These roles are crucial for addressing immediate employment demands and enabling other workers to find employment. Many jobs in these sectors are low to middle skill occupations but still require training or certification for entry-level positions. Additionally, several of these industries provide services to vulnerable populations or offer critical services that other workers rely on.</p> <p><i>These include:</i></p> <ul style="list-style-type: none"> <li>• Individual and family services</li> <li>• Early childcare and education and K12 education</li> <li>• Home health services (including personal care)</li> </ul> | <ul style="list-style-type: none"> <li>• MIT <a href="#">Living Wage Calculator</a></li> </ul> <p>Primary Occupational Wage Sources:</p> <ul style="list-style-type: none"> <li>• 1--<a href="#">EDEPS</a>, average annual or mean annual wages by occupations.</li> <li>• 2--<a href="#">DEDOL OOLMI Occupational Wage and Employment Statistics</a>, Mean Annual Wages by occupation.</li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>• Indeed</li> </ul> |

<sup>6</sup> Glasmeier, Amy K. Living Wage Calculator. 2023. Massachusetts Institute of Technology. <https://livingwage.mit.edu>. The MIT Living Wage Calculator offers multiple scenarios for determining family-sustaining wages based on the number of working adults and children in the household. The wage standard included here is for two adults, both working, supporting one child in Delaware consistent with living wage 2022 estimates published February 1, 2023.

<sup>7</sup> The MIT Living Wage data is updated annually using available data of the previous year.