2017–18 OCTAE Customized Technical Assistance to States

Final Summary Report for the State of New Jersey

RTI INTERNATIONAL

2017–18 OCTAE Customized Technical Assistance to States

Final Summary Report for the State of New Jersey

Contents

Technical Assistance to New Jersey

To improve the quality of career and technical education (CTE) data systems connected to the *Carl D. Perkins IV Career and Technical Education Improvement Act of 2006 (Perkins IV)*, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE), Division of Academic and Technical Education, sponsors customized technical assistance (TA) to states.

Between January and June 2018, RTI International worked with the New Jersey Department of Education (NJDOE), Office of Career Readiness, to support the state's request to identify best practices for the approval and accreditation of adult CTE programs. Currently, adult CTE programs in New Jersey are developed at the local level and do not receive federal funding; however, the state is considering altering the approval process to make programs eligible in the future. The state also wanted to explore how to synchronize its approval and accreditation requirements to provide adult CTE participants with the option of applying for federal financial aid.

To address the state's needs, RTI explored approaches to adult CTE program approval and accreditation processes across states. In consultation with NJDOE, RTI established the following research questions:

1. What processes do states use to approve adult CTE programs, and how do these processes compare with those for secondary and postsecondary programs?

2. How do states integrate *Perkins IV* eligibility requirements with their requirements for state program approval?

3. What adult CTE program accreditation processes are used to provide the option of federal financial aid across states, and what role does the state play in these processes for adult CTE programs?

This report summarizes RTI's findings and presents recommendations for updating NJDOE's approval and accreditation processes for adult CTE programs.

Research on State Processes

To investigate state approval and accreditation processes, RTI researchers conducted the following activities:

1. **Identified states to review their adult CTE approval and accreditation processes.**
   The research team started with those states known to have adult CTE programs and/or deliver CTE instruction through area technical centers or districts (Florida, Kansas, Massachusetts, New York, Ohio, and Oklahoma). This list was expanded to include all states that report data on adult CTE program participation to OCTAE in compliance with federal *Perkins IV* reporting requirements. The list was then refined based on preliminary research and in consultation with NJDOE. The final list of states for further inquiry included Louisiana, Missouri, New York, Ohio, Oklahoma, Pennsylvania, and Tennessee.

2. **Conducted preliminary scan of adult CTE programs.**
   In February 2017, the research team presented results from an initial scan of adult CTE program approval processes for the chosen states. NJDOE staff provided feedback on the aspects of adult CTE programs in these states that were most responsive to New Jersey's needs and requested additional information on program accreditation related to financial aid eligibility of adult CTE participants.

3. **Reviewed state and accreditation agency documentation.**
   RTI examined multiple types of publicly available state documentation to identify adult CTE program approval and accreditation processes, including annual program reports, *Perkins IV* state plans, adult CTE program approval applications, state accreditation guidelines and applications, and third-party accreditation guidelines for financial aid eligibility.

4. **Facilitated state interviews and conversations.**
   The research team interviewed six state adult CTE and *Perkins IV* administration staff in Louisiana, Missouri, Ohio, Oklahoma, Pennsylvania, and Tennessee to collect detailed information on each state's CTE approval practices. After discussing the findings, NJDOE requested that the research team schedule facilitated conversations with three states— Missouri, Ohio, and Oklahoma—for NJDOE to ask follow-up questions specific to each state's approval and accreditation process. Summaries of adult CTE approval processes for these three states are provided in Appendix A.

Key Takeaways

The research team synthesized information collected from states to answer NJDOE's three research questions. Overall, the research team found the following:

1. States use the same or similar processes to approve adult CTE programs as they do for secondary or postsecondary programs. Most states require that all adult CTE programs go through the program approval process; two states only require approval of adult CTE programs to receive state or federal funds.

2. States integrate *Perkins IV* eligibility requirements with their requirements for state program approval by making all *Perkins IV* requirements the minimum criteria for approval.

3. Approval criteria are, in most states, not connected with the accreditation requirements for federal financial aid purposes. Adult CTE program providers are responsible for seeking and meeting the requirements for third-party accreditation in most states.

Findings: Adult CTE Program Approval

This section reviews information collected about adult CTE program approval for six states: Louisiana, Missouri, Ohio, Oklahoma, Pennsylvania, and Tennessee. These states were selected because most adult CTE programs are provided in technical centers as opposed to secondary or postsecondary institutions, as is the case in New Jersey. Appendix A includes a table summarizing elements of the adult CTE approval process for each state (Table A).

How do adult CTE program approval processes compare with those used in secondary and postsecondary CTE?

In all states reviewed, the approval process for adult CTE programs is similar if not identical to those for secondary and postsecondary CTE programs. In the three states (Louisiana, Ohio, Tennessee) where postsecondary agencies oversee adult CTE program approvals, the approval process mirrors that of postsecondary CTE programs. In the two states (Missouri, Pennsylvania) where secondary agencies oversee adult CTE program approvals, the approval process mirrors that of secondary programs. In Oklahoma, adult CTE programs are approved by the state education agency that spans secondary and postsecondary institutions, with the adult CTE approval process mirroring that of secondary programs.

While the adult CTE approval process is like those for secondary and postsecondary, two states do not require all adult CTE programs to go through the approval process. In Pennsylvania and Missouri, state approval for certain adult CTE programs is only required should a program wish to apply for state or federal funding. For example, legislation in Pennsylvania provides blanket approval to technical centers to provide adult CTE programs without explicit approval unless those centers would like to use state funds to run the program. In Missouri, short-term (less than 500 hours of instruction) adult CTE programs do not need state approval unless they would like to apply for state funding, with only those programs on a state-provided list of in-demand industries eligible for approval.

What is the application process for adult CTE program approval?

Half of the states reviewed (Oklahoma, Missouri, Ohio) require formalized applications for program approval to be submitted electronically. The applications ask programs to submit supplementary materials such as letters of support from business and industry, advisory committee notes, example curricula, course sequence and credit allocations (where applicable), and a description of a relevant career and technical student organization. Programs are approved based on these electronic applications and any clarifying information requested by the state.

The other half of states reviewed (Louisiana, Pennsylvania, Tennessee) do not have formalized application processes for adult CTE programs; instead, they have adopted a minimum set of expectations that must be met for sites to receive program approval. For example, in Pennsylvania, programs seeking approval for state funds must meet a set of requirements specific to adult CTE programs. Programs must submit a signed assurance to the state Department of Education that they will stay in accordance with four guidelines: 1) enroll at least six students, 2) facilitate student completion within two calendar years and provide formal recognition of completion, 3) offer technical instruction, and 4) submit information on instructional hours, maintained in a data system, in a timely manner.

How are program approval criteria connected to *Perkins IV* eligibility?

The minimum criteria for approval of adult CTE programs are, in most cases, the same used to meet requirements for *Perkins IV* funding eligibility at the postsecondary level. This means that all approved adult CTE programs in identified states are eligible for postsecondary *Perkins IV* funding, should the state choose to allocate *Perkins IV* funds for their adult CTE programs. In Pennsylvania, programs must operate for a minimum of two years before a program can request *Perkins IV* funding, even if that program meets all other criteria.

For small and/or short-term programs that would not otherwise qualify for *Perkins IV* funding, states may encourage adult CTE programs to join consortia, offer programs in conjunction with secondary or postsecondary programs, or grant waivers for program approval. In at least four states (Louisiana, Missouri, Ohio, Pennsylvania), small adult CTE providers partner with each other and/or with larger education institutions to qualify for postsecondary *Perkins IV* funding as a consortium. In Oklahoma, only full-term adult CTE programs can receive *Perkins IV* funds; short-term programs are funded using state or private dollars.

Findings: Adult CTE Program Accreditation

This section reviews information collected about adult CTE program accreditation for four states: Missouri, Ohio, Oklahoma, and Pennsylvania.[1] The discussion is limited to accreditation for financial aid purposes and does not discuss expectations around industry-specific accreditations.

In all four states, the adult CTE program approval process is not connected to any accreditation requirements that programs must meet to offer federal financial aid. In Ohio and Missouri, accreditation for financial aid purposes is a separate process at the institutional level that is managed by third-party regional and national accrediting bodies, such as the Council on Occupational Education. In Oklahoma and Pennsylvania, accreditation is offered by state agencies that have been granted accrediting power by the U.S. Department of Education.[2]

Even though accreditation is a separate process, two of four states do require adult CTE providers to be accredited for program approval. In Oklahoma, the accreditation process occurs after approval at all technical centers and is required by state law for operation of adult CTE programs. The state uses data collected during the program approval process to help evaluate technical centers for accreditation. In Ohio, all technical centers must be accredited to receive approval for their adult CTE programs. At the same time, the Ohio Department of Education often receives requests from accrediting agencies for assurances that programs are likely to be approved to accredit them. In response, Ohio administrators issue "letters of good standing" directly to accreditors. Missouri and Pennsylvania do not require accreditation for program approval.

States vary in whether adult CTE programs are expected to be accredited by specific accrediting bodies. In Oklahoma, all technical centers seeking accreditation are required to utilize the Oklahoma State Board of Career and Technology Education, while the technical centers in Pennsylvania can be accredited by the state agency or a third party accrediting agency. In Missouri and Ohio, adult CTE programs are accredited by several different

---

[1] Louisiana and Tennessee are omitted because most adult CTE programs are offered at technical or community colleges, which are accredited postsecondary institutions.

[2] According to the Office of Postsecondary Education, three states—Oklahoma, Pennsylvania, and New York—and the commonwealth of Puerto Rico host regional agencies that have been granted accrediting power by the U.S. Department of Education.

agencies. Administrators report no noticeable difference in the accreditation process or in program or institution quality across those programs accredited by different agencies.

While accreditation paves the pathway to offer federal financial aid, accreditation is not indicative of financial aid eligibility for adult CTE participants. In Oklahoma, accreditation is required of all technical centers, but offering financial aid is not required, so there is a separate process to award financial aid after accreditation is received. In Ohio, Missouri, and Pennsylvania, only technical centers wishing to offer financial aid apply for accreditation. These centers must offer programs with substantial clock hours for participants to be eligible for student loans or Pell grants. In Pennsylvania, for example, only those programs offering 300 hours or more of instruction time are eligible for low-interest student loans.

Ideas for Consideration

The following lessons learned from RTI's review of state documentation and interviews with state CTE teams offer considerations for NJDOE as it determines future directions for adult CTE program approval and accreditation in the state.

- **Utilize the secondary CTE program approval process as the approval process for adult CTE programs.** Most states use the same approval process for approval of adult CTE programs as they do for other CTE programs. Since NJDOE oversees both secondary and adult CTE programs, the adult CTE programs could be approved using the same process that is used for secondary CTE.

- **Align approval guidelines with *Perkins IV* requirements.** Aligning program approval criteria with minimum expectations for *Perkins IV* funding eligibility can help streamline the process of determining which programs are eligible by ensuring that all programs meet the minimum requirements.

- **Establish "exceptions" for providers that do not meet *Perkins IV* eligibility requirements.** Should the state choose to approve adult CTE programs that do not meet federal *Perkins IV* funding requirements, it could establish criteria to qualify programs for support. These exceptions might include encouraging consortium partnerships and/or granting waivers for programs or institutions that do not meet minimum size requirements for *Perkins IV* funding eligibility. The state may also differentiate between adult CTE programs that are likely to meet eligibility requirements by classifying programs based on length or content. These "exceptions" will enable more programs to be eligible for *Perkins IV* and simplify determination of eligibility in terms of scope and size.

- **Provide TA or training for programs that would like to become accredited for federal financial aid purposes or to receive *Perkins IV* funds.** The state may offer guidance for adult CTE programs interested in applying for accreditation or *Perkins IV* funding through one-on-one consultations or group workshops. The state may also identify programs that have successfully become accredited or met *Perkins IV* eligibility requirements to share their applications or documentation as examples.

Appendix A: Details on State Adult CTE Program Approval and Accreditation Processes

Table A. Adult career and technical education (CTE) program approval process and criteria across states

State	Is approval required?	What is the application process for approval?	What are the approval criteria? Are *Perkins IV* eligibility criteria integrated into the requirements?	Is accreditation for financial aid required for approval?
Louisiana	All programs must apply.	No formalized application. Rationale supporting documents and letters of support for the program are reviewed by the Louisiana Board of Regents.	The state approval criteria are based off a set of written expectations. All programs are required to offer an industry recognized credential. *Perkins IV* eligibility is determined after approval as part of a separate process.	Required of colleges but not of any other institutions offering adult CTE.
Missouri	Long-term programs must apply. Short-term programs must apply if they seek state funding.	Formalized application that is reviewed by the Missouri Department of Education.	The state approval criteria are identical to the postsecondary *Perkins IV* criteria, except that programs serving adult students and secondary students must provide an advanced curriculum for adult students.	Not required
Ohio	All programs must apply.	Formalized application that is reviewed by the Ohio Department of Higher Education.	The state approval criteria are identical to the postsecondary *Perkins IV* criteria.	Required
Oklahoma	All programs must apply.	Formalized application that is reviewed by the Oklahoma Department of Career and Technology Education.	The state approval criteria are identical to the postsecondary *Perkins IV* criteria, except that accreditation is required of the institution where the program is offered (if not already accredited, must become accredited after approval).	Required
Pennsylvania	Legislation provides blanket approval for programs to operate. Programs must apply for formal approval if they seek state funding.	Programs must submit a signed assurance that they will abide by a set of guidelines.	The state approval criteria are identical to the *Perkins IV* postsecondary criteria. Programs must also have at least six students enrolled and be completable within two years. New this year, the application asks for the center's links with One-Stop centers.	Not required
Tennessee	All programs must apply.	No formalized application. Rationale, supporting documents, and letters of support for the program are reviewed by the Tennessee Board of Regents. .	The state approval criteria are identical to the postsecondary *Perkins IV* criteria, except that accreditation is required of the institution where the program is offered.	Required

Table B. Adult career and technical education (CTE) program approval process and criteria in Missouri

Topic	Summary	Details
Management	Secondary	Missouri Department of Education oversees adult CTE. Adult CTE programs are offered through area career centers.
Provider	Technical centers	Some offer combined/mixed programs where adults and high school students enroll together; some are adult-only, and others are secondary-only. High school students and adults are taught using the same curriculum. Secondary students are required to meet the same requirements as the adult students. Typically, a program might be adult-only because certification and licensure requirements mean that it can only be available to adults (e.g., Licensed Practical Nurse (LPN) or Aviation, in which licensure boards require individuals to be 18 and have high school diplomas).
		Most full-time-only programs are LPN and other health care programs (note these industries often require individuals to be 18 to earn a certification, requiring programs to be adult-only). Some adult CTE programs are manufacturing programs, but there are fewer than there once were.
Approval process compared with other levels	Same as secondary	For full-time (500 or more clock hours) adult programs to receive state funding, the associated district must complete the Application for Approval of Career Education Programs – Secondary and Adult. In addition, the instructor must have appropriate state certifications.
		The application requires programs to
		1. list the program goals and objectives in measurable terms;
		2. provide a topical outline of major units of instruction in the proposed program;
		3. identify program instructional contact hours, course sequence, and grade levels (if applicable);
		4. identify major methods of instructional delivery (laboratory, classroom, project-based, problem-based, etc.); and
		5. identify the career and technical student organization and describe how it will be used to support curriculum, instruction, and assessment.
		Short-term (499 or fewer clock hours) adult programs do not need state approval. Instead, the local education agency submits for reimbursement through the online system. The new funding plan, which goes into effect July 1, 2018, will direct funding to only short-term adult programs that align with the state's high-demand occupation list.

Topic	Summary	Details
Approval criteria	The state approval criteria are identical to the postsecondary Perkins criteria, except that programs serving adult students and secondary students must provide an advanced curriculum for adult students. Small centers may join a consortium to receive funding	For approval, new full-time programs must address the following in their rationale for need: 1. Student Interest – The survey data must be derived from Missouri Connections or a similar student interest assessment. An area career center request must include survey data from all sending schools assigned to that career center. 2. Local/regional workforce data 3. Anticipated enrollment and location of program 4. Letters of support from key business and industry 5. Recommendations from an advisory committee (with a list of advisory committee members by position: parent, school board members, business/industry representative, etc.) Approval and funding is contingent upon compliance with the following assurances: 1. The program will operate an advisory committee consisting of appropriate business, industry, school administrator, parent, and student members. 2. The program will report state required performance measurement data, if applicable. 3. The program will comply with Title VI of the *Civil Rights Act of 1964*, Section 504 of the *Rehabilitation Act of 1973*, Title IX of the *Education Amendments of 1972*, the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act Amendments of 1997*. 4. The program's teacher of record will have appropriate certification/licensure which corresponds to how data is reported to Core Data. 5. Facilities and equipment are safe, adequate, and appropriate to meet program goals and content standards. 6. Articulation/dual-credit agreements will be implemented with the appropriate postsecondary institution within one year of program startup. 7. The appropriate career and technical student organization will be affiliated at the national level. 8. A fully aligned, competency-based curriculum will be developed prior to beginning instruction. 9. Current state program standards will be met. 10. The program will be transitioned to the appropriate program of study.
Accreditation for financial aid	Not required	The state is not involved in the accreditation process for area career centers and does not require them to be accredited before or after program approval. The only area career centers that are accredited are those offering adult CTE programs and financial aid.
Students' federal aid eligibility	Some; depends on program length and if the center is accredited	
Accrediting body	Council on Occupational Education	
Industry certification requirements	Not required, though every program must have some form of assessment	Programs (including full-time programs) are not required to offer industry-recognized credentials as part of the curriculum unless it is a requirement by the accrediting body. If an industry-recognized credential is not a part of the curriculum, programs must identify the assessment plan to measure student progress including competency achievement. This is required for program approval.

Table C. Adult career and technical education (CTE) program approval process and criteria in Ohio

Topic	Summary	Details
Management	Postsecondary	Ohio Department of Higher Education (ODHE; "College and Career Access & Success" unit) oversees adult CTE. Adult CTE was formerly managed by Ohio Department of Education until 2009.
Provider	Mostly technical centers; some are in community colleges	Adult programs are offered at Ohio Technical Centers (OTCs) on secondary campuses as well as in community colleges. Most programs are in OTCs. There are 55 OTCs, 37 of which receive Perkins funding, but all 55 go through same program approval process. All 55 OTCs receive a state subsidy of $16 million. Programs are categorized as less-than-one-year (less than 900 clock hours) technical certificates and one-year (900 or more clock hours) technical certificates. Ohio has a One-Year Option credit articulation system in which graduates of Ohio's adult career-technical institutions who complete a 900-hour program of study AND obtain an industry-recognized credential approved by the chancellor receive 30 technical semester credit hours toward a technical degree upon enrollment in a public institution of higher education.
Approval process compared with other levels	Same process as postsecondary	The program approval process is managed electronically and mirrors that of postsecondary programs. For approval, OTCs submit the following information: 1. The program Classification of Instructional Programs (CIP) code to help with program categorization and to assure it is an approved program. 2. Example curriculum with the application, along with program hours and any credit transcriptions (as defined through the Ohio articulation alignment initiative). 3. Information on market supply and demand as well as how the program will help participants move forward with additional education or employment as a form of program rationale. 4. Any program that requires industry-specific regulatory approval or a license must submit that approval with the program application. This includes documentation for any third-party credentials. 5. Proof of accreditation. If all information is submitted correctly, program approval can take up to two days. If any information is missing, approval can take up to three weeks.
Approval criteria	The state approval criteria are identical to the postsecondary Perkins criteria	The requirements are aligned with Perkins requirements for postsecondary institutions (e.g., must show that program works with business and industry and submit advisory committee meeting notes with the application). OTCs are required to be accredited to receive state approval and funding (see next row for more details). Proof of accreditation is required when the application is submitted.
Accreditation for financial aid	Required	The state is not involved in the accreditation process for OTCs but does require accreditation for program approval and state funding. OHDE looks at accreditation as "assurance of quality." In fiscal year 2019, three OTCs are not accredited (they were formerly accredited under an organization that has since folded) and must start the process to receive funding.
Students' federal aid eligibility	Some; depends on the center	Proof of accreditation by the COE or ACCSC is required at the time of application for program approval.
Accrediting body	Council on Occupational Education (COE); Accrediting Commission of Career Schools and Colleges (ACCSC)	Financial aid options are dealt with at each center.
Industry certification requirements	Not required, though every program must have some form of assessment	All programs must have a means of assessing competency/mastery of skills to culminate in a certificate/credential, whatever may be determined by the issuer.

Table D. Adult career and technical education (CTE) program approval process and criteria in Oklahoma

Topic	Summary	Details
Management **Provider**	Department of CTE (spans secondary or postsecondary at the state level) Technical centers	Oklahoma Department of Career and Technology Education (CareerTech) oversees adult CTE (and all other CTE) programs in the state. CareerTech is separate from the Oklahoma Department of Education and the Oklahoma Board of Regents. Adult CTE programs are offered through technology center districts. Most are independent of school districts (28 are independent, one is linked). These centers started directly connecting and sharing a board with districts in 1965. In 1968, a constitutional amendment allowed two or more districts to partner on a center, so only one center continues to operate as part of a district. Now, centers are governed by the school boards for all associated districts. There are a few adult CTE programs in community colleges, but those are managed and accredited by postsecondary bodies. Technology centers provide postsecondary and training for adults as well as secondary instruction. Some offer combined/mixed programs where adults and high school students enroll together; some are adult-only, and others are secondary-only. High school students and adults are taught with the same curriculum. Typically, a program might be adult-only because certification and licensure requirements mean that it can only be available to adults (e.g., Licensed Practical Nurse or Aviation, in which licensure boards require individuals to be 18 and have high school diplomas). Secondary students are required to meet the same requirements as adult students.
Approval process compared with other levels	Same as secondary	New programs are entered into the CareerTech Information Management System (CTIMS) before becoming part of the computerized annual reapproval process. A local financial aid officer is the first level of approval, then state CTE agency occupational specialists and other state-level CTE staff. Each application is screened first for content and then by teams who work with federal agencies for compliance. Centers must go through the electronic reapproval process every year for every program. All programs must be entered by May 1 every year; in most cases, things will not change year to year and no changes will need to be made in the system. Qualified programs receive an official approval letter by June 1 and a list of financial aid options. Centers can independently choose which programs to offer as long as those programs meet state accreditation requirements and legislative guidelines.
Approval criteria	The program approval criteria are identical to the state's postsecondary Perkins criteria, except that accreditation is required of the institution where the program is offered (if not already accredited, must be accredited after approval). Programs must be re-approved annually	Minimum program approval requirements are the same as those for postsecondary Perkins funding. One further requirement is accreditation of the institution where the program is offered (if not already accredited), must be accredited after approval). Requirements that differ from Perkins requirements are those a program must meet for third-party approval (e.g., aviation programs accredited by Federal Aviation Administration). Existing programs must be re-approved on an annual basis. New programs are entered into the Career Tech Info Management System and then moved to a computerized state approval process. A local financial aid officer is the first level of approval, then the CareerTech office. Each year, program information must be reviewed in the system and, if needed, updated for re-approval.

Topic	Summary	Details
Accreditation for financial aid	Required; criteria for accreditation through Oklahoma's state board includes a minimum operating time of one year and a minimum program length of 600 hours	The Oklahoma Board of Career and Technology Education accredits technology center districts through a process conducted by CareerTech. The state's accreditation board developed after technical centers cut ties with secondary schools and needed to be accredited as independent institutions. The board must petition the National Advisory Committee on Institutional Quality and Integrity (NACIQI) every five years to maintain accreditation power. The accreditation process is the same for adult-only, secondary-only, and mixed centers. The following is required for technology center district accreditation: 1. Centers complete an 80-page self-assessment package that is reviewed by the accreditation team.
Students' federal aid eligibility	Some; depends on program length and if the center has gone through the approval process	2. State staff conduct site visits of centers and programs to review the overall center environment, leadership and administration, instruction and training, support services, measurement and analysis, personnel, operations (includes financial aid), and system impact. Site visits typically last three to six days depending on the size of the center (e.g., one district has one campus and another has nine campuses and auxiliary training sites).
Accrediting body	State	3. State staff prepares feedback reports that get approved by the state board. From that report, centers pick out one "Opportunity for Improvement" to work on between the accreditation visit and year 3 monitoring visit. On-site visits are conducted on a five-year cycle, which amounts to 20 percent of centers receiving visits each year. Accreditation of institutions comes first, followed by financial aid application and approval. Twenty-eight of 29 centers offer federal student aid.
Industry certification requirements	Not required, but it is part of the performance criteria for accreditation; The state accrediting board and CareerTech will assist with the industry accreditation process	Most programs culminate in certifications relevant to local industry needs. The accrediting agency will sometimes help centers gain industry-specific accreditation, particularly in cases where the need is statewide. In some cases, these certifications are specialized or regional (e.g., emerging technology for oil pipelines), while in other cases these certifications are broad and can be used across the industry.