Certification Data Exchange Project

**John Haigh**, Chief, Performance and Accountability Branch, DATE, OCTAE, US Department of Education (Moderator)

**Bob Sheets**, Director of Research, Business Innovation Services, University of Illinois at Urbana-Champaign

**Gretchen Koch**, Executive Director, Workforce Development Programs, CompTIA

**Dale King**, Director of Family Policy Compliance Office (FPCO), US Department of Education

**Catherine Imperatore**, Research Manager, Association for Career and Technical Education

National Association of Career and Technical Education Information
2014 Conference

May 8, 2014
Purpose of the Certification Data Exchange Project

PRESENTER:

John Haigh
Chief, Performance and Accountability Branch, DATE, OCTAE, US Department of Education, Moderator
Industry Certification Problem for Students, States, and Districts

• Perkins requirement for States to collect data at the secondary level: “a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma” (if offered) (3S1).

• At the postsecondary level: a “student attainment of an industry-recognized credential, a certificate, or a degree” (2P1).
# Definitions, Quality & Labor Market Value

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Quality</th>
<th>Labor Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Certification, certificate, credential, licensure</td>
<td>• What are the key quality indicators and factors</td>
<td>• Relationship between quality and the market</td>
</tr>
<tr>
<td>• Education, labor, commerce, business, organizations</td>
<td>• How will we know what is good enough and maintenance</td>
<td>• Publically recognized and how obtained and tracked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Important to student, consumer &amp; program</td>
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</tbody>
</table>
Two Purposes for the Certification Exchange Project

• Determine what is the best we can do for matches we can make with high confidence

• What will be good for the future Research questions to answer
States Reporting Postsecondary Data in CAR

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates</th>
<th>Credentials</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–09</td>
<td>82,082</td>
<td>60,755</td>
<td>212,477</td>
</tr>
<tr>
<td>2009–10</td>
<td>108,835</td>
<td>21,816</td>
<td>238,391</td>
</tr>
<tr>
<td>2010–11</td>
<td>132,985</td>
<td>51,859</td>
<td>234,575</td>
</tr>
<tr>
<td>2011–12</td>
<td>137,155</td>
<td>41,170</td>
<td>259,866</td>
</tr>
<tr>
<td>2012–13</td>
<td>156,586</td>
<td>41,198</td>
<td>298,265</td>
</tr>
</tbody>
</table>
2013 Perkins Degrees, Certifications and Credentials Awarded by States

Reported in the 2013 CAR by States (2P1):

- **1,061,040** postsecondary concentrators left in 2013.
- **529,097** concentrators (49.8%) received an award, of those:
  - **298,265** Degrees (56.3%) were awarded
  - **156,586** Certificates (29.5%) were awarded
    - 8 States reported less than 10 certificates in the state
  - **41,198** Credentials (7.7%) were awarded
    - 25 States reported less than 10 credentials in the state
    - 16 States reported 0 certificates or credentials awarded in the state.
## Characteristics of Alternative Credentials

**US Census Bureau 2012**

### Who awarded:

- Government (federal, state, local) **71.4%**
- Industry **10.3%**
- Business, company, nonprofit **5.3%**
- Professional association **10.5%**
- Other **2.5%**

### Reason for getting it:

- Work-related **96.2%**
- Personal interest **3.8%**
Characteristics of Alternative Credentials
US Census Bureau 2012

Fields of Certification (top 10):

- Protective services 2.3%
- Cosmetology 3.6
- Legal & social services 4.6
- Business/finance management 5.9
- Construction & manufacturing trades 7.0
- Other medical/health care 11.8
- Nursing/nursing assisting 13.1
- Education 16.7
- Other 20.8
Industry Certification Problem for Students, States, and Districts

Many districts and states have difficulty tracking student attainment of a third party industry-recognized credential especially when many are obtained post-coursework.

There are definitional issues and a diverse and often confusing national credentialing marketplace of degrees, certificates, certifications, credentials, licenses and even badges that are offered by a wide variety of educational institutions and credentialing organizations that increase the difficulty of matching for states.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOL</td>
<td>Pam Frugoli</td>
</tr>
<tr>
<td>NCES</td>
<td>Lisa Hudson</td>
</tr>
<tr>
<td>NAM</td>
<td>Jennifer McNelly</td>
</tr>
<tr>
<td>COMPTia</td>
<td>Gretchen Koch</td>
</tr>
<tr>
<td>US Chamber Commerce</td>
<td>Ross Cohen</td>
</tr>
<tr>
<td>HHS</td>
<td>Stanley Koutstaal</td>
</tr>
<tr>
<td>DOL</td>
<td>Andrala Walker</td>
</tr>
<tr>
<td>ANSI</td>
<td>Roy Swift</td>
</tr>
<tr>
<td>SLDS</td>
<td>Keith Brown</td>
</tr>
<tr>
<td>ACTE</td>
<td>Alisha Hyslop</td>
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<tr>
<td>ACTE</td>
<td>Catherine Imperatore</td>
</tr>
<tr>
<td>NSC</td>
<td>Doug Shapiro</td>
</tr>
<tr>
<td>DQC</td>
<td>Amilcar Guzman</td>
</tr>
<tr>
<td>NSC</td>
<td>Andy Van Kleunen</td>
</tr>
<tr>
<td>WRIS</td>
<td>Kate Louton</td>
</tr>
<tr>
<td>FEDES</td>
<td>David Stevens</td>
</tr>
<tr>
<td>IHE</td>
<td>Robert Sheets</td>
</tr>
<tr>
<td>IHE</td>
<td>Scott Parke</td>
</tr>
<tr>
<td>ASE</td>
<td>Tom Richardson</td>
</tr>
<tr>
<td>GSX, Corp.</td>
<td>Dave Wilcox</td>
</tr>
<tr>
<td>IL IHE Pilot</td>
<td>Nathan Wilson</td>
</tr>
</tbody>
</table>
State Policy and Data Context

PRESENTER:

Bob Sheets
Director of Research, Business Innovation Services, University of Illinois at Urbana-Champaign
State Policy and Data Context

- State goals to increase the number of residents with credentials including degrees, certificates, certifications, and other types of credentials
- Integration of economic and workforce development and career and technical education around key sectors

Key questions

- What is our progress in reaching our goals and how can we get there better and faster?
- What is our progress in key sectors and how are our sector pipelines performing?
- Can our state data systems provide us the necessary data to measure progress?
Certification Data Exchange Roadmap

• Raise awareness and gain consensus and commitment in states and industry certification communities

• Conduct state pilot projects with leading certification organizations to address issues and show value
  – Personal identification data for matching
  – Data sharing agreements
  – Value for both states and certification organizations

• Develop consistent data standards and data sharing agreements

• Establish national data exchange/clearinghouse
Resources

www.cte.ed.gov
www.acteonline.org/certification_data
Data Sharing Project
CompTIA Update

Gretchen Koch
May 8, 2014
Recent Activities of CompTIA

• Worked to expand the Pilot in IL to other states and other industry sectors

• CA is now included in the Project and test data has been shared

• Several other states applied, but all were unable to sign the Indemnification Agreement

• FERPA clarification received from the Department of Education

• Continued need for Indemnification Agreement reconsidered
Next Steps at CompTIA

• Indemnification Agreement no longer necessary, but states will need to sign a “data sharing agreement.”

• Making Opt-in language for authorization for CompTIA to release information pertaining to test taker’s credentials to third party organizations more explicit in the future by specifying research studies as a potential use.

• Surveying past Opt-in test takers’ attitudes toward this type of sharing.

• Including new data elements for identification of test takers to improve quality of “matches” as requested from the Pilot, e.g. DOB, gender.
Data Sharing Project and FERPA

PRESENTER:

Dale King
Director of Family Policy Compliance Office (FPCO), US Department of Education
What is the Family Educational Rights and Privacy Act (FERPA)?

A federal privacy law that affords parents the right to—

• have access to their children’s education records,

• seek to have the records amended, and

• consent to the disclosure of personally identifiable information from education records, except as provided by law.
Transfer of Rights Under FERPA

When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”).
To which educational agencies and institutions does FERPA apply?

- Elementary
- Secondary
- Postsecondary

[Image of a girl, a group of students, and a student with books]
What are education records?

Records that are –

• directly related to a student; and
• maintained by an educational agency or institution or by a party acting for the agency or institution.
What is personally identifiable information (PII)?

- Name
- Address
- Mother’s maiden name
- Social Security Number
- Date of birth
- Parent’s name
Written Consent before Disclosures

A parent or eligible student shall provide a signed and dated written consent before a school may disclose education records. The consent must:

- specify records that may be disclosed;
- state purpose of disclosure; and
- identify party or class of parties to whom disclosure may be made.
What are the exceptions to general consent?

- To school officials with legitimate educational interests (defined in annual notification);
- To schools in which a student seeks or intends to enroll;
- To State and local officials pursuant to a State statute in connection with serving the student under the juvenile justice system;
- To comply with a judicial order or subpoena (reasonable effort to notify parent or student at last known address);
- To accrediting organizations;
What are exceptions to general consent? (cont.)

- To parents of a dependent student;
- To authorized representatives of Federal, State, and local educational authorities conducting an audit, evaluation, or enforcement of education programs;
- To organizations conducting studies for specific purposes on behalf of schools;
- To child welfare agencies or tribal organizations;
- In a health or safety emergency; and
- Directory information.
So, what does this mean for the Certification Data Exchange Project?
Industry Partners and FERPA

Industry Partners ≠ Industry Partners
Industry Certification Data and FERPA

- Only PII from education records are subject to FERPA.
- Schools and LEAs may only disclose PII from education records to industry partners with consent or consistent with FERPA-permitted exceptions.
- FERPA does not apply to industry partners’ non-FERPA protected data.
- Industry partners’ data disclosed to schools and LEAs may become FERPA-protected data.
- The direction of a data exchange makes a difference.
Industry Certification Data and SLDS

Industry Partner

Certificate

YES

Industry Partner

Certificate

NO

SLDS

SLDS
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