



---

# Certification Incentive Revenue

Report to the Legislature

As required by Minnesota Statutes, House File 2749, Article 25, section 61, subdivision 4

---

## **For more information:**

Paula Palmer, Director  
Office of Career and College Success  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113  
(651) 582-8737  
[Paula.Palmer@state.mn.us](mailto:Paula.Palmer@state.mn.us)  
[education.state.mn.us](http://education.state.mn.us)

As requested by Minnesota Statutes, section 3.197: This report cost approximately \$1,346 to prepare, including staff time, printing and mailing expenses.

*Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.*

## Table of Contents

For more information:.....	2
Legislative Charge.....	4
Executive Summary.....	4
Introduction.....	5
Analysis.....	5
Table 1. Summary Certifications Awarded.....	6
Table 2. Summary of Participating Districts.....	7
Conclusion.....	8

## Legislative Charge

The 2016 Legislature directed the Minnesota Department of Education (MDE) to consult with the Governor's Workforce Development Council established under Minnesota Statutes, section 1161.665, and the P-20 education partnership operating under Minnesota Statutes Section 127A.70 to establish a list of qualifying career and technical certificates and post the names of those certificates on the Department of Education's website. The certificates are required to be in fields where occupational opportunities exist.

A school board may adopt a policy authorizing students in grades 9 through 12, including students enrolled in postsecondary enrollment option courses under Minnesota Statutes (§124D.09) the opportunity to complete a qualifying certificate. The certificate may be complete as part of a regularly scheduled course. A school district may also register a student for any assessment necessary to complete a qualifying certificate and pay any associated registration fees for its students.

The incentive funding for a school district's career and technical certification aid equals \$500 times the district's number of students enrolled during the current fiscal year who have obtained one or more qualifying certificates during the current fiscal year (2016-2017). The statewide total certificate revenue must not exceed \$1,000,000. The commissioner shall reduce the initial aid under this subdivision to ensure the statewide aid cap is not exceeded.

In February 2017, the Minnesota Department of Education submitted a report to the committees of the Legislature with jurisdiction over kindergarten through grade 12 education and higher education on the number and types of certificates authorized for the 2016-2017 school year. A final report on the number and types of certificates earned by Minnesota's students during the 2016-2017 school year must be submitted by February 1, 2018.

## Executive Summary

This legislative report identifies school districts that submitted information to MDE on the types of certificates earned by Minnesota students during the 2016-2017 school year and the amount of incentive revenue paid to those districts.

In collaboration with the Governor's Workforce Development Council and the P-20 education partnership, 109 industry recognized certificates were identified for reimbursement which spanned all six available career fields and included 11 career clusters.

During the 2016-17 school year, students collectively earned 277 Industry recognized credentials as submitted through the Certificate Incentive Revenue legislation pilot project.

## Introduction

Currently many career fields within Minnesota are facing a skills gap. That is, the gap between skills needed on a job as compared with the skills upon entry into that job. The intent of the revenue was to incentivize school districts, specifically within their Career and Technical Education courses, toward offering industry recognized credentials in order to assist in reducing the occupational skills gaps currently seen within high-skill, high - demand, and high-wage industries. Given that young workers can obtain a credential and readily transition into the workforce, school districts offering the opportunity for students to earn professional certificates supports career readiness and regional workforce needs. Students earning an industry recognized credential are able to advance into a career field and begin to contribute to Minnesota's labor market.

The Minnesota Department of Education in partnership with representatives of the Governor's Workforce Development Council and the P-20 education partnership established a list of qualifying career and technical credentials. The industry-recognized credentials included in this pilot project represent professional certificates and licenses which are recognized by multiple employers across an industry and are endorsed by a nationally recognized trade association or organization. The skills assessed within a credential, as well as the final credential itself, represent standard knowledge and proficiencies which are a significant part of the industry.

## Analysis

There were 109 qualifying certificates identified by the Governor's Workforce Development Council and the P-20 education partnership. A full list of those certificates can be retrieved from the [Minnesota Department of Education website](#).

Once the list of qualifying certificates were finalized, staff in the Career and Technical Education (CTE) division of MDE collaborated with finance and MN.IT staff in order to determine necessary information to be collected and the most efficient way in which to collect the information. Because an individual student results and count was needed, a secure SharePoint site was created specifically for the project in order to ensure student data privacy.

The opportunity to participate was announced within MDE's Superintendent's memo which is a mass broadcast system. Information was also communicated during a roundtable event during an annual CTE professional association meeting, as well as being communicated specifically to CTE Consortium Leaders via a listserv announcement.

In summary, a total of 277 qualifying industry-recognized certificates/credentials were awarded to individual students supported by the Certificate Incentive Revenue legislation. There were 39 students in grades 9-10, and 238 students in grades 11-12 who earned a score of proficient on qualifying certification assessments.

**Table 1. Summary Certifications Awarded**

<b>Career Cluster and Total Number of Certifications Awarded</b>	<b>Number of certifications awarded, by Certification</b>
<b>Agriculture Science: Animal (21)</b>	
Veterinary Assistant	21
<b>Architecture and Construction (49)</b>	
OSHA 10-hour Construction Certification	5
OSHA 10-hour General Industry Certification	44
<b>Business, Management and Administration (22)</b>	
Microsoft Office Specialist Certification: Microsoft Office Word 2010	3
Microsoft Office Specialist Certification: Microsoft Office PowerPoint 2010	8
Microsoft Office Specialist Certification: Microsoft Office Word 2016	11
<b>Health Science Technology Education (128)</b>	
Home Health Aide	3
Preparing for College and Careers	13
Nursing Assistant Registered	112
<b>Manufacturing (21)</b>	
AC/DC Electrical Systems	2
Basic Hydraulics	1
Certified Production Technician (CPT) Certification	9
Certified Welder	9
<b>Restaurant/Food &amp; Beverage Services (16)</b>	
National Restaurant Association – Prostart Certificate of Achievement	16
<b>Transportation, Distribution and Logistics (20)</b>	
ASE Certification in Automobile: Automobile Service Technology	1
ASE Certification in Automobile: Electrical/Electronic Systems	1
ASE Certification in Automobile: Engine Performance	1
ASE Certification in Automobile: Maintenance & Light Repair	5
ASE Certification in Automobile: Suspension & Steering	1
Engine Technician: 2-Stroke, 4-Stroke, Compact Diesel Engine Tests	11
<b>Total =</b>	<b>277</b>

**Table 2. Summary of Participating Districts**

District Number	District Name	School Name	Student Count: by District	Number of Students per District x \$500 =
31	Bemidji Area Schools	Bemidji High School	53	\$26,500.00
891	Canby Public Schools	Canby High School	11	\$5,500.00
728	Elk River Area Schools	Elk River High School	47	\$23,500.00
728	Elk River Area Schools	Ivan Sand		
728	Elk River Area Schools	Rogers High School		
728	Elk River Area Schools	Zimmerman High School		
14	Fridley ISD	Fridley High School	34	\$17,000.00
413	Marshall Public Schools	MATEC	26	\$13,000.00
625	Saint Paul Public	Agape	72	\$36,000.00
625	Saint Paul Public	Central		
625	Saint Paul Public	Como		
625	Saint Paul Public	Gordon Parks		
625	Saint Paul Public	Harding		
625	Saint Paul Public	Highland		
625	Saint Paul Public	Humboldt		
625	Saint Paul Public	Johnson		
625	Saint Paul Public	Journeys		
625	Saint Paul Public	Open		
991	SW/WC Service Cooperative	Fairmont	34	\$17,000.00
991	SW/WC Service Cooperative	Lakeview		
991	SW/WC Service Cooperative	MACCRAY		
991	SW/WC Service Cooperative	Montevideo		
991	SW/WC Service Cooperative	Renville County West		
991	SW/WC Service Cooperative	Yellow Medicine East		
			<b>Grand Total =</b>	<b>\$138,500.00</b>

Seven districts submitted information to the Minnesota Department of Education totaling \$138,500.00.

## Conclusion

The initial response from Minnesota educators was overwhelmingly positive. However, the timeframe of legislation passed in relation to identifying qualified certifications and the legislated specification that the incentive was only available for assessments given during the 2016-17 school year created challenges for implementation and broad participation. Schools and educators plan courses and curriculum in the previous school year, which makes it difficult to implement the educational and technical skill content into courses being run or to develop new courses to meet the timeline. Schools have expressed that they need more time to fully integrate the timing of curriculum development to meet assessment criteria into their secondary Career Technical Education programs. Other schools cited concerns over the single year incentive, and uncertainty of continued funding support for the certification. Schools also mentioned the reason for the low usage of revenue could be attributed to the fact that federal grant funds were previously budgeted for use of industry recognized credentials, well in advance of this legislative incentive applied to the same time period the federal funds were allocated for. For future educational initiatives, particularly involving curriculum development, the recommendation is a minimum of three-year funding allocation timeline.