Army Credentialing & Continuing Education Services for Soldiers
(ACCESS)
Credentialing Overview Brief


Questions or feedback on this briefing? Please email:
usarmy.knox.hrc.mbx.tagd-aces-credentialing-program@mail.mil

1. SCOPE
   During this one-hour lesson the student will understand the basics of the Credentialing program. The briefing includes what benefits the Soldier has, eligibility/rules, where to find credentialing opportunities, how to navigate the Army Credentialing Opportunities On-Line (COOL), Self-Directed/Institutionally Delivered Credentialing program and The United Services Military Apprenticeship Program (USMAP) websites.

2. LEARNING OBJECTIVE
   At the end of the lesson the Soldier should understand the following six things:
   1. $4000 Tuition Assistance (TA)/Credentialing Assistance (CA) combined annually
   2. Basic introduction to Army Credentialing Opportunities On-Line (COOL)
   3. Aware of the Self-Directed Credentialing program
   4. Local Education Center or Office has resources to advise Soldiers
   5. Aware of the Institutionally Delivered Credentialing program
   6. Aware of the United Services Military Apprenticeship Program

3. INSTRUCTOR PREPERATION
   1. Familiarize yourself with the Army Credentialing Opportunities On-Line (COOL) and The United Services Military Apprenticeship Program (USMAP) websites.
   2. Contact your local Education Center or Office and go over the program with an Education Service Officer. (ESO/ESS)
   3. If possible coordinate to have a representative from your local Education Center or Office attend the briefing.
   4. Rehearse with your first line supervisor.

4. TRAINING AIDS
   1. Credentialing Overview power point presentation
   2. (Optimal) Computer with internet connection and the ability to project
Slide 1:
Introduce yourself, assistant instructor and anyone else (ESO) that will be assisting you.

The next two slides contain the **Concrete Experience.**

The *concrete experience*, or CE, serves as a trigger of past experience and knowledge, a focusing mechanism for the lesson that follows, and a support for the teaching of **new content**. The CE’s role as a trigger is essential as it forces the student to connect the topic at hand with his or her understanding of it. This understanding is the result of experience, previous knowledge, and reflection on their intersection.

Secondly, the CE brings the topic into focus for the entire group. More importantly, the CE is the first opportunity to appeal to the student’s affective domain behavior of “valuing,” which is essential if the lesson content is to be internalized or learned.

We have provided two CEs to choose from. Pick the one you feel will best resonate with your audience…….
Slide 2:
The intent of this CE is to get the Soldiers thinking about how credentials can increase their pay if they transition out of military service or how the credential will make them more value added to their unit, enhancing readiness.

Let the Soldiers take a moment and look at the slide. Ask the group “What do you think of when you see or hear the word credential?” From there help lead the discussion towards how credentials will benefit the Soldier. Perhaps ask if anyone has a family member who has a professional credential (Electrician, EMT, and ECT). You may also ask if any Soldiers have professional credentials.

Slide 3:
The intent of this CE is to get the Soldiers thinking about wasting money or losing money. This is twofold: 1. Not using the $4000 annual TA/CA benefit and not receiving credentials that enhance readiness and increased income if they transition. Ask the group “How does this make you feel?” or “What are you looking at?” Try to get the conversation focused on wasting money. Ask the question “How much money can each one of you spend a year on Tuition Assistance (TA)/Credentialing Assistance (CA)?” $4000 Tuition Assistance
Slide 4:
Give the Soldiers a moment to read, ask for any questions.....

Slide 5:
Highlight one or two based on your audience. Ask if anyone has ideas of other benefits....guide a brief discussion....
Slide 6:
Highlight one or two based on your audience. Ask for questions. This would be an ideal slide for the ESO to brief/answer questions if present. If there is a question you cannot answer let the audience know you will get with the ESO for answers....

Slide 7:
“$4000 Tuition Assistance (TA)/Credentialing Assistance (CA) combined annually.” Soldiers will use ARMY COOL to search for credentials much like how they use GO Army Ed for educational degrees (Associates, Bachelors). Emphasize everyone has $4000 to spend a year on TA/CA and you can use both TA/and CA at the SAME TIME.
Slide 8:
Two places to start learning about the Credentialing program.

1. Local Ed Center/Office
2. Army COOL

You will see we emphasize the Ed Centers and Offices...they have the expertise to help.

Slide 9:
If you have internet and can project, give a brief demo of Army Cool. If your audience is smaller, you may also choose to have Soldiers use their smartphones and follow along. We recommend a MOS search.
Slide 10:
A full credential search can be done by name if you want to look for a specific credential.

We will demonstrate an MOS credential Search.

Slide 11:
We recommend 68W for the example since it will provide a complete example.
Slide 12: Go over what the icons in COOL represent.

Slide 13: Transition to examples.
Slide 14:
Emphasize the Soldier going to the Education Center!

-Example shows Soldier earning two credentials at the same time.

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-Example shows Soldier earning two credentials at the same time.
Slide 16:
-Chili peppers represent those credentials needed in the workforce as identified by the Department of Labor
-Most:-MOS enhancing
-Some Credentials award Promotion Points

Slide 17:
-Most:-MOS enhancing
-Rated easily achievable
Slide 19: While attending PME you may be able to take a credential that is partially taught in your PME course, these are provided at no cost to the Soldier!

Does not come out the $4000 annual TA/CA benefit.
Slide 20:
- Some Credentials award
Promotion Points

Slide 21:
Transition Slide.
Slide 22:
Emphasize:
1. Credit for what you are already doing
2. No cost to the Soldier!!
3. Nationally recognized certificates

The United Services Military Apprenticeship Program (USMAP)
- Free to the Soldier.
- Must be in your MOS.
- Soldier pursues completely while on duty, hourly credit for executing your MOS duties.
- Does not require use of Soldier benefits or funds.
- Minimum of one year left on current enlistment.
- National recognition in the form of a Department of Labor Certificate of Completion lasts for a lifetime and never needs to be renewed.

Follow site steps to register!

https://usmap.navy.mil/usmapapp/static/index.htm

Slide 23:
Example shows how you can use CA to earn a credential while logging hours for a DOL Certification.

Apprenticeship Example
SSG Henry Davis, 92G
- Plans to transition in the next 18 months.
- Desires a job as a Chef within the Hotel and Restaurant Industry.
- Has already taken advantage of the Army Credentialing program and is a Certified Culinarian.
- Learned about the United Services Military Apprenticeship Program (USMAP) at his local Education Center.
- Enrolled in the Cook (Hotel and Restaurant) apprenticeship and will log the required 1000 hours before leaving the service, resulting in a DOL Certification of Completion.

The combination of a credential and the DOL Certification will give SSG Davis a leg up on the competition when applying for jobs.
Slide 24: Value of certificates!

Value of a DOL Certificate

<table>
<thead>
<tr>
<th>JOB CATEGORY OF WORK</th>
<th>WITHOUT CERTIFICATE</th>
<th>WITH CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security and Protective Services</td>
<td>$35,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Installation, Maintenance, or Repair-Worker</td>
<td>$40,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Manager, Executive, or Official</td>
<td>$54,000</td>
<td>$66,000</td>
</tr>
<tr>
<td>Food Preparation or Service</td>
<td>$18,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Transportation Worker</td>
<td>$46,000</td>
<td>$54,000</td>
</tr>
<tr>
<td>Legal</td>
<td>$53,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Healthcare</td>
<td>$30,000</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

Slide 25: It is an opportunity for students to reflect on what they have learned and communicate the value they found in it. Some may respond that what they just learned will not have any value in the future; such a response is acceptable, but encourage those individuals to listen to other responses in case there are some that generate a different perspective. The base questions the facilitator should ask are “How will you use this information in the future?” or “What value does this information have to you?” It is an opportunity for student-focused critical and creative thinking.
Ask questions to ensure the Soldiers take away the Learning Objectives.

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