



Florida's CTE Audit: Statewide Review of Programs

Florida Department of Education

Friday, January 24, 2020



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Webinar Logistics

- Participants will be on mute the duration of the webinar.
- Materials from today's webinar are available in the "Handouts" pane.
- To submit questions during the webinar, please use the "Questions" function.

Agenda

- Opening Remarks
- Background
- Audit Methodology
- Statewide Program Review
- Next Steps



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Background

Executive Order (19-31)

- Students need advanced knowledge and skills to find meaningful work/productive careers.
- A knowledgeable and skilled workforce is essential for future economic growth and opportunity.
- There is a need for workers in health services, education, transportation, trade, utilities and computing as well as workers in fields requiring industry certifications and licenses.

Executive Order (19-31)

- Charges commissioner with developing a methodology for an annual audit of CTE programs to include a review of student outcomes and alignment of:
 - Programs offered at K-12 and postsecondary levels;
 - Professional-level industry certifications; and
 - High-growth, high-demand and high-wage employment opportunities.
- Requires the commissioner to annually recommend to the governor CTE programs that should be eliminated and programs that should be added based on audit results.

Florida Career and Professional Education Act (Section 1003.491, Florida Statutes)

- Charges commissioner with annually reviewing K-12 and postsecondary CTE programs to assess alignment of existing offerings with employer demand, postsecondary credentials and professional industry certifications. Additionally, the review should identify offerings that:
 - Are linked to occupations that are in high demand by employers;
 - Require high-level skills; and
 - Provide middle-level and high-level wages.
- Requires the commissioner to phase out CTE programs and encourage districts and postsecondary institutions to offer new programs based on results of review.

CTE Audit

Goal

To systematically measure secondary and postsecondary CTE programs for quality.

Audit Phases

Phase 1: Statewide review of programs

The department conducted an analysis of quality, using statewide data, for active CTE secondary and postsecondary programs.

Phase 2: Local program review

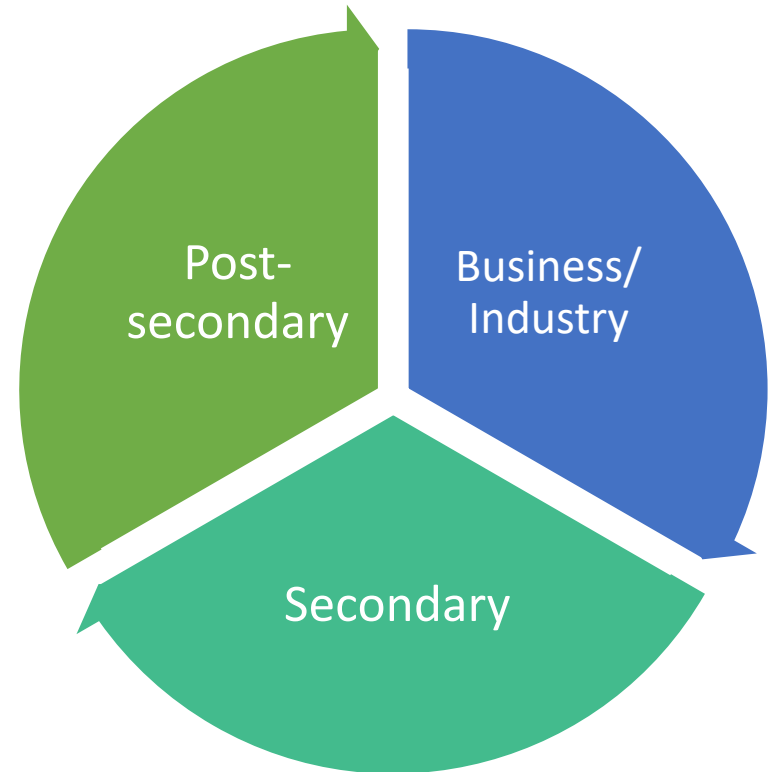
In this phase, the department will look deeper into each program at each institution for programs not meeting the statewide benchmarks.

Phase 3: Share information and best practice

Using the data and information collected, the department will publish and recognize best practices around business and industry partnerships.

Stakeholder Engagement

- Statewide advisory committee (17 members)
 - CareerSource, DEO, Enterprise Florida, Council of 100, Board of Governors, district and college leaders, business & industry
- Three expert groups (47 experts)
- Public feedback via website



Expert Groups for CTE Audit

Progress to Date

- Spring 2019
 - Governor DeSantis issued Executive Order 19-31 & Florida Legislature passed HB 7071.
 - FDOE consulted with other states and national experts on similar efforts to audit CTE programs for quality.
 - FDOE established advisory committee.
- Summer 2019
 - Advisory committee provided guidance on guiding principles for secondary and postsecondary CTE.
 - FDOE consulted with expert groups and advisory committee on establishment of program quality indicators (PQIs).
 - FDOE identified the data sources and methodology for the PQIs.
- Fall 2019
 - FDOE collected data on PQIs.
 - FDOE consulted advisory committee on benchmarking methodology.
 - FDOE completed a preliminary analysis of programs.



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Audit Methodology

Programs

K-12

- Middle School and Career Exploratory
- Career Preparatory
- Technology Education
- Work-based Learning and Capstone Courses
- All other including practical arts, single course programs and courses for special needs population

Postsecondary

- Apprenticeship
- Career Certificate
- Applied Technology Diploma
- College Credit Certificate
- Associate in Science/Associate in Applied Science
- Workforce Baccalaureate Degrees

Programs

- From the original 1,191 programs...

- | | |
|--|---|
| <p>Career prep, tech
ed, postsecondary</p> | <ul style="list-style-type: none"> • 490 programs underwent statewide benchmarking. • 169 programs were removed from analysis because these programs have been daggered for deletion, meaning they can no longer enroll new students within a certain period of time. • 139 new programs that began enrolling students in 2016-17 or later will not undergo a review of institutional measures in this audit. Because these programs are new, institutional data on progress and outcomes are not yet available. Once data are available, these programs will be phased in the audit cycle. • 234 active programs that did not have sufficient data (data unavailable on one or more institutional measures and/or counts of less than 10 students in the denominator of one or more institutional measures) to undergo benchmarking, even after combining three years of data for each indicator where sufficient data were not available. These programs will automatically go to a local review. |
| <p>Middle grades,
WBL/ Capstone,
Other CTE</p> | <ul style="list-style-type: none"> • 159 programs (middle grades, WBL/Capstone and other CTE) are being evaluated using a separate process. This figure includes 133 active and new courses/programs as well as 26 daggered courses/programs. |

Middle Grades, WBL/Capstone, Other CTE

- These courses/programs will be evaluated using the following questions:
 - Are the courses being used as intended?
 - Is the course part of a career cluster? Is it part of career pathway to a high school CTE program?
 - Does the course have a significant percentage of standards that are part of other courses (either in a CTE program or not)?
 - Should the course be incorporated into an existing high school CTE program framework?
 - What does the utilization of these courses look like?
- While these courses/programs were not benchmarked, the PQI data will be used to review the current performance of students taking these courses and programs.

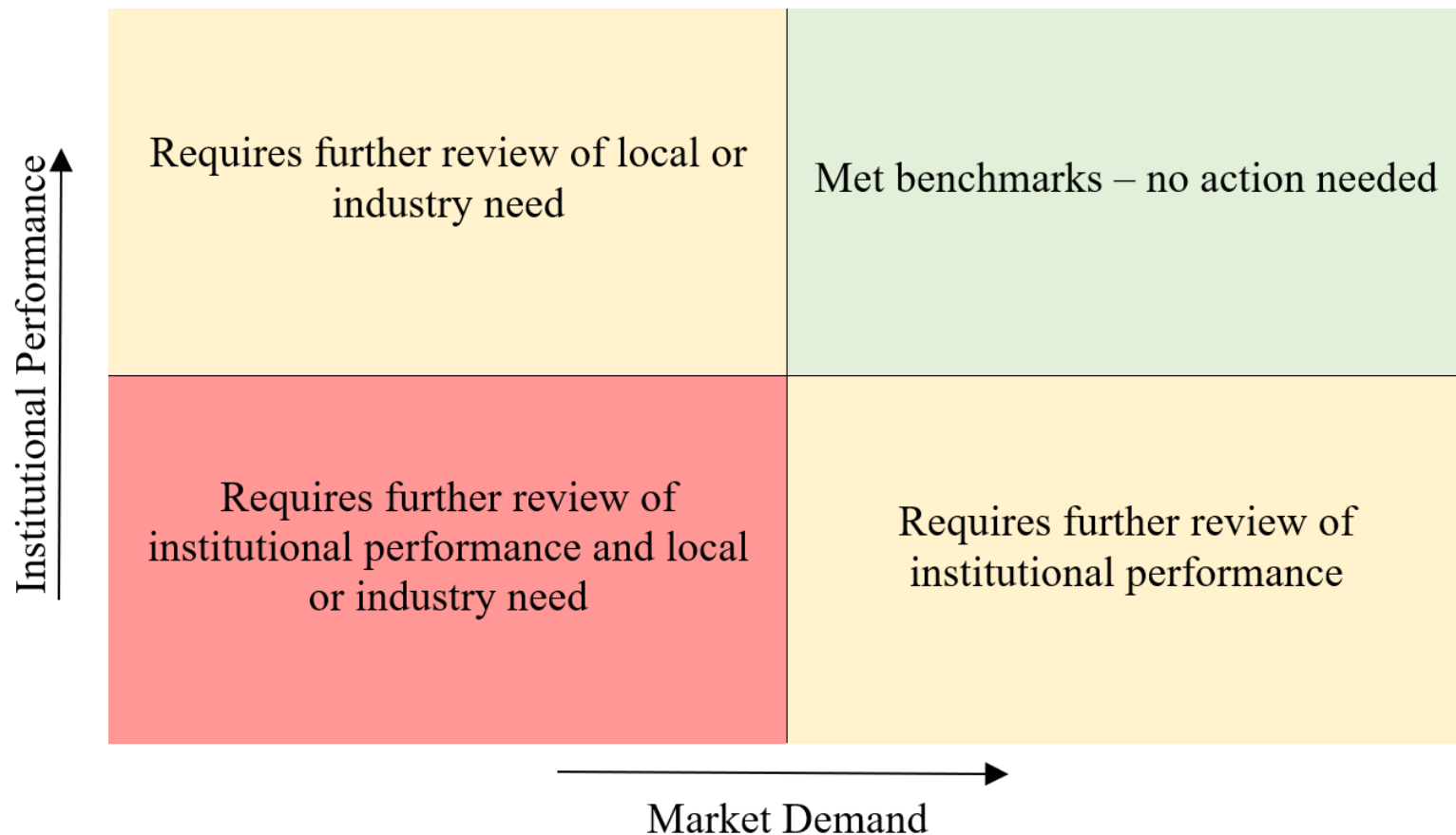
Career Prep, Tech Ed & Postsecondary Guiding Questions

- First, what is the market demand for the program?
 - Programs are assessed based on the extent to which there are data that support the demand for the program at statewide and regional levels.
- Second, how is the program performing?
 - Programs are assessed based on their performance on key institutional measures of program quality.

Note: Middle grades, work-based learning/capstone and other CTE courses will not be assessed for market demand.

Plotting Performance

Each program was placed in one of four categories based on results from the statewide program review.



Program Quality Indicators (PQIs)

- The initial step in the CTE audit process was identifying a set of PQIs that reflect what constitutes a high-quality state CTE program at the K-12 and postsecondary levels.
- These PQIs serve as quality benchmarks by which each program is measured.
- FDOE staff developed the PQIs in collaboration with the advisory committee and three expert groups.

Secondary PQIs

Market Demand

Career Prep

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL)
- Indicator of whether the program trains for an occupation on a Regional DOL
- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years
- Indicator of whether the program trains for an occupation with middle to high wages

Tech Ed

- Indicator of whether the program trains for an area identified as an Enterprise Florida Targeted Sector

Institutional Performance

- Percent of students who earned an industry certification or digital tool certificate in the course*
- Percent of students with a program concentration
- Graduation rate of students with a program concentration
- Percent of CTE concentrator graduates who transitioned into postsecondary education or employment after high school
- Average entry wage of CTE concentrator graduates*

**Measure is included for qualitative review and is not included in the benchmark*

Benchmarking Notes

- The following two indicators are not included in the proposed benchmarking calculations:
 - Industry Certification Attainment
 - Initial Average Wages after high school
- Data review shows the following:
 - Many CTE programs do not have related industry certifications currently.
 - Average wage outcomes for secondary CTE students may not represent the quality of the program since most students do not earn a credential by the time of HS graduation.
 - Use of these data is recommended for the local review process

Benchmarking – Secondary Workforce PQIs

- If a career preparatory program leads to occupation...
 - On statewide DOL; or
 - On regional DOL; or
 - Expected to grow; or
 - Leading to middle-to-high wages.
- If a technology education program is linked to an Enterprise Florida Targeted Industry Sector.
- Then program meets benchmarks (dichotomous: yes/no).

Benchmarking – Secondary Institutional Data

- Programs were assigned points based on performance on three PQIs:
 - Program Concentration Rate = 10
 - Graduation Rate of Concentrators = 10
 - Job placement/continuing education rate = 10
 - Total Possible Points = 30**
- Once points were calculated for each program, programs that fell into the lowest quartile will move forward for local review.
- Programs that are above the lowest quartile require no further action.

Postsecondary PQIs

Market Demand

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL)
- Indicator of whether the program trains for an occupation on a Regional DOL
- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years
- Indicator of whether the program trains for an occupation with middle to high wages

Institutional Performance

- Retention rate
- Student success rate
- Job placement or continuing education rate
- Average wages for those found employed in Florida after completion

Benchmarking – Postsecondary Workforce PQIs

If program leads to occupation....

- On statewide DOL; or
- On regional DOL; or
- Expected to grow; or
- Leading to middle-to-high wages,

Then program meets benchmarks (dichotomous: yes/no).

Benchmarking – Postsecondary Institutional PQIs

- Programs were assigned points based on performance on four PQIs:

Retention rate = 10

Student success rate = 10

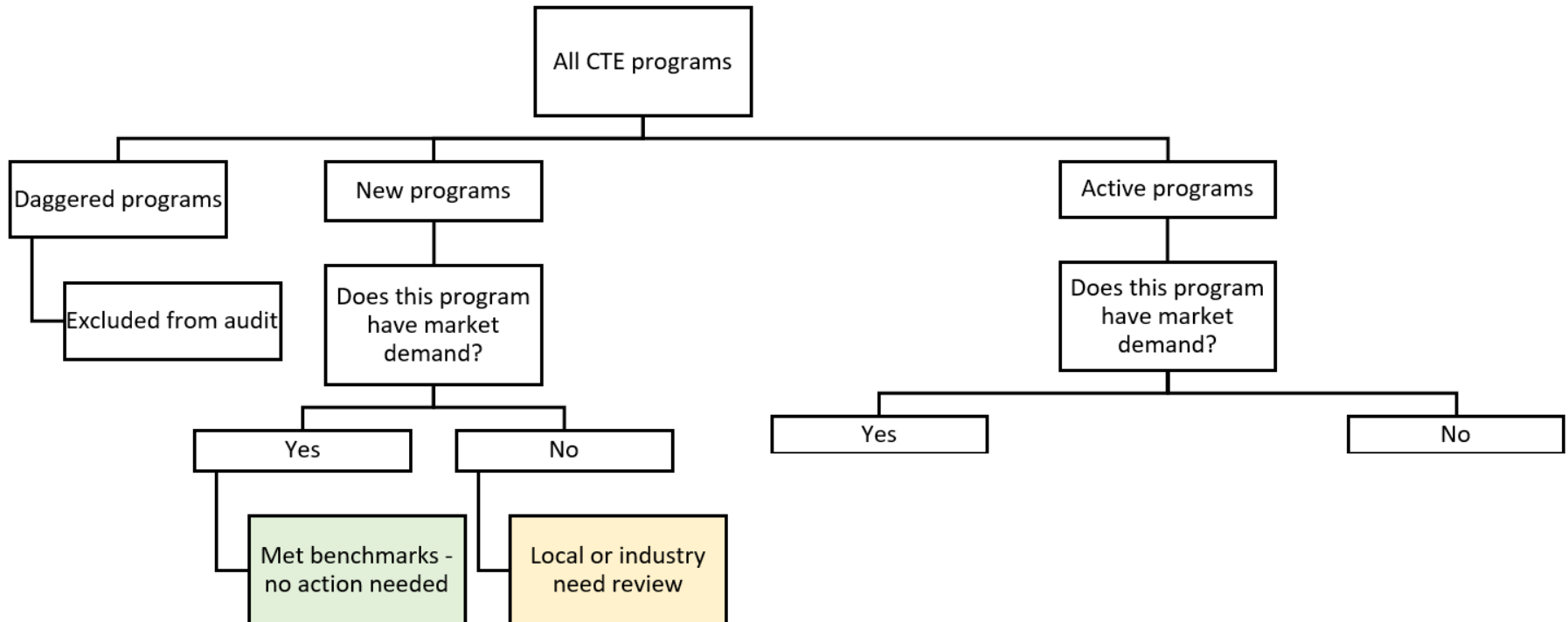
Job placement/continuing education rate = 10

Wages = 10

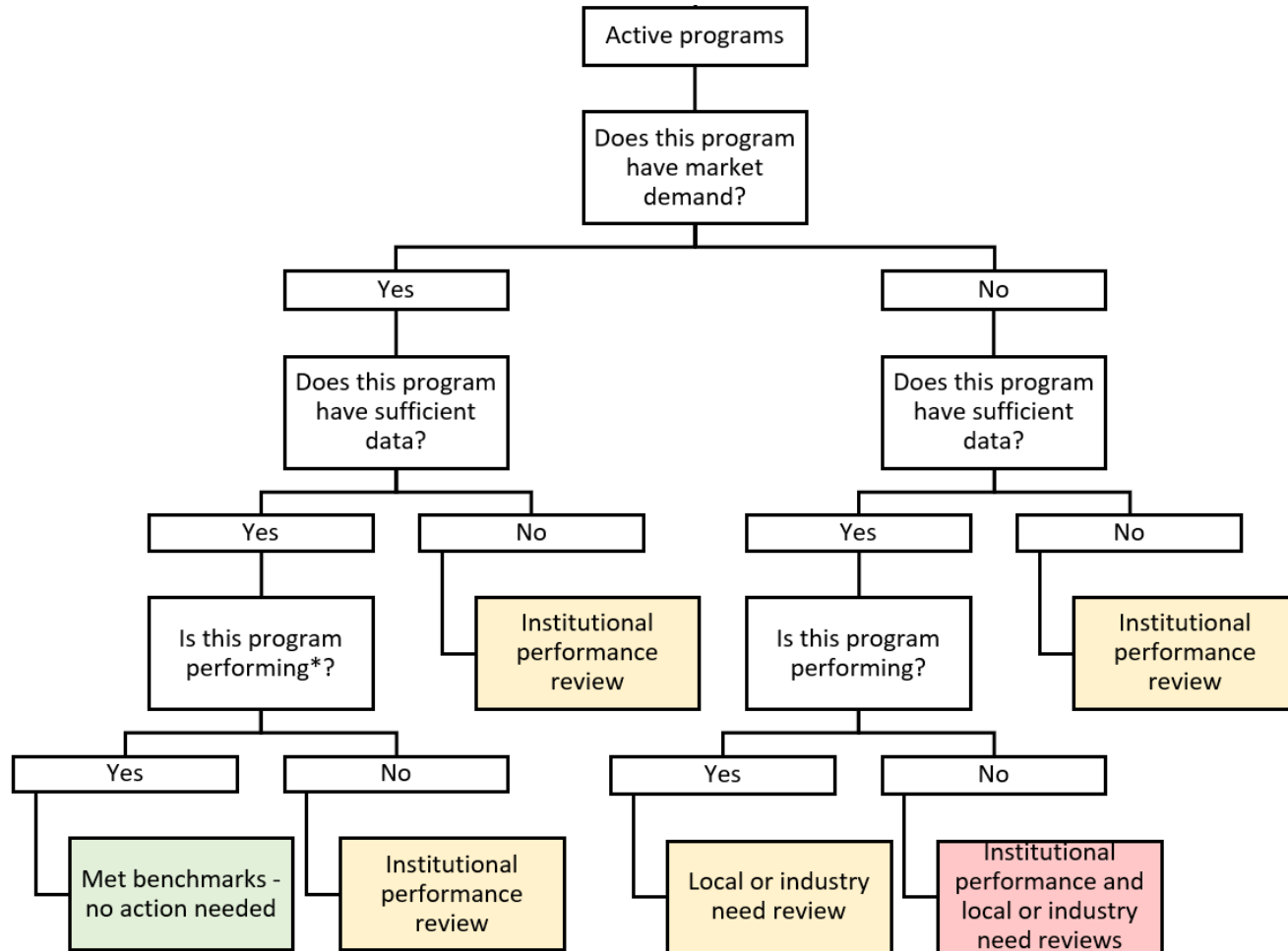
Total Possible Points = 40

- Once points were calculated for each program, programs that fall into the lowest quartile will move forward for local review.
- Programs that are above the lowest quartile require no further action.

Decision Tree – First Level of Analysis (Market Demand)



Decision Tree – Second Level of Analysis (Program Performance)



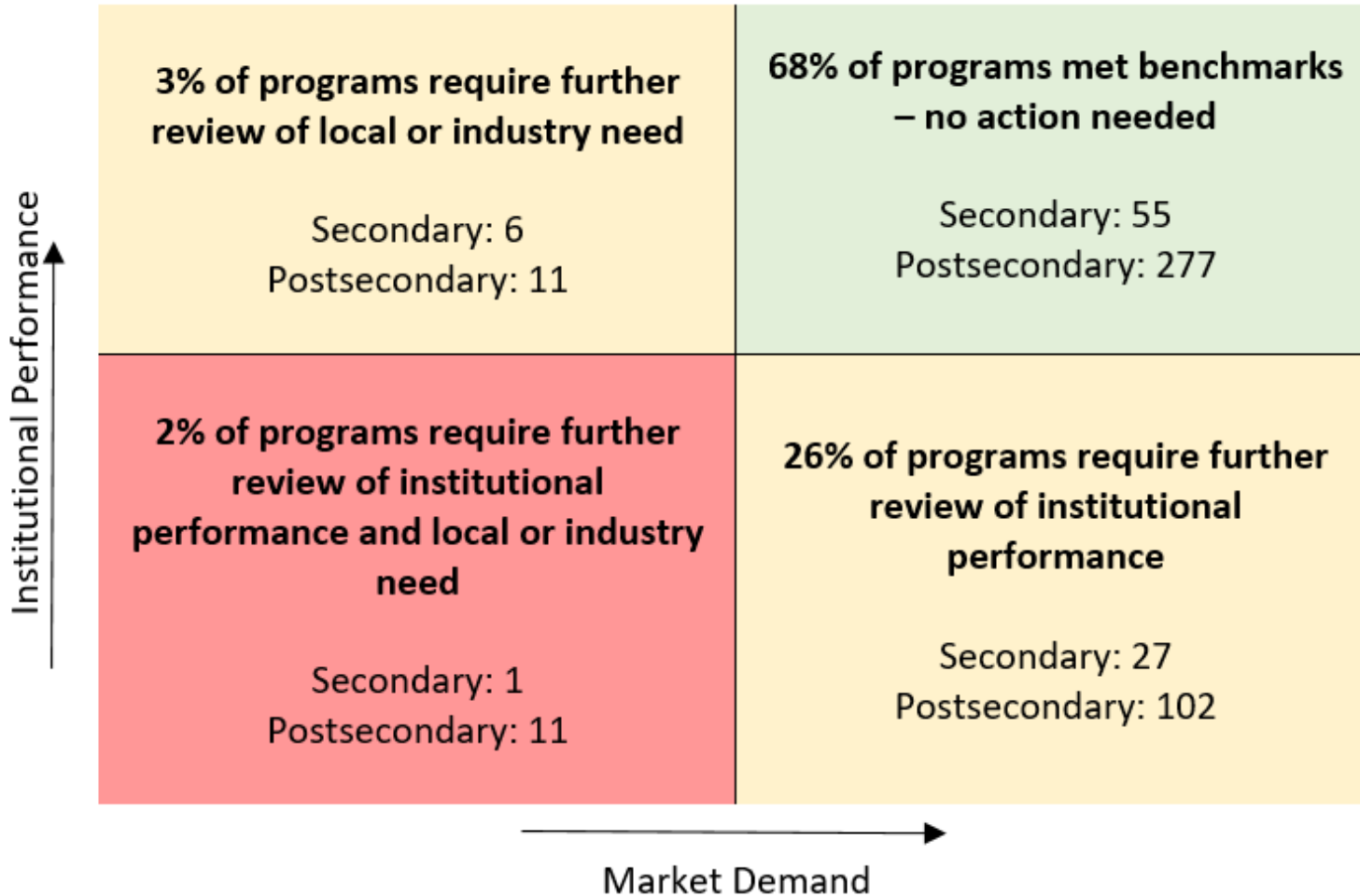
**After combining three years of program data, it is possible for programs that were initially insufficient to move into the sufficient category; in these cases, the programs will undergo the same review as active-sufficient programs.*



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Statewide Program Review

CTE Programs – Results (Career Prep, Tech Ed & Postsecondary)



Note: percentages may not add up to 100% due to rounding

CTE Programs – Results by Career Cluster

Career Cluster	Total Programs	Programs that met benchmarks		Programs moving forward for review of local or industry need		Programs moving forward for review of institutional performance		Programs moving forward review of local or industry need AND review of institutional performance	
	#	#	%	#	%	#	%	#	%
TOTAL	490	332	68%	17	3%	129	26%	12	2%
Agriculture, Food, & Natural Resources	25	16	64%	1	4%	8	32%	0	0%
Architecture & Construction	38	29	76%	0	0%	9	24%	0	0%
Arts, A/V Technology & Communication	56	16	29%	7	13%	24	43%	9	16%
Business Management & Administration	40	23	58%	1	3%	15	38%	1	3%
Education & Training	27	19	70%	1	4%	6	22%	1	4%
Energy	6	6	100%	0	0%	0	0%	0	0%
Engineering & Technology Education	8	3	38%	0	0%	5	63%	0	0%
Finance	9	9	100%	0	0%	0	0%	0	0%
Government & Public Administration	6	4	67%	0	0%	2	33%	0	0%
Health Science	86	72	84%	2	2%	12	14%	0	0%
Hospitality & Tourism	19	14	74%	1	5%	4	21%	0	0%
Human Services	8	7	88%	0	0%	0	0%	1	13%
Information Technology	50	22	44%	0	0%	28	56%	0	0%
Law, Public Safety & Security	26	23	88%	0	0%	3	12%	0	0%
Manufacturing	44	39	89%	2	5%	3	7%	0	0%
Marketing, Sales & Service	13	7	54%	0	0%	6	46%	0	0%
Transportation, Distribution & Logistics	29	23	79%	2	7%	4	14%	0	0%

Note: percentages may not add up to 100% due to rounding



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Next Steps

Phase 2 Timeline

January 24	FDOE shares preliminary findings from statewide review.
February 3	FDOE corresponds with each institution to specify what action is needed for each program.
February 4	FDOE hosts technical assistance webinars to provide guidance on completing local review templates.
March 13	Institutions submit local review templates for each program requiring action.
March - April	FDOE compiles the results from the local template submissions.
April	FDOE convenes peer reviewers to recommend action for programs under their respective disciplines.
May	FDOE submits recommendations to governor.

District/Institutional Notification

By February 3, each district/ institution will receive a memo and spreadsheet detailing required action.

Program Information								Audit Findings	
Institution Name	Program Name	10 Digit CIP	Program Number	Award Level	Career Cluster	Program Status (FDOE Designation for Audit Purposes ¹)	Primary SOC (Name/Number)	Audit Findings	Institutional Action Required Resulting from State Audit Findings

Audit Findings

- Insufficient data to conduct analysis (statewide)
- Met benchmarks (statewide)
- Did not meet workforce benchmarks (statewide)
- Did not meet institutional benchmarks (statewide)
- Did not meet workforce and institutional benchmarks (statewide)

----> Next Steps

- > Institutional performance template
- > No action
- > Market demand template
- > Institutional performance template
- > Market demand and institutional performance templates

District/Institutional Notification

State Results - Workforce PQIs					State Results - Institutional PQIs				
Met Market Demand (Y/N)	Statewide DOL (Y/N)	Regional DOL (Y/N)	Projected Growth (Y/N)	Middle/ High Wages (Y/N)	Total Points (met benchmarks if 25.31-40.00)	Retention Rate (%)	Student Success Rate (%)	Job Placement / Transfer Rate (%)	Wages (%)

- Institutional notifications will include statewide results for each program (sample postsecondary above). Because the unit of analysis was programs at the state level, we did not calculate institutional performance. Institutions will provide data on student outcomes via a template.
- Institutions have variation in naming conventions for programs. We will use the naming convention provided in the State Board-adopted curriculum framework. We encourage your institution to review CIP/program numbers carefully.
- There is no mechanism for FDOE to track when individual institutions terminate programs; therefore, your institution may no longer offer programs that are on the list. For those programs, you will need to notify FDOE the program is terminated via a short template. A full template will not need to be completed for these programs.

Technical Assistance Webinars

Market Demand Template

Tuesday, February 4, 2020

10:00 – 11:00 am EDT

Registration

URL: <https://attendee.gotowebinar.com/register/6932755468936652555>

Webinar ID: 713-511-003

Institutional Performance Template

Tuesday, February 4, 2020

1:00 – 2:30 pm EDT

Registration

URL: <https://attendee.gotowebinar.com/register/810080989200927243>

Webinar ID: 493-347-355

Local Reviews (Career Prep, Tech Ed and Postsecondary)

Template 1- Market Demand

Template 1- career prep, tech ed and all postsecondary

- Template is a blend of short answer, long answer and file uploads.
- Institutions will provide data and documentation that substantiate labor market alignment.

Template 2 - Institutional Performance

Template 2a- career prep & tech ed

Template 2b- postsecondary

- Template is primarily long answer with ability to upload files to show data and trends over time.
- Institutions will report their performance on institutional PQIs and provide narrative reflecting on their performance.

Peer Review

Under separate cover, we will provide additional information regarding the peer review timeline and application process.

Market Demand Peer Committees

- Representatives from business/industry
 - FDOE will work with CTE audit advisory committee to identify members who represent the related fields/industries.
- Secondary and postsecondary CTE experts
 - FDOE will have an application process for secondary and postsecondary experts who are credentialed in the discipline.

Institutional Performance Peer Committees

- Secondary and postsecondary CTE experts
 - FDOE will have an application process for secondary and postsecondary experts who are credentialed in the discipline.

Peer Review

- We anticipate there will be multiple peer committees organized by industry. The work of the peer committees will take place from mid-March through late April.
- Peer reviewers will offer consultative information intended to contribute to the improvement of a program in the areas identified in the local program review templates.
- Peer reviewers will be asked to make recommendations to the department about each program and the department will consider the peer review committee's recommendations in its recommendations to the governor.



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Q&A



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