



# FAC-C Modernization

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# Discussion Topics

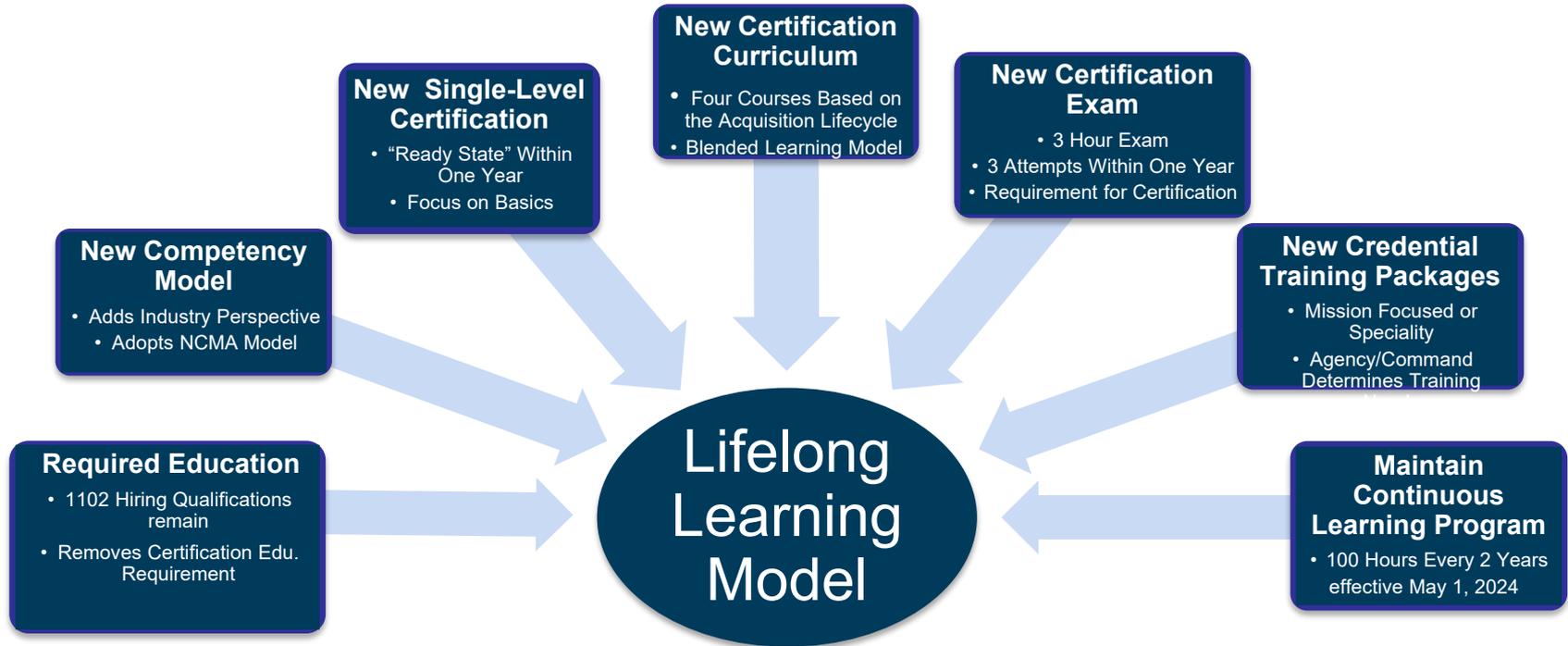
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## *Credentials*

1. FAC-C Modernization Refresh
2. Contracting Professional Maturity Model
3. About Federal Credentials
4. Credential Case Study
5. Federal Credential Management
6. Open Discussion

# FAC-C Modernization

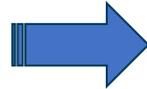
## Modernized FAC-C Model



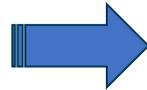
# FAC-C Modernization

## Contracting Professional Maturity Model

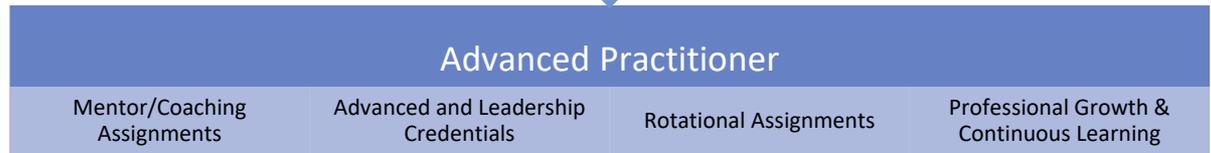
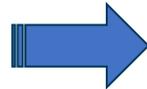
AWF member will generally complete in 1 to 2 years.



AWF member will broaden knowledge and gain experience (years 2-4).



AWF member will have 5 years of experience or more.  
Coaches contracting specialists and continues development of advanced knowledge.



# About Federal Credentials

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## *Credential Basics*

### A Credential is:

- Two or more learning assets that build required skilled at the “Apply” level of Bloom’s Taxonomy<sup>1</sup>.
- Contain documented Performance Learning Objectives (PLOs) that develops specific skills or knowledge.
- Performance-focused assessment to verify PLOs met.
- Approved by Federal Credential Governance Board.
- Taken at time of need to support the individual and mission.
- A tool for supervisors and employees to engage in developing skills need and professional development.
- An opportunity to leverage and strategically align our government courseware.

### A Credential is not:

- A “One Size Fits All” training model.
- A demonstration of ability or years of experience.
- Unnecessary – as the new FAC-C framework is built on lifelong learning model.
- Needed for every topic/skill. Some topics and skills should be standalone training course.
- Permanent - Credentials have a expiration date. Generally every 3-5 years a renewal action will be required to maintain credential (as needed by mission demand).
- Our old model with a new name.

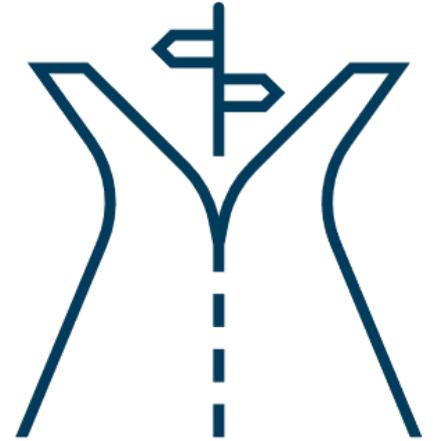
1: “Apply” is the third level in Bloom’s Taxonomy of educational objectives with the goal of enabling participants to apply and use the information learned in new situations.

# Credential Case Study

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## *A Tale of Two Contracting Officers*

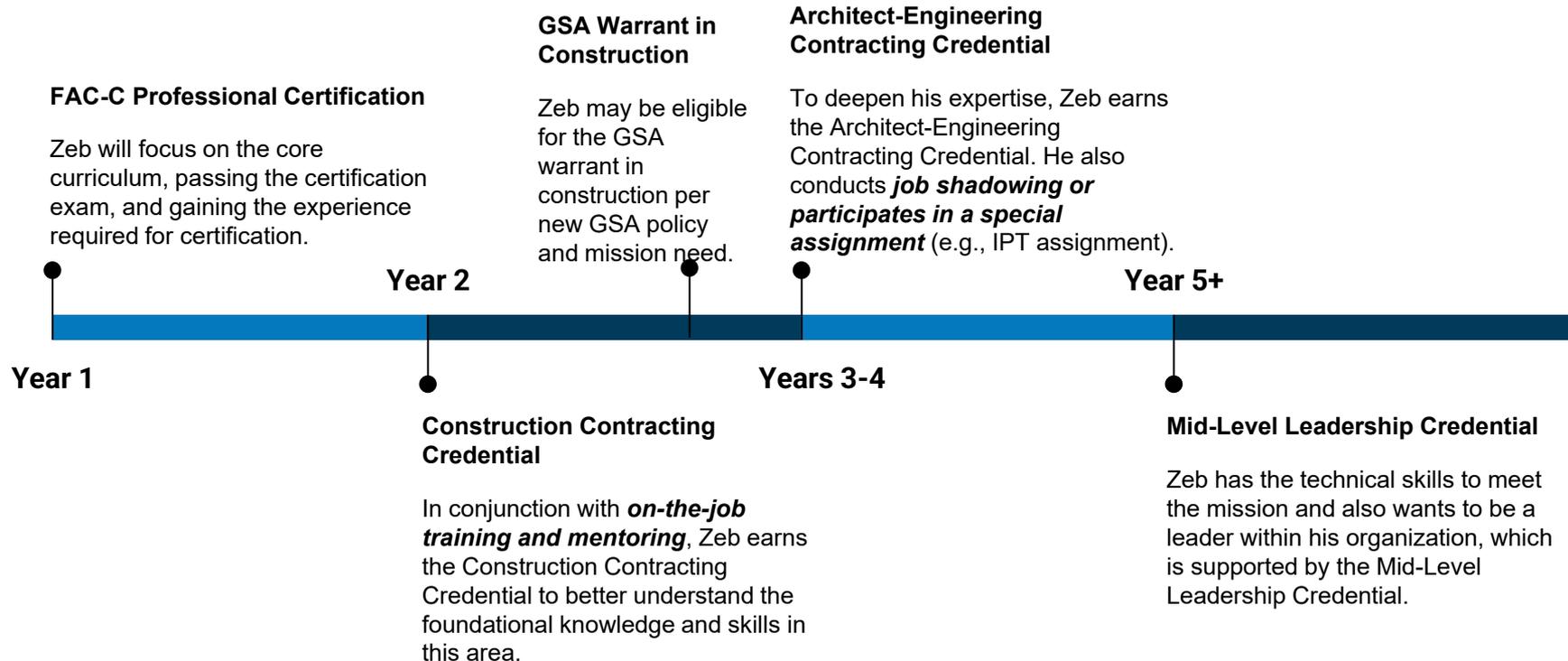
- Credentials pick-up where certification ends by supporting workforce members as they progress throughout their career and become lifetime learners.
- Credentials can enable discussions between supervisors and workforce members about specific skills or knowledge areas that are needed now and in the future.
- Based on planned credentials, contracting officers focused on construction and services contracting will move through their careers on different paths.



# Credential Case Study

## A Career in Construction Contracting

Zeb joins the GSA and is assigned to a contracting team focused on construction.



# Credential Case Study

## A Career in Services Contracting

Mary joins FEMA and is assigned to a team that primarily purchases services.

### FAC-C Professional Certification & Category Management Credential

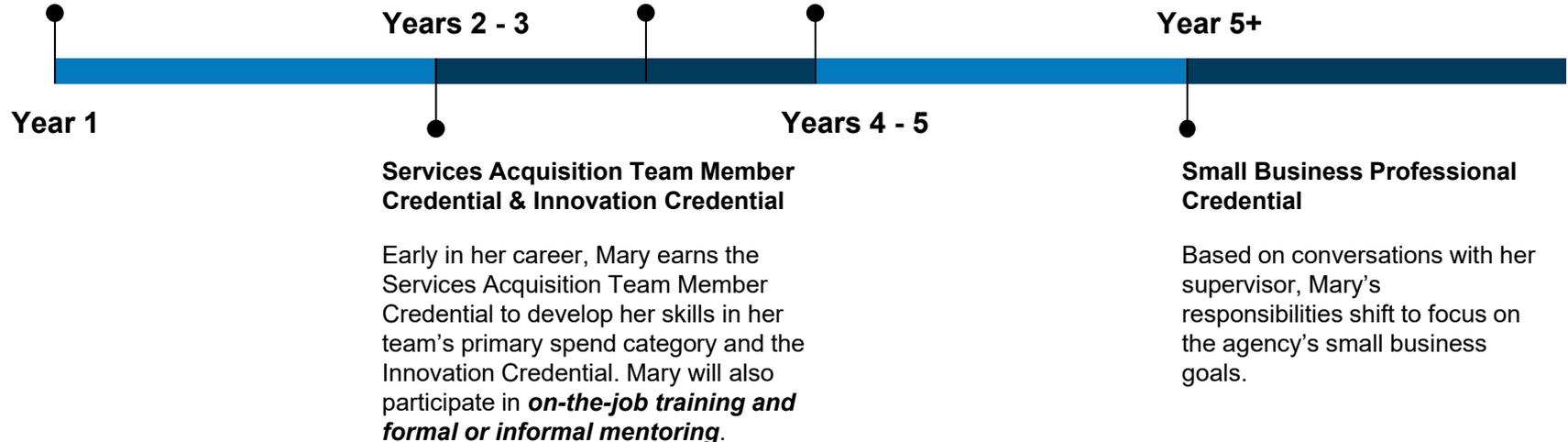
Mary will focus on the core curriculum, the certification exam, and gaining the experience required for certification. Mary's Supervisory advise her to start the Category Management Credential to build her knowledge in that specific area.

### FEMA Warrant

Mary may be eligible for a warrant per new FEMA policy and mission need.

### Proposal Analysis Credential & Contracting for Services Credential

To better support the agency's mission and to deepen her expertise, Mary earns two additional credentials.



# Current Credential Landscape

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## *A New Program*

Credentials are new!

Implementing the new FAC-C Credential Program will include adoption of a new program and new culture by the workforce.

FAI is collaborating with DAU to build Government-wide credentials.

- DAU launched multiple credentials over the last six months.
- FAI is working to adopt DAU curricula and launch additional Government-wide credentials.
- Many new credentials are planned including DAU's CCON 028- Logistics and Sustainment – forecasted Sept/Oct 2023.

As of today.....

16 DAU credentials available to Federal AWF that are aligned to a specific mission assignment type. Examples include:

- ★ *CACQ 002 - Services Acquisition Team Member: Acquisition Professional Team Members Credential*
- ★ *CACQ 006 - Acquisition Law & Policy Credential*
- ★ *CCON 011 - Construction Contracting Credential*
- ★ *CCON 012 - Architect-Engineering Contracting Credential*
- ★ *CCON 025 - Contracting for Services Credential*

# Federal Credential Management

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## *Federal Credential Governance Board (FCGB)*

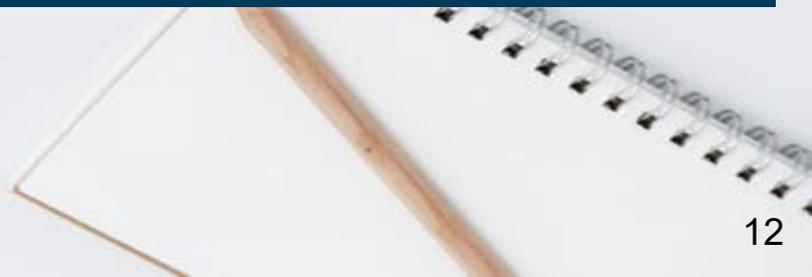
- OFPP establishes FCGB as the governance body responsible for determining the applicability and feasibility of the proposed credentials for the civilian acquisition workforce.
- OFPP, FAI, and an Interagency Credential workgroup established a Federal Credential process.
  - Align with DAU Credential standards
  - Identify and curate Federal Training packages using already established training materials strategically
- ❖ DAU Tip: Not all topics need training at the Credential level, some topics are best addressed as a training course or included in existing training course(s).



# Open Discussion



# Appendix



# Federal Credential Management

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## *Considerations and Steps*

- Credentials are new! The program is new. DAU and FAI are rapidly developing credentials to support the new program.
- Research is the first step:
  - Does an existing Federal Credential address part or most of the agency's workforce training gap? Is a DAU/FAI credential planned?
  - If so, what percentage of agency's training needs remain unmet?
  - If training gap exist, could a **post-credential agency supplement** (course/experience) provide a strategic cost-effective solution?
- Does the agency have current curricula that would support a new Federal Credential at the application learning level?
  - If so, determine if the training is applicable to Federal audience and sponsor Federal Credential application and deployment.

# Agency-Specific Learning Assignments

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## *Current Tool Available*

- Proposed process as we build Federal Credentials
  - Agency Training Curricula
    - Consider piloting an agency-specific Learning Assignment (define learning objectives, develop curriculum and establish curricula) in FAI CSOD for a specific targeted group.
    - Evaluate program metrics, and engage with FAI as the Federal Credential program matures.
  - Agency Experience Opportunities (e.g., shadow, rotations)
    - Consider piloting learning experience opportunities as post-credential learning assignment to address agency-specific and continuous learning requirements.