



Florida
Consortium
on Inclusive
Higher Education

Florida IPSE Credential Guidance Brief: # 6 Credential Resources

The Florida Inclusive Postsecondary Education (IPSE) Credential Guidance Brief Series is comprised of a set of six stand-alone briefs developed by the **Florida Consortium on Inclusive Higher Education (FCIHE)** and a small workgroup, in consultation with a statewide steering committee. These briefs were written to provide guidance to Florida stakeholders regarding credential development for Inclusive Postsecondary Education (IPSE) programs for students with intellectual disability (ID).

AUDIENCE: These briefs are intended to be used for

- 1) college and university faculty and staff planning to build or expand sustainable and rigorous IPSE programs and
- 2) community agency and school district personnel to increase program understanding, recognition, credibility and increased options for individuals with ID.

A meaningful program credential is required to become a federally recognized **Comprehensive Transition Program (CTP)** and a Florida recognized **Florida Postsecondary Comprehensive Transition Program (FPCTP)**. Credentials also increase students' employment outcomes and career opportunities in multiple ways. For example, credentials enable businesses to identify a student's expected skill sets upon program completion and to recognize credentialed applicants as qualified applicants. Credentials earned through IPSE programs or typical degree-seeking programs, *and* sponsored by the college or university, represent valid and rigorous programs of study. This Credential Guidance Brief has a number of Florida-specific points of information as it was written for Florida, though program staff and faculty outside of Florida, may find the general IPSE information useful as well.

SERIES: The **Florida IPSE Credential Guidance Brief Series** includes:

- # 1 Background on Inclusive Postsecondary Education
- # 2 Programs of Study
- # 3 Exploring Existing Credentials
- # 4 Partnerships toward Credential Development
- # 5 FCIHE Credential Action Planning Tool (FCAPT) for IPSE Programs
- # 6 Credentialing Resources

ABOUT THIS BRIEF: This **IPSE Credential Guidance Brief: # 6 Credential Resources** is an annotated bibliography of resources developed for institutions of higher education who are considering developing an inclusive postsecondary education (IPSE) program credential for students with intellectual disability. These credential resources have been assembled from a wide range of sources including national, non-disability specific, disability, education, and industry-focused.

Credential Resources

Certificates: Gateway to Gainful Employment and College Degrees, Georgetown University Center on Education and the Workforce (2012)

<https://cew.georgetown.edu/cew-reports/certificates/>

This resource, developed by the Center on Education and the Workforce at Georgetown University, analyzes earnings by field of study, program length and other demographic information to identify the important factors related to credential earning and salary earnings. This report also analyzes the institutions that most commonly award certificates – such as community colleges and for-profit institutions – and the states where certificates are most prevalent and provide the highest earnings returns.

Connecting Credentials: A Beta Credentials Framework

Building a system for communication about and connecting diverse credentials

<https://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.pdf>

This framework, developed by the Lumina Foundation, uses competencies – what the learner knows and is able to do – as common reference points to help understand and compare the levels and types of knowledge and skills that underlie degrees, certificates, industry certifications, licenses, apprenticeships, badges and other credentials. Competencies are understood both in industry and academia and can be applied in multiple contexts, making them a powerful unifying way to examine credentials.

Counting U.S. Secondary and Postsecondary Credentials, (A Credential Engine Report, April, 2018)

https://credentialengine.org/wp-content/uploads/2018/04/Counting_US_Secondary_and_Postsecondary_Credentials_April_2018.pdf

This Credential Engine report provides the preliminary results of researchers from the Center for Regional Economic Competitiveness (CREC) and the George Washington University Institute of Public Policy (GWIPP) regarding the estimated number and types of credentials available in the U.S. in 2018. The review covered several credential types, including postsecondary degrees; apprenticeships; licenses, certifications; noncredit certificates; and emerging credentials such as badges, Nanodegrees, and MicroMasters. Over 300,000 credentials were identified in the U.S.: 84.3 percent were proffered by Title IV postsecondary institutions. 213,913 degree programs (64.2 percent) were identified and 66,997 certificate programs (20.1 percent).

Creative Approaches to Meaningful Credentials (ThinkCollege Webinar proceedings)

<https://thinkcollege.net/resource/accreditation-and-credentials/creative-approaches-meaningful-credentials>

This webinar, hosted by ThinkCollege, describes the development of Meaningful Credentials and how they are being established in a variety of colleges and university systems. Nationally students with intellectual disabilities are obtaining credentials when exiting college. This important capstone is essential to the following; bringing meaning to the course work completed in college, enhancing the personal and social growth of individuals with intellectual disabilities, and will result in greater value to employers.

Credential Action Planning Tool for Postsecondary Programs for Students with Intellectual Disabilities (Think College)

<https://thinkcollege.net/resource/accreditation-and-credentials/credential-action-planning-tool>

This Credential Action Planning (CAP) tool, developed by ThinkCollege, supports postsecondary education programs for students with intellectual disabilities in the development of a meaningful credential that can be earned by the students attending their program. It includes a checklist that takes the user through each step in the process, allowing space for indicating where they are in the process and to take notes on each step. It is a companion to Think College Insight Brief #25 on Credential Development.

Credential Development in Inclusive Higher Education Programs Serving Students with Intellectual Disability (Think College Insight Brief, 2014)

<https://thinkcollege.net/resource/accreditation-and-credentials/credential-development-inclusive-higher-education-programs>

Think College Insight Brief #25 shares strategies and processes that can be used by programs when they are developing the credential that students will earn. An accompanying Credential Action Planning Tool is also available from Think College.

Credential Engine

www.credentialengine.org

Credential Engine is a non-profit whose mission is to bring transparency to all credentials, reveal the marketplace of credentials, increase credential literacy, and allow students, workers, employers, educators, and policy makers to make more informed decisions about credentials and their value.

Credentials of Value: State Strategies for Identifying and Endorsing Industry-Recognized Credentials (2016)

<https://careertech.org/resource/credentials-of-value>

This policy brief from Advance CTE was released under the New Skills for Youth initiative, a partnership of the Council of Chief State School Officers, Advance CTE and the Education Strategy Group, generously funded by JPMorgan Chase & Co. The paper highlights promising practices from Florida, Kansas and Louisiana, which have each made considerable progress developing a system for students and employers to navigate the tangled universe of credentials. The brief further describes how each state tackles the challenge in a different way, building a system that suits their local economy and context, and highlights a few common strategies.

Equipped for the Future; Fundamentals (n.d.), Center for Literacy, Education & Employment

<https://eff.clee.utk.edu/fundamentals/default.htm>

Equipped for the Future (EFF) managed by the University of Tennessee's Center for Literacy, Education and Employment, developed a framework for adult learning based on content standards. These content standards were constructed to strengthen the ability of adult education providers to improve their programs to better meet the needs of adult learners and the wider community. This website features information on the foundational pieces of the EFF framework including the four purposes for learning, the three role maps, the 13 common activities that overlap the roles, and the 16 EFF Content Standards, which are the fundamental tools in facilitating the EFF approach to teaching, learning, and assessing and for program improvement. The standards represent a consensus of what is important for learners to know and be able to do and are linked to the primary purposes that motivate adult learning.

Fast Facts: Current Status of Meaningful Credentials for Students with Intellectual Disabilities Attending TPSID Model Demonstration Programs (Think College, 2014)

https://thinkcollege.net/sites/default/files/files/resources/CredentialFF5_F.pdf

In 2010, the Office of Postsecondary Education awarded grants to 27 institutions of higher education (IHEs) to create or expand access to higher education for students with intellectual disabilities in 23 states. These model demonstration projects, known as Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs), were asked to create meaningful credentials for students who completed their programs. This Fast Fact reviews what kind of credentials are available to students with ID in college.

Florida Consortium on Inclusive Higher Education (FCIHE)

<https://fcihe.com/participating-colleges/>

The FCIHE provides an evolving list of Florida’s inclusive postsecondary education (IPSE) programs serving students between the ages of 18 and 43. Programs, colleges, and universities listed here are those the Consortium was able to contact and met the definition of inclusive postsecondary education for students with intellectual disabilities as defined in the TPSID initiative of the Higher Education Opportunity Act (HEOA, 2008)

Florida Department of Education’s Data Trend # 31: Taking Student Life Skills Courses Increases Academic Success (November 2006)

<http://www.fldoe.org/core/fileparse.php/3/urlt/dt31.pdf>

Courses designed to teach students skills for successful completion of postsecondary education and for functions outside of the institution, such as time management and financial management, are known as Student Life Skills courses, and are offered to all students at community colleges. Traditionally, students who are required to take developmental education courses are encouraged to enroll in a Student Life Skills course. If a student scores very low on the placement test or is placed into all three areas (reading, writing, and math) of developmental education, the Student Life Skills course is required at some institutions. This study was conducted to determine if taking and successfully completing a Student Life Skills course affects a student’s academic success.

Florida Department of Education, List of Industry Certifications

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. This supports the Department’s Next Generation Areas of Focus effort Number 3 —“to expand opportunities for postsecondary degrees and certificates.” These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.

Foundation Skills for College and Career Learning Plan (Think College, 2016)

https://thinkcollege.net/sites/default/files/files/resources/foundation%20skills%207_6_17mbdt.pdf

The Foundational Skills for the College and Career Learning Plan (CCLP) can be used to structure college experiences, including course work, employment, internships, on campus activities, volunteer and service learning experiences, and more. The CCLP is a goal setting and assessment tool designed to drive learning and productivity on campus, during internships and on the job. It can be used to structure the goal setting and to track and document the achievement of foundational skills. The CCLP may also be used as a planning document while developing the course of study, career goals, as a teaching tool for opening up conversations with students about the importance of foundational skills, and as an evaluation tool for providing ongoing evaluation and feedback on skill acquisition.

Learning to Work, Delaware Pathways Strategic Plan 2016

<http://delawarepathways.org/old-delaware-pathways-strategic-plan/>

This strategic plan from Delaware features an education and workforce partnership that creates a career pathways system for all youth. This effort builds upon Delaware's rich history of providing Career and Technical Education (CTE) through the state's vocational school districts and Delaware's community college which have produced a robust and highly skilled workforce for Delaware and the surrounding region.

Measuring Non-Degree Credential Attainment (Workforce Data Quality Campaign) (May 2018)

<https://www.nationalskillscoalition.org/resources/publications/file/Measuring-Non-Degree-Credential-Attainment-50-State-Scan.pdf>

The Workforce Data Quality Campaign (WDQC) surveyed all fifty states, and the District of Columbia, to learn whether states are collecting individual-level data about non-degree credentials, incorporating that data into their state longitudinal data systems (SLDS), evaluating attainment by subpopulation, and identifying credentials of value.

National Association of Colleges and Employers (NACE), Career Readiness for the New College Graduate: A Definition and Competencies

<http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates. The National Association of Colleges and Employers (NACE), through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness.

NOCTI, Digital Badges

<https://www.nocti.org/SkillBadges.cfm?m=3>

This webpage on the NOCTI, the largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation, website describes skills badges, including digital badges and features a badge overview, frequently asked questions and a way to receive updates.

NOCTI's Key Themes in CTI: The Practicality of Digital Badges (2014)

https://www.nocti.org/pdf/news/techniques/The_Practicality_of_Digital_Badges_Sept_2014_sm.pdf

This article expands on the ideas related to the promise of digital badges and the changing landscape of badges. It provides more information on the motivational aspects of the implementation of an open, or digital, badge system and also covers the preliminary results of an experiment focusing on the receptivity of badges in CTE.

Report on Model Accreditation Standards for Higher Education Programs for Students with Intellectual Disability: A Path to Education, Employment, and Community Living (2016)

<https://thinkcollege.net/resource/accreditation-and-credentials/report-model-accreditation-standards-higher-education>

The National Coordinating Center Accreditation Workgroup submitted this statutorily mandated report to the US Department of Education Secretary in December, 2016, summarizing the work of the Accreditation Work Group and outlining the Model Program Accreditation Standards that were developed. HEOA required the National Coordinating Center to convene a workgroup of experts to develop model standards and identify the key components of higher education programs for students with ID.

Stackable Credential Policy Toolkit (2016)

<https://www.nationalskillscoalition.org/resources/publications/stackable-credential-policy-toolkit>

The purpose of this toolkit is to provide resources to state policymakers and advocates on state policies for stackable credentials. Stackable credentials are among a set of state “skills equity policies” being promoted by National Skills Coalition (NSC). These policies are aimed at expanding equitable access to middle-skill training, credentials, and family supporting careers, particularly for those who have faced barriers to economic opportunity.

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