

# Kellogg Implementation Proficiency Certification – Policy Document (an internal document) December, 2006: Draft Version 3.0

*Note: Edits incorporated from Tim, Karen and Ada*

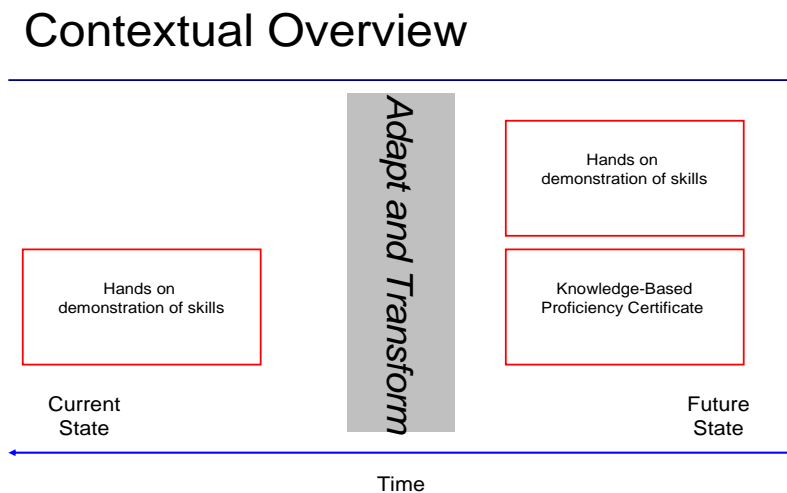
## 1.0 OVERVIEW

The SkillsUSA/Kellogg Project Management Office (PMO) met on November 16, 2006 and discussed the issue of Proficiency Certification relative to the Kellogg grant in thorough detail. Bob Baird with IEC and Ron McCage with VTECS actively participated in the meeting in an advisory capacity. The purpose of this document is to outline the SkillsUSA policy and strategic approach to develop a portable credentialing vehicle for both traditional student members and non-traditional learners --- The Proficiency Certificate. This document will set direction for several of the Kellogg work teams.

## 2.0 SUMMARY of FINDINGS

### 2.1 Contextual Overview

As part of the Kellogg Grant, the team is in the process of developing a model for adapting current contest competencies and standards to academically aligned proficiency standards and related assessments that will indicate entry-level workforce readiness for a specific technical area. The graphic below articulates the process of what work is being done:



Kellogg has provided funding to SkillsUSA for several reasons. One is to create a ***portable credential*** that ***any individual*** can use to document their skills and capabilities that will help them be more employable. SkillsUSA is in a unique position to create this portable credential and is one of the few organizations that has the industry relationships, connectivity to education and programs in place to be relevant in building a vehicle that will serve as a ***nationally recognized*** portable credential. As part of the grant acquisition process with Kellogg, SkillsUSA proposed the development of Proficiency Certificate. The PMO has established the following objectives/parameters in designing a Proficiency Certificate for a specific contest area:

- Proficiency Certificates should not in any way detract from National Contests but compliment them
- Proficiency Certificates should work in tandem with existing professional trade certification programs
- Proficiency Certificates should be derived from national contest standards and driven by industry
- Industry endorsement should serve as the basis of the credibility that will drive National relevance for the SkillsUSA Proficiency Certificate
- Most Proficiency Certificates should be earned through a highly rigorous test that can be completed **without** a hands-on demonstration
- Proficiency Certificates should increase the reach and value of SkillsUSA to traditional students, non-traditional learners and sponsors
- Proficiency Certificates should provide a common model for writing standards, assessment and scoring going forward
- Proficiency Certificates should not create any undo risk or liability for SkillsUSA
- Proficiency Certificates assessments should be proctored with a high-level of rigor and validation
- Proficiency Certificates will ultimately drive revenue and sustainability
- The Proficiency Certificate should bridge the gap between industry and education by communicating an individual's probability of workforce readiness. Further, the certificate should help employers identify for improvement areas.

## 2.2 The “Transcript” Approach

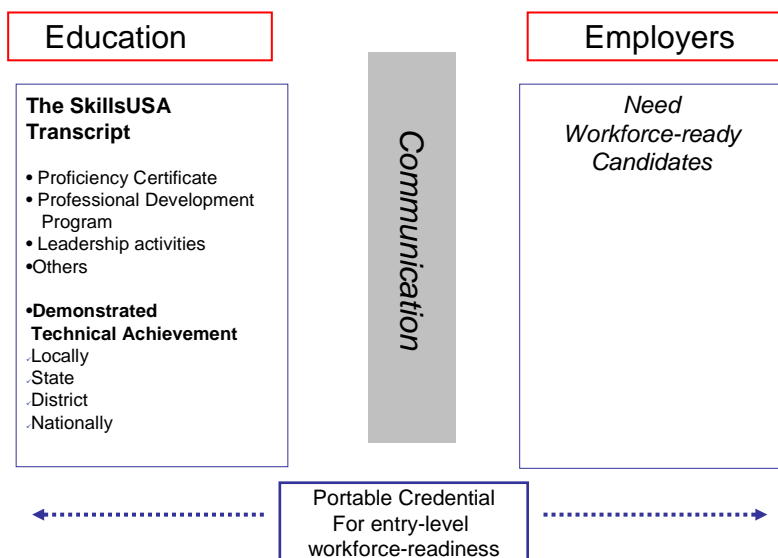
The team that met on November 16<sup>th</sup> noted the following key issues relative to designing proficiency certificates:

- The industries SkillsUSA serves need qualified workers – “we are in a workforce crisis”
- All competitors at the national level of SkillsUSA competition (even low scoring individuals) are still very much sought after as potential employees

- Proficiency Certificates provide an opportunity to reach more traditional and non-traditional learners than can be accomplished through a contest framework alone
- SkillsUSA provides many opportunities for program participants (traditional students and non-traditional learners) to demonstrate their overall employability skills and entry-level workforce readiness.

The team has developed an approach to proficiency certification based on predictive index modeling. A predictive index model is a management tool for predicting, describing and measuring the work behavior and potential of individuals and groups at all organizational levels. Using this model as a basis, the team recommends the creation of a transcript or portfolio (transcript will be used as a working title) for each member or individual that takes an assessment with the intent of earning a Proficiency Certificate. The ***SkillsUSA Transcript*** would document a historical view of students and/or non-traditional learners' accomplishments gained through their respective relationship with SkillsUSA. The graphic below depicts the teams' thinking in this area from a high-level:

## Proficiency Certificate Becomes One Element of a "Transcript"



The PMO believes that designing the Kellogg funded Proficiency Certificate with in a transcript model as will deliver a more holistic picture of an individual’s *probability* of being employable and work-force ready for a specific technical area. Further, by developing and promoting a SkillsUSA Transcript (where a proficiency certificate would be sub-set there of) will build a bridge between SkillsUSA Proficiency Certificates and existing professional trade certifications programs. The graphic below depicts a straw-model of how the SkillsUSA Transcript could be designed to capture several “predictors” and would incorporate the assessment score derived from a Proficiency Certificate assessment.

## The SkillsUSA Transcript – *Straw Model*

<b>Name:</b>	Marie Sanchez
<b>Membership #:</b>	3768521
<b>School/Other</b>	Marion County Ohio Career Center
<b>SkillsUSA Advisor:</b>	Mr. Tim Sloan

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<b>Proficiency Certificate</b>	The Culinary Arts Proficiency Certificate Assessment was designed by a committee of individuals representing the following companies:
<u>Culinary Arts</u> <ul style="list-style-type: none"> <li>•Earned a 863 points out of 1000 possible points</li> <li>•Proficiency Cut Score for this contest area = 731</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Logo</div> <div style="text-align: center;">Logo</div> <div style="text-align: center;">Logo</div> </div>
<b>National Contest Participation</b>	<b>Leadership Activities and Accomplishments</b>
<u>Culinary Arts</u> <ul style="list-style-type: none"> <li>•Participated: yes</li> <li>•Year last competed: 2005</li> <li>•Medal: No</li> <li>•Score: 567</li> <li>•Gold Score in same year: 944</li> </ul>	<ul style="list-style-type: none"> <li>•Speaking Events: _____</li> <li>•PDP: _____</li> <li>•Other: _____</li> </ul>
<b>Documentation of Technical Achievement</b>	
<u>Culinary Arts</u> <ul style="list-style-type: none"> <li>•Local Competition: Y/N</li> <li>•District Completion: Y/N</li> <li>•State Competition: Y/N</li> <li>•Other Experiences::</li> </ul>	

Signature/Date

Signature/Date



## 2.3 The SkillsUSA Proficiency Certificate

Based on the strategic direction articulated by the PMO and documented in sections 2.1 and 2.2 of this document, a SkillsUSA Proficiency Certificate will be defined as follows:

A Proficiency Certificate from SkillsUSA certifies that student and/or a non-traditional learner can demonstrate “meaningful” knowledge that indicates an individual’s ability/or likelihood of possessing the skills required to successfully fulfill an **entry-level** position related to one of the industry-driven SkillsUSA contest areas. As part of an overall SkillsUSA Transcript or the Proficiency Certificate, will be recognized by industry and educators as a portable credential for workplace readiness.

## 3.0 AUTHENTICATION

The policy outlined in this document accurately accounts for the PMOs’ wishes relative to proceeding forward with implementing the Kellogg grant:

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Kellogg PMO Chair Person

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Date

## 4.0 APPENDIX

### 4.1 Appendix A – Plain Text Notes from November 16<sup>th</sup> Meeting

#### Day 2: Proficiency Certification and Accreditation

Bob Baird, IEC

Ron McCage, VTECS

- Bob: average age of apprentice entering workforce is 27
- Kellogg’s work focuses on youth up to age 24
- DOL definition is 17-23
- Bob: supportive but nervous about concept
  - o There is a workforce crisis
  - o Neither politicians nor school administrators understand importance of the electrical trade to society.
  - o SkillsUSA helps us promote our trade
- In some cases, contest doesn’t represent the whole spectrum of skills an employer would be looking for in a new apprentice (i.e., the contest represents just the “sexy” aspects of the trade)

- Many instructors teach to the contest, but contest doesn't necessarily cover the basics.
- The word "accreditation" implies full competency
- Rob: Perhaps we're looking for a "predictive index" for an entry level person in a given trade
- Tim was sent a paper, as an effort to get states to work together on this.
- Deals mainly with states. Prior to VTECS, Ron McCage was director of IL Voc Ed, and very involved with Perkins (chair of the legislative committee), since '84 there has been a major shift from skills to documenting competence.
- Early on, the way to fix the issues was to add more language arts, math and science. CTE suffered. How does one get people to a skilled point?
- Problem: getting to a point to have a test; issue is that no two programs are the same.
- Therefore, shy away from accreditation, use certification.
- ASC deals with programmatic part of accreditation, teachers are accredited.
- No one entity could work together on this.
- Bob: ACE evaluates a program and recommends college equivalency
- What should assessment be – that's what we need to focus on
  - o To meet or exceed the entry level skills for a given industry
- If a student can bring something that defines what they know to an employer, then that provides the ability to start the conversation
- Issue over 46 or 73 skills service and technical areas
- Key is not to teach candidates what they need to learn, but to determine what they know
- Meaningful: provide enough feedback that's meaningful (teachers, programs and students)
- Modularize/breakdown performance of certificate
- SkillsUSA is known for feedback
- This becomes an issue for non-members. What is the framework/context to provide feedback of test results? This becomes a recruitment opportunity. Test scores can be meaningless without context and/or coaching.
- The more we can tie it to a format that's understandable the better
- But let the local authority be the party to sign off on it
- Constant link to business and industry is crucial for the success of the program.
- Taking the test will be no issue for SkillsUSA members; non-SkillsUSA members could take it from a SkillsUSA teacher or proctor.
- Some minimal level required to qualify for hands-on
- Some level of validation/administration/proctor assessment required
- Charge/No Charge: SkillsUSA students not charged. Those in vulnerable communities pilots not charged. When grant expires, charge (need to have a revenue stream to keep program sustainable)
- Long term, this could be funded through WIA
- ACE.net: American Council of Education is a credit recommendation service
- Drive penetration at state conferences
- Just English version for now