Quality and Relevance

The Keys to Linking CTE to Industry Certifications to Create the Successful Pathway

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Workcred
Nearly 1 million credentials in the U.S. today.
THE U.S. POST-SECONDARY CREDENTIALING SYSTEM

* Although boot camps initially existed outside of the higher education system, there is increasing interest of universities to develop partnerships with boot camps.

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Credential is an umbrella term to denote many types of credentials such as degrees, licenses, and certifications.

- A credential is not the same as a certification.
  - They cannot be used interchangeably
- A certification is a type of credential.
## How Do Credentials Differ?

<table>
<thead>
<tr>
<th></th>
<th><strong>CERTIFICATE</strong></th>
<th><strong>CERTIFICATION</strong></th>
<th><strong>DEGREE</strong></th>
<th><strong>LICENSE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awarded by</strong></td>
<td>Education and training providers, employers, labor unions, and industry associations</td>
<td>Industry certification bodies</td>
<td>Education institutions</td>
<td>Government agencies</td>
</tr>
<tr>
<td><strong>Awarded for</strong></td>
<td>An exam at the end of a training or education course or a one-time assessment</td>
<td>Third-party, independent competency assessment</td>
<td>Course of study</td>
<td>Meeting requirements of an occupation</td>
</tr>
<tr>
<td><strong>Indicates</strong></td>
<td>Education/ knowledge/skills</td>
<td>Skill mastery/ competencies</td>
<td>Education, successfully passed courses</td>
<td>Legal permission</td>
</tr>
<tr>
<td><strong>Time to complete</strong></td>
<td>Variable, generally less than 2 years</td>
<td>Variable</td>
<td>Variable, generally 2 years or more</td>
<td>Variable</td>
</tr>
<tr>
<td><strong>Time and renewal requirements</strong></td>
<td>Often no time limit, no renewal requirement</td>
<td>Time-limited, includes recertification</td>
<td>No time limit, no renewal requirement</td>
<td>Time-limited, renewal generally required</td>
</tr>
<tr>
<td><strong>Revocation process</strong></td>
<td>Cannot be revoked</td>
<td>Can be revoked for incompetence or unethical behavior</td>
<td>Cannot be revoked</td>
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</tr>
<tr>
<td><strong>Examples</strong></td>
<td>CNC Machinist, Zurich Insurance Apprenticeship</td>
<td>CompTIA Cybersecurity Analyst, Certified Energy Auditor, Medical Laboratory Scientist, MLS(ASCP)\textsuperscript{SM}</td>
<td>Bachelor of Science in Engineering, Associate of Arts in Business Administration</td>
<td>Electrician, Professional Engineer, Registered Nurse</td>
</tr>
</tbody>
</table>

* There are many types of certificates. Some examples include: certificates of participation, certificates of achievement, certificates of completion for apprenticeship, and assessment-based certificates.
HOW TO IDENTIFY QUALITY?
DEGREES OF RIGOR
FOR THE MANY FACES OF CERTIFICATION

Accredited by a third party (e.g., ANAB, NCCA)

Ability to revoke certification for violation or unethical behavior

Recertification requirement

Standardized exam

Note:
Training that is followed by an assessment to measure the learning outcomes is an assessment-based certificate, not a certification as sometimes referred to.
Quality Certification Programs: Appropriate Documentation and Structure

- Embedded within a membership organization or independent corporation
- A specific scope that relates to current job roles
- Detailed policy and procedures to ensure equity and objectivity
- Determination of prerequisites based on data
- Creation of a code of conduct/ethics for certification holders
- Development of due process procedures for revocation as needed
Quality Certification Programs: Job Task Analysis

- Involvement of experts, practitioners, and other appropriate individuals representative of the population
- Process to create the task lists includes related regulation or standards
- Involves a validation survey
- Translates the analysis into an examination that includes domains with task statements
  - Domains usually indicate the number of questions on the exam in that domain
  - Knowledge, skills, and abilities
Quality Certification Process: Examinations

• Items are written against each task statement
  ▪ Items are analyzed on an on-going basis
• Detailed rubrics to ensure objectivity
• More than one evaluator
  ▪ Evaluators are trained to observe alignment with rubric – “inter-rater reliability”
• Cut-score process determines pass/fail rates
Quality Certification Process: Building a Recertification Process

• Determine the methodology
  ▪ Examinations
  ▪ Continuing professional education
  ▪ Work products
  ▪ Security clearances
  ▪ Fees
  ▪ Health examinations
Other Signals of Quality

- Number of certifications in the database
- Percent of individuals that re-certify
- Required/preferred in job postings
- Accepted by state licensure as applicable
- Longevity of the certification
- Transparency of the certification data
  - Pass rate
  - Availability of the exam outline
  - Comprehensive candidate handbook
CERTIFICATION: NOT AN END, BUT A PATHWAY
CERTIFICATIONS: CAREER-LONG CREDENTIALS

Such as:
- Family Nurse Practitioner Certification (FNP-BC)
- Certified Information Systems Security Professional (CISSP)
- Certified Financial Planner™ (CFP®)

CAREER SPECIALIZATION
Such as:
- Medical Laboratory Scientist (ASCP)
- Senior Professional in Human Resources®
- Registered Health Information Administrator (RHIA®)

MID-/LATE-CAREER ADVANCEMENT
Such as:
- CompTIA A+
- Mobile Crane Operator Certification
- AWS Cloud Practitioner

RESKILLING & UPSKILLING
Such as:
- Microsoft Azure Certification
- Project Management Professional (PMP)
- Certified Supply Chain Professional

CAREER ENTRY
Such as:
- CompTIA A+
- Mobile Crane Operator Certification
- AWS Cloud Practitioner
American Society of Clinical Pathology (ASCP) Board of Certification (BOC)

• Phlebotomy Technician, PBT (ASCP)
  ▪ Certificate and experience
• Medical Laboratory Assistant, MLA (ASCP)
  ▪ Certificate and experience
• Medical Laboratory Technician, MLT (ASCP)
  ▪ Associate’s degree
• Medical laboratory Scientist, MLS (ASCP)
  ▪ Bachelor’s degree
Behavioral Analyst Certification Board (BACB)

• Registered Behavior Technician® (RBT®)
  ▪ High school level
  ▪ Training overseen by a qualified BACB certificant

• Board Certified Assistant Behavior Analyst® (BCaBA®)
  ▪ Bachelor’s degree level

• Board Certified Behavior Analyst® (BCBA®)
  ▪ Master’s degree level

• Board Certified Behavior Analyst-Doctoral™ (BCBA-D®)
  ▪ Doctoral level
APICS Certifications (offered through the Association for Supply Chain Management – ASCM)

• Certified in Production and Inventory Management (CPIM)
  ▪ No eligibility requirements

• Certified Supply Chain Professional (CSCP)
  ▪ 3 years of experience, a bachelor’s degree, or hold another APICS certification

• Certified in Logistics, Transportation and Distribution (CLTD)
  ▪ No eligibility requirements
National Restaurant Association (NRA)

- Certificates
  - ProStart for Students by the NRA Educational Foundation
  - ServSafe® Food Handler

- Certifications
  - ServSafe® Food Protection Manager
  - Certified Restaurant Professional (CRP)
    - Industry experience in at least two positions in the front of the house and back of the house and valid ServSafe Food Handler certificate or equivalent
  - Certified Restaurant Supervisor (CRS)
    - Industry experience in a supervisory role (hours) and valid ServSafe Food Protection Manager or equivalent
  - Certified Restaurant Manager (CRM)
    - Industry experience in a management role (hours) and valid ServSafe Food Protection Manager or equivalent
ABOUT WORKCRED
Why Workcred?

• The accreditation processes identified major quality issues with both certificate and certification programs.

• Two major problem areas related to “certificate” programs are: (1) the lack of industry involvement to identify valid competencies, and (2) poor assessment of the learning outcomes.

• Of the more than 4,000 personnel certification bodies in the U.S. – a number which is rapidly increasing – less than 10% are accredited or reviewed by a third-party accreditation body.

• There is no common definition of quality or value, little confidence, and little consistency across industry sectors.
**Connecting Stakeholders**
Connecting industry, education, credentialing organizations, and others to create a more integrated and effective credentialing system.

**Quality**
Helping stakeholders better understand the quality, value, and effectiveness of credentials, and make informed decisions.

**Thought Leadership**
Presenting at national workforce conferences; serving on national task forces, panels, and boards.

**Consulting**
Building credentialing programs that meet quality standards; helping employers define their competency needs and select appropriate credentials; ensuring credentials match the current body of knowledge for an occupation; and more.

**Education & Training**
Convening credentialing-focused workshops, conferences, and webinars.

**Research**
Conducting research to address workforce credentialing issues.
Workcred’s Unique Expertise

✓ Building quality credentialing (certificate/certification) programs that meet national and/or international standards

✓ Helping employers articulate competencies and design or select appropriate credentials

✓ Ensuring that credentials are aligned to the current body of knowledge for an occupation

✓ Determining the quality, effectiveness, and market value of a credential, and its impact on an industry

✓ Assessing competencies/learning outcomes

✓ Creating valid qualitative and quantitative research projects

✓ Aligning industry, education, and credentialing organizations
Higher Education Institutions

Industry and Employers

Certification Bodies

Professional Societies

State Governments
For More Information

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