

## 2013–14 NSWG Planning Team

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## Host

**Steve Klein**

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The March 13, 2014 call began at 2:20 PM EST.

## Welcome | Steve Klein

Facilitator Steve Klein welcomed everyone and apologized for the log-in delay that participants experienced with the AT&T reservation line.

## OCTAE Updates | John Haigh

John Haigh gave the following updates:

- OCTAE participating in NACTEI conference, May 5–8. There will be several sessions focused on data quality issues on May 8.
  - Topics: local applications, accountability packages, special populations packages, certification (measurement, matches), best practices
  - Opportunity to meet with regional accountability specialists
- Current/upcoming events
  - OCTAE wrapping up review of CAR data
  - State Plans due soon
    - After review letters to be sent out July 1
  - NASDCTEc Spring 2014 meeting

## Using Industry Certification Exams to Assess Technical Skill Attainment—Options and Issues | North Carolina, Florida

Steve Klein provided a background on the challenges states face in collecting industry certification data and introduced North Carolina and Florida as states that have developed strategies for obtaining such information.

## Collecting industry certification data | North Carolina

Rhonda Welfare introduced the industry certification initiative, which is being deployed at

the secondary level. The goal is to increase the use of certification data in secondary programs to document student attainment and support federal reporting.

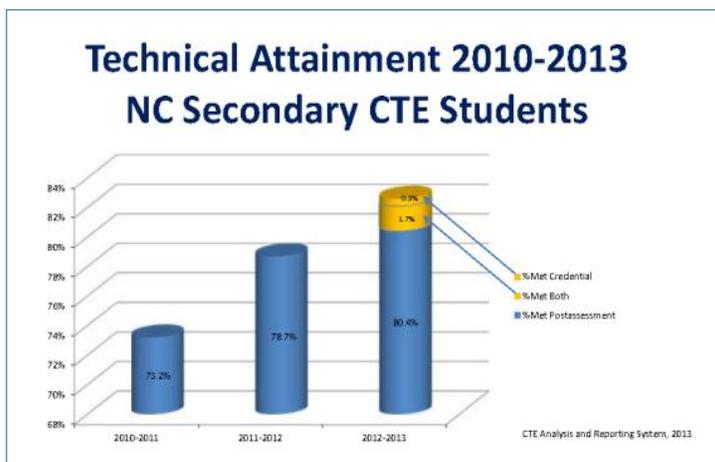
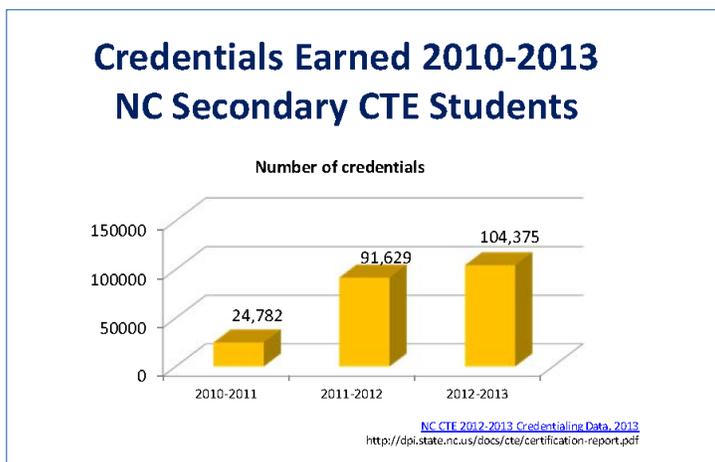
## Process:

- Identified what credentials are significant
  - Gathered input from teachers and representatives of business
  - Chose only credentials aligned with 80% or more of objectives of a course
- Collect information
  - From vendor
    - Difficult to implement because technical attainment tracking requires unique identifiers
    - Most vendors only able to supply summative information
  - ThinkGate Elements® software with functionality that tracks credentials earned
    - Simple system for teachers to report into
    - Documentation still required locally for audits
    - More successful than vendor collection but technical difficulties have been challenging

Rhonda noted that the collection is funded with varying methods, including local money, state agreements for state licenses, and state allocations.

Rhonda reviewed two slides (see below) that reflect what North Carolina has learned from their initiative. Credentials earned have increased from 24,782 in 2010, to 91,629 in 2011, and to 104,375 in 2012. More students have also passed the course postassessment and, more recently, have been credentialed, or have both been credentialed and passed the postassessment. However, she

noted that it is not clear if this is a difference in reporting or in participation. Rhonda also highlighted the difficulty in tracking trends because the system depends on teachers reporting.



## Gold standard career pathways | Florida

Amy Albee Levine explained that the Florida Department of Education, Division of Career and Adult Education (DCAE), oversees school districts and state/community colleges. DCAE publishes three technical skill attainment inventories.

### Process

- Submission window opens in late spring for districts and colleges to enter assessment data into database (Excel forms used).
  - Information collected: programs, certifications, licensures, and assessments

- Forms filtered through required approvals
  - Certification system, CTE approvals, final in-house

Tara McLarnon reviewed inventory results and noted that the number of unique certifications, licensures, and assessments is based on definitions that Florida has adopted. In 2012–13 the state recognized 374 certifications at the Secondary level, 439 certifications at the Adult level, and 272 certifications for college credit, though not all assessments recognized were associated with a certification award. For example, of the 374 Secondary assessments, just 161 were associated with a certificate award.

Amy wrapped up the presentation by outlining the Gold Standard Career Pathways Industry Certification Agreements:

- 117 agreements linking certification to AAS/AS degree programs
- Agreements allow students to earn college credit

Presenters responded to questions from participants, abbreviated below:

Q: How do you vet qualifications?

A: (FL) Per last slide, our process involves looking at test administration policies, industry input and value, rigor, requirements, linkages, and differentiation among certifications.

A: (NC) Similar to Florida. Curriculum team reviews whether certification is appropriate. We have a continuous process where we gather input every year

Q: I'm curious about reporting on industry-recognized credentials at secondary level. Is that required? When we looked at legislation there didn't appear to be a requirement. In CAR it is one line for credentials.

A: (John) Section 113(b)(2)(A)(ii) references student achievement on technical assessments that are aligned with industry-recognized standards, and section (iii) references student attainment of a proficiency credential, certificate, or degree in conjunction with a

secondary school diploma. In the CAR we are just using what was negotiated for a state's Final Agreed Upon Performance Level (FAUPL).

### Rewarding High-Performing Programs—Using State Data to Support Performance-based Funding | *Florida, Missouri*

Steve provided a brief background on the use of performance-based funding to reward providers achieving state-identified goals, and introduced presenters from two states that are currently implementing systems for rewarding high performing programs.

### Industry certifications award | *Florida*

Amy presented a brief background on a 6 year-old program that provides additional funding to K-12 programs offering industry certification. She noted that industry certification programs in Florida are awarded as frequently as academic programs that offer college credit (e.g., AP programs).

The formula for determining a performance award has evolved over time. Initially a cohort based model was used – students were only counted if they were in career academies, their certification was on an approved list, and they graduated. The calculation weighed certifications based on employment and rigor. Florida has since moved to count career-themed courses (academies are not required) with a calculation that gives more weight to certifications in gold standard pathways articulation agreements. Next year, a bonus requirement will go into effect for teachers of courses that result in certifications.

Amy spoke about the requirement for 80% of funding to go directly back to the programs that generated certification awards.

Amy also briefly covered the newer postsecondary funding and formula: \$1,000 is given per certification, with districts and college systems able to receive up to \$5M. Certifications are only

counted if they fall into targeted areas determined by legislation.

### Effectiveness Index Formula | *Missouri*

Dennis Harden summarized Missouri's approach for rewarding high-performing programs. The purpose of the Effectiveness Index Formula (EIF) is to reward CTE programs (in high schools and area career schools) that achieve success by positively placing students or enrolling students in approved coursework. Awards are based on two components:

- Placement
  - 90% of EIF funds
  - Requires that a student be identified as a completer (i.e., earned three or more credits in a sequence in an approved CTE program and graduated high school)
  - Completers must have either
    - Continued education in related field
    - Been employed in related field
    - Enlisted in military
- Enrollment
  - 10% of EIF funds
  - Students enrolled in an approved CTE program (unduplicated)

Dennis concluded his presentation with a description of the EIF resource allocations. Area career centers compete for \$5M and comprehensive high schools for \$1M of the base EIF funding. Any surplus funds are distributed through the formula to area career centers.

Presenters responded to questions from participants, abbreviated below:

Q: Since Florida has had student longitudinal data, have they been able to do analytics of students with certifications to assess employer satisfaction and postsecondary enrollment and completion?

A: (FL) Some work has been done. Issue is that since so many students enter postsecondary immediately following graduation that employment data are not available.

## Wrap-Up | Steve Klein

Steve asked for any concluding remarks from participants.

Melvin D'Souza: NACTEI conference will have sessions for secondary and postsecondary levels regarding data collection. Detailed presentation information will be available on the NACTEI website next week.

Tara McLarnon: I will be giving a presentation at NACTEI on May 8<sup>th</sup> on how the state reviews industry certifications.

Lorrie Toni: Suggestion – consider showing on the NACTEI agenda how Thursday sessions are DQI related. This would make it easier to justify state travel.

John Haigh: Office of General Counsel said we could not call it a DQI. We can't partner with entities and put name on it. We can only provide sessions.

Steve closed the call indicating that the topics for the next NSWG call have yet to be identified. He requested that states with suggestions for call topics contact him at: [sklein@rti.org](mailto:sklein@rti.org).

### **NEXT CALL:**

**June 12, 2014**

**2:00–3:00 PM EST**