

TRAINING AND EMPLOYMENT NOTICE	NO . 04-26
	DATE August 27, 2026

TO: STATE WORKFORCE AGENCIES
 STATE WORKFORCE LIAISONS
 STATE WORKFORCE ADMINISTRATORS
 STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS
 LABOR COMMISSIONERS
 AMERICAN JOB CENTERS
 ALL ETA GRANTEES
 COMMUNITY COLLEGES AND TRIBAL COLLEGES
 STATE EDUCATIONAL AGENCIES
 STATE CTE DIRECTORS
 STATE EDUCATION COMMISSIONERS

FROM: MAREK LACO /s/
 Acting Assistant Secretary

SUBJECT: Promoting High-Quality Industry-Recognized Credentials

- Purpose.** This Training and Employment Notice (TEN) is intended to assist the public workforce and education systems—including State Workforce Agencies (SWAs), Local Workforce Development Boards (LWDBs), Career and Technical Education (CTE) directors, employers, and post-secondary education and training providers—in understanding the importance of high-quality industry-recognized credentials. Specifically, this TEN:
 - Explains what constitutes a high-quality industry-recognized credential and why credential quality matters;
 - Discusses the role of Workforce Pell Grants and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) in expanding access, beyond the Workforce Innovation and Opportunity Act (WIOA), to credentials of value by funding and aligning credential pathways with labor market demand;
 - Shares how credential quality underpins the building of effective talent marketplaces—dynamic, data-rich environments where workers can access transparent information to identify career pathways, understand what credentials employers value, and make informed decisions to find high-paying jobs;
 - Further explains and elucidates the guidance set forth in the recent U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) Program Memo 26-5, *Strengthening Recognized Postsecondary Credentials in Career and Technical Education*;
 - Provides best practices and resources to help the workforce system identify, promote, and align high-quality credentials; and
 - Describes how credentials of value function as a strategic foundation, not just a program outcome, in the broader context of a unified workforce and education talent strategy.

This notice is intended to support alignment across workforce and education systems, including programs administered by the U.S. Department of Labor and programs administered by the U.S. Department of Education, particularly Perkins V and Workforce Pell. Nothing in this notice supersedes statutory or regulatory requirements, program guidance, or grant terms issued by the U.S. Department of Education.

2. **Action Requested.** Employment, training, and education grantees, stakeholders, and practitioners should share this notice with staff and federal, state, and local workforce and education partners to assist job seekers and businesses to identify, select, and promote appropriate credentials. State agencies should review state-level credential policies and processes to identify opportunities to strengthen credential quality and transparency across workforce and education systems.

3. **Summary and Background.**

- a. Summary – This TEN explains how to identify and find high-quality industry-recognized credentials, suggests best practices to expand access to effective training that results in credentials with labor market value (referred throughout this TEN as “credentials of value,”) and actions states can take to improve how credential information is shared with jobseekers.
- b. Background – The Employment and Training Administration (ETA) has long recognized that attainment of industry-recognized credentials is a key outcome of employer-aligned workforce and education programs. This notice complements [TEN 25-19, *Understanding Postsecondary Credentials in the Public Workforce System*](#) and OCTAE’s [Program Memo 25-6, *Strengthening Recognized Postsecondary Credentials in Career and Technical Education*](#). Credential attainment is embedded in WIOA’s performance accountability framework (WIOA section 116), and the Department of Labor (Department) has consistently encouraged state and local partners to develop robust pathways to credential attainment for adults, youth, and dislocated workers. While TEN 25-19 established the foundational definitions and quality standards for industry-recognized credentials, this notice builds on that guidance by situating credentials within a broader, more integrated vision: a unified workforce and education ecosystem as described in [America’s Talent Strategy](#).

Previous ETA policy guidance has addressed several facets of capturing and measuring credentials and credential attainment. For instance,

- [TEGL 10-16, Change 3, *Performance Accountability Guidance for WIOA Core Programs*](#), describes performance reporting for WIOA formula programs, including measuring and reporting credential attainment.
- [TEGL 14-18, *Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor \(DOL\)*](#), describes performance reporting, including for credential attainment, for all ETA programs.

- [TEN 25-19](#), *Understanding Postsecondary Credentials in the Public Workforce System*, provides information on post-secondary credentials; their key elements and how they help individuals acquire skills.
- [TEGL 8-19](#), *Workforce Innovation and Opportunity Act (WIOA) Title I Training Provider Eligibility and State List of Eligible Training Providers (ETPs) and Programs*, and ETA's other guidance on the ETP system, has consistently emphasized that training programs must lead to credentials recognized by employers and industries, not merely credentials recognized by institutions.
- [TEGL 8-19, change 1](#), *Guidance on Registered Apprenticeship Provisions and Opportunities in WIOA*, emphasizes Registered Apprenticeship programs as WIOA ETPs.

4. **Suggested State Actions.** Workers' need for continuous learning, and federal and state investments focused on short-term credential programs, including federal funding available through Perkins V, WIOA, and Workforce Pell Grants, underscore the need for well-coordinated state-level policies and systems that strengthen credential quality, improve transparency, and ensure alignment with labor market demand so that efforts to increase short-term and non-degree credential attainment translate into improved economic outcomes. States can take a number of steps related to credentials that inform the public, guide training investments, and align systems. For purposes of this notice, the phrase "credential of value" is used as a plain-language term to describe credentials that meet data-based quality criteria. The concept does not replace statutory or regulatory terms such as "recognized postsecondary credential" under Perkins V or Workforce Pell.

- a. **Enhance Quality Criteria to Identify and Recognize Credentials of Value**

ETA encourages state and local partners to apply evidence-based quality criteria when determining which credentials to include, promote, and fund within workforce and education systems. While many states have developed credential review methodologies and publicly available credential lists, there remain significant opportunities to improve transparency, cross-system alignment, and the direct link between credential quality and funding decisions.

Most states have established methodologies to identify and assess credentials with labor market value, and some states have applied those methodologies and published lists of target or valuable credentials. These lists' purposes range from purely informational to serving as the gateway to credential usage in particular programs and credential eligibility for financial incentives.¹ State and local workforce boards often play a critical role in state credential review and approval processes. However, there are opportunities for more transparency and alignment across workforce and education systems in credential review processes and methodologies, as well as in credential lists, and stronger policy mechanisms to ensure students and workers, as well as taxpayer funding, are directed to the programs and pathways that result in credentials of value.

¹ https://careertech.org/wp-content/uploads/2025/09/StateofCTE_Credentials_2025_FullReport.pdf

As states prepare to implement the newly authorized Workforce Pell Grants and develop policies and processes to determine whether a program meets the required criteria to be an eligible workforce program—including several criteria that pertain to the recognized postsecondary credential a program leads to—states should use this opportunity to review, enhance, and unify state criteria and methodologies for determining credentials of value and align program and credential eligibility policies accordingly.

Further, states should consider moving from purely informational lists of recognized postsecondary credentials to actionable lists that ensure identified credentials of value drive training and education program eligibility and funding decisions within the public workforce system. This will promote greater transparency, consistency, and quality across credential offerings while strengthening alignment between workforce and education systems.

Credential quality frameworks should also function as consumer protection tools, helping ensure that students and workers are not steered toward credentials that are costly, nonportable, weakly recognized by employers, or unlikely to produce meaningful employment or wage gains.

Recommended credential quality criteria include:

- i. Labor market demand: The credential aligns to the explicit hiring requirements of employers in high-skill, high-wage, or in-demand occupations identified by the state. This can be assessed through review of real time labor market information (such as employers listing the credential as preferred or required in job postings for the occupation), state licensure requirements, demonstrated hiring practices, or alignment between the expected competencies signaled by attainment of the credential and the competencies needed in the occupation, and direct input from employers within the industry.

ETA recommends that states assess labor market demand by prioritizing verified employer demand for credentials that are explicitly named—not merely implied by occupational alignment or competency mapping—in active job postings from multiple distinct employers within the state or directly validated by employers through arrangements or commitments to interview, consider, or hire qualified applicants that obtain the credential for jobs the employer is actively or routinely hiring for. Other forms of evidence, including the sources listed above, remain relevant and may support a determination of labor market demand, particularly when job posting data or direct employer validation is limited or infeasible.

- ii. Industry recognition: The credential is developed, accredited, or recognized by a statewide or nationally recognized industry body or organization representing a sizeable portion of the industry sector, or endorsed by employers, industry associations, or sector partnerships in the relevant occupation or field. Data about whether a credential has been recognized by an industry body is available within nationally scoped sources like the [Certification Finder](#) in the CareerOneStop

website or Credential Engine, and is published by individual industry bodies or organizations. States may also assess industry recognition by consulting with industry and sector partnerships to understand evolving credentialing expectations.

- iii. Portability: The credential is recognized and accepted as verifying the qualifications of an individual in other settings—such as across employers, educational institutions, and geographies—not limited to a single employer or region. For example, as noted in TEN 25-19, Registered Apprenticeship program certificates of completion are considered to be nationally (and in some cases internationally) portable. The portability of credentials can be assessed through the review of real-time labor market information and processes to receive industry and employer validation across geographies; articulation agreements are demonstrations of a credential being portable across educational institutions. Different organizations have published prior learning portability frameworks, see American Council on Education’s (ACE) [National Guide](#), and ACE and Credential Engine’s [Prior Learning Portability Pilot](#). Further, portable credentials should be trackable through systems of record using structured, open, interoperable, and machine-readable data formats. Such data formats also facilitate an individual’s credential attainment to be included within learning and employment records (LER); which allow individuals to maintain their own coherent record of skills and competencies from their learning, certificates, and degrees from multiple providers. The Certification Finder and Credential Engine, linked in references below, may help serve as starting point to learn more about the portability of specific credentials.
- iv. Stackability: The credential is part of a sequence of credentials that can be stacked toward higher-level credentials, postsecondary certificates, degrees, or a Registered Apprenticeship certificate of completion that build up an individual’s qualifications and lead to career advancement. This can be assessed through documented connections to additional credentials, such as along a career pathway, as well as data showing whether students who earn the recognized postsecondary credential have gone on to obtain additional credentials in the documented sequence of credentials. “Stackable” often refers to sequential or “vertical” series of credentials, such as obtaining an industry-recognized certificate, then an associate’s degree, potentially a bachelor’s degree, and then a license. But it can also refer to obtaining skills (such as adding supplemental skills or obtaining advanced technology diplomas that usually come after degree attainment) that allow an individual to progress upwards in a career trajectory rewarded in the labor market, especially when resulting in higher wages though career progress can also mean something like moving from part-time to full-time with predictable hours.

A fundamental premise of a credential being “stackable” is not only that it relates or connects to additional credentials, but also that the holder of the credential will benefit when pursuing or upon obtaining the additional credentials. In some cases, the credential holder may receive credit for prior learning or advanced standing towards an additional credential - differentiating the entry point from students who lack the initial credential. In other cases, the benefit from earning multiple

credentials within a sequence or career pathway will be increased value in the labor market from attaining complementary skills and certifications. A documented sequence of credentials only serves to build up an individual's qualifications if each credential within the sequence does, in fact, provide value on its own and when built upon.

When reviewing a recognized postsecondary credential, states should have processes to identify and account for credentials that prepare individuals for occupations for which it is the only recognized postsecondary credential, in which case the criteria of stackability may not be applicable.

The Office of Career, Technical, and Adult Education and the US Department of Education developed a "[Stackable Credentials Tool Kit](#)" which provides detailed resources for employer engagement, curriculum design, and implementation. More recently, Education Strategy Group released a Stackability Guide aimed at supporting institutional efforts to move stackability from concept to reality, including combining credit and non-credit coursework. A more detailed resource, "[Designing and Delivering Career Pathways at Community Colleges](#)," includes credentials in the broader context of pathway development.

- v. Labor market outcomes: Attainment of the credential leads to positive employment outcomes, including job placement, wage gains, or career advancement. This can be assessed by measuring the pre-credential and post-credential earnings of individuals that receive the credential to assess wage increases related to credential attainment, or by determining if credential attainment is associated with a measurable wage premium above a high school diploma.

ETA recommends that states build labor market outcomes into their state policies, with at least one measurable benchmark, such as but not limited to:

- 1) Median pre-credential to post-credential attainment wage increase of at least \$10,000 (when annualized);
- 2) a wage premium of at least 10 percent above the median earnings of a high school graduate in the state; or
- 3) entry-level wages at or above 200 percent of the federal poverty level for a single individual.

ETA will compile sample frameworks as a technical assistance resource for states developing or refining their credential quality definitions.

Further, states may consider mechanisms to determine if the rate at which attainment of a credential leads to job placement within the occupation(s) for which the credential prepares individuals. Some states target occupations first, considering what occupations are high-wage or high-demand or high-skill, then identify credentials within that target occupation, often using standard occupation codes (SOC). While a valid approach, states can also review labor market outcomes for specific credentials, where available, regardless of with what SOC code it's associated. While recognizing that most reliable wage data comes from surveys

aggregated by SOC, SOC groupings are not the only method of analyzing occupations or the credentials associated with the occupation(s) aggregated within an SOC code. States can determine which credentials are valuable using other data as well.

- vi. Accessibility and cost-reasonableness: The cost and necessary time to complete any required education, training, or certification preparation, as well as the cost of the examination to earn the credential, is reasonable relative to the expected wage gains and career outcomes for recipients of the credential. This can be assessed by comparing the wage increases or wage premium associated with attainment of the credential to the cost of earning the credential, such as through the development of a value-added earning metric for assessing credentials, or through mechanisms to assess if the education or training required (if any) by the issuer of the credential for an individual to sit for an exam to earn the credential is reasonable in relation to the relevant industry and occupation(s). In general, providing individuals the opportunity to earn a credential that results in demonstrated wage gains by demonstrating the required knowledge and competency through assessment without mandating which (if any) specific education or training program that must be completed can enhance the accessibility of the credential and better account for the broad range of ways that individuals can gain the necessary skills, whether through formal education, on-the-job experience, self-study, or other pathways.

ETA encourages states to publish transparent credential quality frameworks and the methodologies they will use to assess and approve credentials against the established criteria, ideally frameworks that will apply across programs and systems within the state (e.g. WIOA eligible training providers (ETPs), Workforce Pell, and Perkins V). ETA also encourages states to update information about credentials with labor market value on a regular basis to ensure continued alignment with employer needs, at least every two years, and ideally in coordination with the two- and four-year WIOA state plan development and modification and ETP eligibility processes (WIOA Section 102(c)(3)). States may choose to use a unified credential list, aligned lists across systems, or a common credential quality framework that allows for regional variation, provided the methodology is transparent, evidence-based, and regularly updated.

ETA strongly encourages states to use credential of value lists for accountability and funding decisions. For example, in alignment with the process to assess which credentials have labor market value in Governor determinations about Workforce Pell eligibility, state workforce agencies should review the state's list of WIOA-eligible training providers to identify and remove programs that do not lead to a state-identified credential of value. States should also review ETP lists to identify credentials of value that are not represented on the list and then seek out quality training providers for those credentials to add to the list. States should be able to demonstrate, at each plan modification, that their ETPL reflects their in-demand occupation priorities. Information about credential value can also guide decisions about training unrelated to WIOA determinations of training provider eligibility, such as investment of Federal or state funds in customized or cohort-based, class-size training.

b. Consider a Full Universe of Valuable Credentials

States should identify, promote, and target taxpayer resources towards recognized postsecondary credentials of value, but policies and practices exist within some workforce and education systems that may limit student or jobseekers' access and only offer a narrow set of certifications due to preferences, vendor relationships, or local procurement arrangements. Exclusive or preferential vendor arrangements in which a single credentialing organization is treated as the sole recognized option within a local area, institution, or program may disadvantage participants, limit labor market relevance, and undermine the integrity of credential quality assessment. Workforce and education partners should avoid unnecessary exclusive or preferential credentialing arrangements that limit participant access to other credentials with demonstrable labor market value, except where a particular credential is required by law, regulation, licensure, apprenticeship standards, accreditation, or documented employer demand.

The United States has a broad credential landscape and no single credentialing body has a monopoly on quality or employer recognition in any given sector. Across industries—from information technology to healthcare, construction, manufacturing, logistics, finance, and early childhood education—multiple certifications often coexist and hold genuine labor market value. Accordingly, no workforce system partner, local board, educational institution, school district, or program operator should enter into exclusive agreements with a single certification body or credential provider that limits participant access to the full universe of credentials identified as holding labor market value (WIOA Section 121(d)(2)(A) and Section 122). Likewise, employers should be encouraged to recognize multiple pathways to jobs, including a broad set of high-quality credentials.

c. Become Familiar with Perkins V and Pell

Jobseekers, workers, and learners move across multiple systems—WIOA-funded programs, CTE funded through Perkins V, programs supported by Pell Grants (including Workforce Pell-eligible programs), and employer-driven training programs including Registered Apprenticeships. Under Perkins V, states and eligible recipients already have mechanisms to evaluate whether CTE programs are aligned to in-demand industry sectors or occupations, including state plans, comprehensive local needs assessments, programs of study, and performance indicators related to recognized postsecondary credential attainment. States should use those existing Perkins tools as part of, not separate from, broader credential quality and Workforce Pell alignment efforts. High-quality credentials are the common currency that connects these systems:

- Perkins V provides federal funding to strengthen CTE programs at the secondary and postsecondary levels. A central goal of Perkins V is to ensure that CTE programs lead to recognized postsecondary credentials aligned with in-demand industries. Postsecondary CTE is also a required partner in American Job Centers (AJC), meaning that all jobseekers in an AJC should be able to find out about and access CTE options, including being able to find and enter programs of study offered at the postsecondary level.

- Workforce Pell Grants extend Pell Grant eligibility to high-quality, short-term programs (programs that take at least 8 weeks but less than 15 weeks of instructional time to complete and are 150-599 clock hours in length or an equivalent number of credit hours) that lead to recognized postsecondary credentials that are stackable, portable, and aligned with high-skill, high-wage, or in-demand occupations. This expansion represents a significant opportunity to connect the postsecondary education and workforce systems around shared credential quality standards. The workforce system should be aware that:
 - For purposes of Workforce Pell, Governors determine whether programs meet state-level requirements to be considered “eligible workforce programs,” in consultation with the State board, and certify eligible workforce programs to the Secretary of Education. The Secretary then determines whether the program meets applicable federal requirements for eligible workforce programs, including employer engagement and labor market alignment requirements, as described in the Department of Education’s Workforce Pell [Final Rule](#);
 - State workforce agencies and state and local workforce development boards can play a critical role in identifying regional in-demand occupations that should inform Workforce Pell program development;
 - Programs that serve as a related instruction component of a Registered Apprenticeship program automatically meet two of the requirements that Governors consider to qualify for Workforce Pell; and
 - Workforce Pell creates a new funding pathway that complements WIOA individual training accounts and can expand access to short-term credential programs for low-income workers and jobseekers.

d. Align WIOA and Perkins V to Provide Training that Results in Credentials of Value

A unified workforce and education ecosystem as described in *America’s Talent Strategy* integrates the resources of multiple systems to support learners and workers as they progress in skills and advance in the labor market. In addition to all programs and systems in a state having a shared understanding of credentials of value and publishing those in publicly available lists, state and local workforce boards should coordinate with state CTE directors and eligible recipients under Perkins V to:

- Align approved credential lists, program of study frameworks, and WIOA ETP lists;
- Share and utilize labor market information that informs CTE program design;
- Create seamless pathways from secondary CTE programs to postsecondary credential attainment and employment; and
- Make program outcomes transparent and accessible so students and employers can make informed decisions.

States should also assess whether existing training supply is appropriately matched to projected demand — not only identifying occupations where training is insufficient, but also identifying occupations where ETP programs are producing completers significantly in excess of projected job openings. Overconcentration of training in saturated

occupations represents a misallocation of WIOA dollars and does not serve job seekers well. For example, national data on ETPs shows that in many states, ETPs might potentially overproduce completers in phlebotomy and emergency medical technician programs relative to available job openings. States should use their ETPL review processes to identify and address overtraining, including through program removal, enrollment adjustments, or reorientation of training capacity toward occupations with unmet demand.

e. Recognize the State’s Role as a Model Employer and Regulator

State agencies are often leading employers in the communities they serve and regulate a wide variety of industries as well as school districts and municipalities. Many states have removed college degree requirements for state jobs, but fewer have taken steps to develop competency frameworks, affirmatively signal for high-quality credentials in their hiring, or remove similar requirements from their contracting and regulatory requirements. States taking these additional steps have the opportunity not only to set a positive example for private-sector employers, but also to generate meaningful additional demand for high-quality credentials that can lay the foundation for vibrant talent marketplaces. State policymakers should consider the recommendations contained in this document with this broader context in mind and identify opportunities to remove restrictions on the use of such credentials in both the public and private sectors.

f. Leverage Credentials of Value as a Foundation for Talent Marketplaces

Building shared understandings and reliable public data on credentials of value doesn’t just facilitate better quality WIOA, CTE, and Pell programs and outcomes. It can also be a building block for talent marketplaces. As envisioned in the [Connecting Talent to Opportunity Challenge](#), sponsored by the U.S. Department of Education, a talent marketplace is a digital, interconnected system of technologies maintained by a State Workforce Agency that is publicly available and integrates concepts like LERs and credential registries.

- An LER is a digital tool that provides individuals with access to their learning and employment history, reduces learning assertions into machine-readable competency statements representing the knowledge, skills, and abilities an individual has attained, and is interoperable with systems of record maintained by employers and training providers.
- A credential registry is a digital repository and database that provides a centralized, searchable, and interoperable representation of the skills, competencies, and learning outcomes associated with credentials, employs standardized language to ensure consistent and interoperable credential descriptions, and is made publicly available at no cost to education and training providers, employers, students, jobseekers, and other stakeholders.

Skills data within talent marketplaces can also facilitate job-description generators. In fully realized talent marketplaces, these components enable students, jobseekers, employers, and education and training providers to transform earned learning assertions,

job descriptions, and credentials into discrete, machine-readable competency statements that can be matched across systems and curated into interoperable individual records of achievement that the individual learner or worker controls themselves, rather than education entities or employers. Because of this, LERs are sometimes referred to as being “self-sovereign.”

ETA encourages state and local partners to contribute data to and leverage talent marketplace infrastructure—including credential registries, LERs, statewide longitudinal data systems, job posting analytics, and employer partnership networks—to ensure that credential information is accurate, current, and accessible to all workers. States should ensure that all active ETP programs report enrollment and completion data to ETA, and should treat data completeness as a prerequisite for effective talent marketplace development.

In sum, when the workforce system clearly defines and communicates which credentials lead to high-paying jobs, it enables:

- Workers and jobseekers to make informed decisions about training investments and career direction;
- Employers to clearly signal the skills and credentials they need, closing gaps between employer needs and skilled workers;
- Training providers to design programs that produce outcomes the labor market recognizes and rewards; and
- Workforce system partners to align funding, services, and performance measures around shared definitions of quality.

5. **Inquiries.** Please direct inquiries to the appropriate Regional Office.

6. **References.**

- [Workforce Pell Final Rule](#), 34 CFR 600, 668, and 690. *Accountability in Higher Education and Access through Demand-Driven Workforce Pell: Pell Grant Exclusion Relating to Other Grant Aid and Workforce Pell Grants*
- Department of Education Office of Career Technical and Adult Education [Program Memorandum 26-5](#), *Strengthening Recognized Postsecondary Credentials in Career and Technical Education*.
- [TEN 25-19](#), *Understanding Postsecondary Credentials in the Public Workforce System*
- [America’s Talent Strategy](#), August 2025 report from the U.S. Departments of Labor, Commerce, and Education.
- [Certification Finder](#) within CareerOneStop with publicly accessible labor market information and career exploration resources. Certification Finder includes more than 26,000 industry recognized certifications across all occupational sectors. The tool allows users to search for certifications by keyword, occupation, or industry; access detailed information on certification requirements; link certifications to O*NET occupational data and projections from the Occupational Handbook; and identify certifications associated with high-demand and high-wage occupations. Certification Finder also includes a few indicators related to credential value, e.g. when the credential is third-party industry-

endorsed, when it's in-demand (mentioned in many job postings), and when it has been accredited. The data is also available via an [API](#).

- [Credential Engine](#) is a non-profit focused on mapping the credentials, qualifications, and skills landscape, supporting the creation of a centralized Credential Registry to house up-to-date information about all credentials; the development of Credential Transparency Description Language (CTDL), a common description language to enable credential comparability; and a platform to support customized applications to search and retrieve information about credentials.
- The [Stackability Guide: Building Credential Connections within Institutions](#) from the Education Strategy Group supports credential efforts by anchoring to four evidence-informed pillars: 1) Data infrastructure and systems, 2) Mapping and alignment of curriculum, 3) Credential pathway communication, 4) Student-centered supports.
- The [College Affordability and Transparency Center](#) collects several tools for reviewing the cost and where available the outcomes associated with education programs, including [College Navigator](#) and [College Scorecard](#)
- [TrainingProviderResults.gov](#) lists training providers from state ETP lists, and where states have reported sufficient data, employment outcomes.
- [Apprenticeship.gov Partner Finder](#) lists Registered Apprenticeships, sponsors, apprenticeship offices, and other partners within and around apprenticeship systems.
- State ETPLs: The list of eligible training providers is often prominently posted on state and local workforce websites and there is a tool in CareerOneStop to help locate those sites: <https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx>

7. **Attachment(s)**. N/A