



# The Use of Industry Certifications in Federal and State Initiatives Lessons Learned From One State

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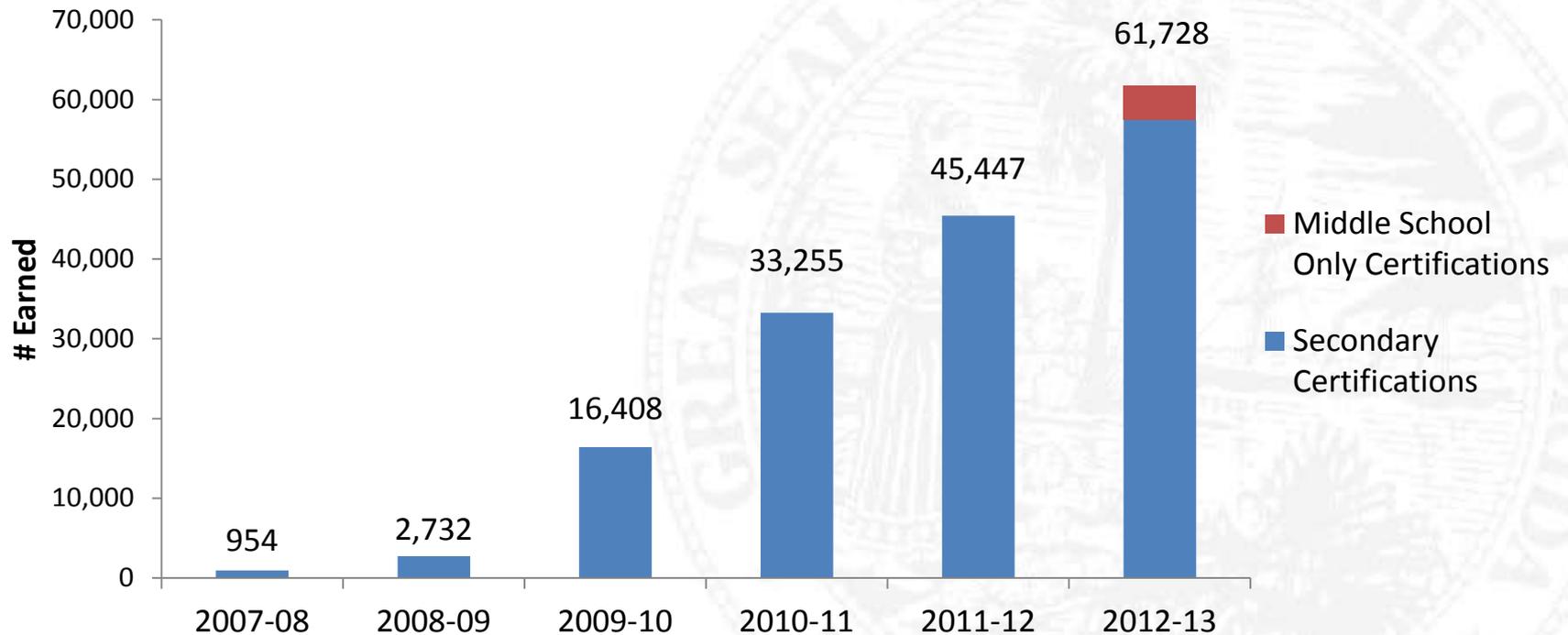
# State Overview

- In 2012-13, the Division of Career and Adult Education at FDOE provided support for
  - More than 470,000 Secondary students enrolled in 67 districts, 1 charter school district, 2 lab schools, Florida Virtual School, and the Florida School for Deaf and Blind
  - More than 200,000 Postsecondary students enrolled in 47 District Technical Centers and 28 state colleges
  - More than 165,000 industry certifications earned since 2007-08

# Industry Certification Definition Developed for State Initiatives

- *A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.*

## Certifications Earned by Secondary Students\*



\* Based on preliminary Survey 5 data reported as of 11/15/2013

# Federal Programs

- Carl D. Perkins
  - Technical Skills Attainment Inventories (2013-14)
    - Secondary
    - Postsecondary Clock Hour
    - Postsecondary College Credit
  - Professional Development Institute (PDI)
- Include 575 unique certifications/licensures/assessments
  - 428 Certifications
  - 70 Assessments
  - 77 Licensures
- Represent 162 agencies/industry groups

# Process- TSA Inventories

- Moved to a paperless review system three years ago.
- Requests are made with an excel based form
- Request is uploaded into a database which routes the request to the appropriate reviewer
  - Step 1- Validity of Instrument
  - Step 2- Programmatic Review
  - Step 3- Final Review and Notification

# State Programs- Secondary

- Career and Professional Education (CAPE) Act
  - Provides performance funding for certifications earned by secondary students
- School Grades
- Gold Standard Career Pathways Articulation Agreements
  - 117 agreements linking the certification to related AAS/AS Degree Programs
    - 92 certifications
    - 109 agreements allow students to earn between 3 to 9 hours of college credit
    - 8 agreements allow students to earn 10 to 36 hours of college credit High School Diploma Designations
- Equal Credits Substitution
  - Industry certification courses that lead to college credit may substitute for up to two math credits and up to one science credit. (may not substitute for Algebra 1, Geometry, or Biology)

# State Programs—Secondary

- Industry Certification Funding List (CAPE)
  - Criteria:
    - The certification shall be on the “Comprehensive Industry Certification List.” This list is developed in partnership with two other state agencies who oversee workforce development and economic data.
    - The certification shall be achievable by secondary students.
    - The certification shall require a minimum of 150 hours of instruction.

# State Programs—Secondary

- Industry Certification Funding List (CAPE)
  - Used for performance funding, school grades, and articulation agreements
  - Developed through an annual review process
  - Tied to economic demand
  - State Board of Education has authority to differentiate age, work experience, and other requirements
  - Beginning in 2013–14, performance funding includes provisions for teacher bonuses
  - 80% of any performance funds generated must be used to support the program that generated them

# State Programs- Postsecondary

- Postsecondary Industry Certification Funding List
  - First year of implementation is 2013-14
  - Used for performance funding of workforce education programs
  - Tied to targeted occupational areas identified by state legislature
  - Developed through an annual review process
  - State Board of Education has authority to differentiate age, work experience and other requirements
  - Performance funds generated may only be used to support workforce programs

# Review Criteria- Rigor and Relevance

- Key Questions

- Is it attainable by a secondary or postsecondary student?
- How many instructional hours would it take a student to learn the skills and competencies needed?
- How are a candidate's knowledge and skills evaluated?
- Was the certification developed with industry input/industry standards?

# Review Criteria-Economic Value

- Key Questions
  - What sort of occupations are linked to the certification?
  - Is there a workforce need for this training/certification?
  - What is the employment benefit?
  - Is this a requirement for employment?

# Review Criteria-Test Administration and Validity of Measurement Instruments

- Key Questions
  - Instrument design?
  - Where can the test be administered?
  - Who has access to test questions?
  - Who developed the exam?
  - Who scores the exam?
  - How many versions of the exam are there?
  - What are the re-testing policies?
  - Does the test administration company or certifying agency perform any diagnostics to flag potential test administration issues?
  - Who may be a proctor and what documentation are they required to provide?

# Lessons Learned- Longitudinal Planning and Continuous Review

- Managing Certifications
  - One system that can be adapted for multiple purposes
  - Developing a nomenclature to address the variety of agencies and certifications
  - Challenge of building a system that can handle versioning, pathway certifications
  - Developing business rules for retiring, replacing, and splitting certifications
  - Addressing stacked certifications, duplicative certifications (state required licensure versus industry certification)
  - Timeliness of the review/adoption process
    - At any time we are working with three years of a list- reporting for a prior year, adopting a current year, and developing a future year

# Lessons Learned-Data Collection

- Necessity for good business rules.....and really great edits
- The assignment of unique codes for certifications is a key element
- Providing written descriptions of what is required to be able to report certifications as attempted and earned.
- Developing strong systems of documentation and review
  - What years were certification codes valid
  - Maintenance of historical records to exclude prior reported certifications
- Agency access to student level validation reports

# Lessons Learned-Implementation in a High Stakes Environment

- Current initiatives include performance funding tied to the attainment of industry certifications, as well as performance funding for overall school performance. In addition, beginning in 13-14, implementation of teacher bonuses tied to industry certification activity
- Developing validation reports to address issues that are not able to be managed with business rules and edits
- Developing policies for addressing test administration concerns
- Divergence between the state's policies and the certifying agency's requirements
  - For example, even if allowed by a certifying agency, should the state be able to limit who may proctor an exam.

# Resources/Contacts

- All things industry certification
  - Secondary  
<http://www.fldoe.org/workforce/indcert.asp>
  - Postsecondary  
<http://www.fldoe.org/workforce/indcertPS.asp>
  - Perkins TSA Inventories  
[http://www.fldoe.org/workforce/perkins/perkins\\_resources.asp](http://www.fldoe.org/workforce/perkins/perkins_resources.asp)
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