



Florida Department of Education Updates

June 9, 2022 – FCS Councils



FLORIDA DEPARTMENT OF
EDUCATION
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Agenda (Part 1)

- Chancellor Kathy Hebda
- Chancellor Kevin O'Farrell
- 2022 Legislative Session Updates



2022 Legislative Session

Dr. Carrie Henderson

Executive Vice Chancellor

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General Appropriations Act (HB 5001)

- \$1.394 billion: Program Funds (+7.83 percent)
 - Required the Florida College System presidents, in consultation with FDOE, to develop an equity-based per student funding model
- \$14 million: Industry certification funding
- \$30 million: Student Success Incentives (performance funds)

Dual Enrollment

- Senate Bill (SB) 2524 removed the requirement that only public school students be provided materials free of charge.
- SB 2524 provided that postsecondary institutions may not require payment for materials' costs that are eligible for reimbursement.
- SB 2524 modified the timeline for reporting and reimbursements for the Dual Enrollment Scholarship Program.
 - Institutions must report students within 30 days after the end of the regular registration period.
 - FDOE must distribute reimbursements no later than 30 days upon receipt of the institutions' submissions.
- The Florida Legislature appropriated \$18,050,000 to support this program in FY 2022-23.

Uniform Award of Credit for Law Enforcement Training

- House Bill (HB) 3 required the adoption of regulations and rules to create a process to allow eligible current and former law enforcement officers to earn postsecondary credit for college-level training and education.
- HB 3 established September 1, 2022, as the date by which the Articulation Coordinating Committee (ACC) must convene a 14-member workgroup to develop a process for determining equivalencies.
- HB 3 established March 1, 2023, as the date by which the workgroup must provide recommendations regarding the process of awarding credit.
- Annually, the ACC must approve and update a prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience.

Statewide Course Numbering System

- SB 7044 codified many current practices related to the maintenance of the electronic Statewide Course Numbering System (SCNS).
 - It specified the SCNS include, for postsecondary courses, course levels, numbers, titles, credits awarded, and other identifiable information by institution and academic year.
 - It reiterated that institutions accept and apply course credit in transfer first toward general education core requirements or other general education requirements before applying courses as elective credit.
- SB 7044 also required the SBOE to adopt rules related to the collection of course information, identifiable information required for each course, and the conduct of regularly scheduled faculty committee reviews and recommendations.

Institutional Accreditation

- SB 7044 prohibited FCS institutions from being accredited by the same accrediting agency or association for consecutive accreditation cycles.
 - Once the reaffirmation or fifth-year review by the current accreditor is complete, institutions will be required to provide quarterly reports on their progress of seeking accreditation from an accreditor identified by SBOE.
 - If each SBOE-identified accreditor refuses to grant candidacy to an FCS institution, that institution must seek accreditation from an agency or association that is recognized by the U.S. Department of Education.
 - In the case candidacy status is not granted, the FCS institution may remain with its current accreditor.
- The prohibition on being accredited by the same accreditor for consecutive accreditation cycles will expire on December 31, 2032.
- The bill also provided FCS institutions with a cause of action against an accreditor if the institution has been negatively impacted by retaliatory action.

Textbook Affordability

- SB 7044 required the lists of textbooks and instructional materials to:
 - Remain posted for at least five academic years.
 - Be searchable by the course subject, course number, course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material.
 - Be easily downloadable by current and prospective students.
- SB 7044 modified syllabi requirements for the list of required and recommended textbooks if the course is a general education core course option. For these courses, the following information is required:
 - Course curriculum.
 - Goals, objectives, and student expectations.
 - Assessment of student performance.

Education for Student Inmates

- SB 722 authorized a county or municipal detention facility or the Department of Corrections (DOC) to contract with an FCS institution to provide education services to its inmates.
- The bill affirmatively provides that state funds provided for the operation of postsecondary workforce programs may be expended on a state inmate with 24 months or less remaining on his or her sentence.

Fee Waivers/Exemptions

Waiver/ Exemption	Populations	Additional Conditions
Disabled Veterans (HB 45*)	<ul style="list-style-type: none"> Disabled veterans who receive GI Bill education assistance, but who do not qualify for the 100 percent eligibility tier federally 	<ul style="list-style-type: none"> Waiver in the amount that is the difference between the portion of tuition and fees authorized under federal law and the full amount of tuition and fees
Homeless Youth (HB 1577 and HB 7065)	<ul style="list-style-type: none"> Students who meet McKinney-Vento Homeless Assistance Act definitions 	<ul style="list-style-type: none"> Students not required to resubmit documentation under certain circumstances
Former Foster Youth (SB 7034)	<ul style="list-style-type: none"> Student who was subject of a shelter, dependency, or a termination of parental rights proceeding, and who was/is: in out-of-home care, adopted, in permanent guardianship 	<ul style="list-style-type: none"> Institutions required to have campus liaison positions so dedicated, on-campus support is readily available Institutions required to comprehensive support structure in the academic arena and make information available on webpages

* Bill passed but has not yet been signed

Individual Freedom

- HB 7 provided that it is discrimination to subject individuals to believe certain specified concepts as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity.
- HB 7 provided that subjecting a student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe the specified concepts constitutes discrimination.
- It also replaced “gender” with “sex” and replaced “ethnicity” with “color.”

Open Door Grant Program

- SB 2524 modified the Open Door Grant Program, which provides funds to support student completion of short-term, high-demand credit and non-credit CTE programs. Specifically, SB 2524:
 - Extended eligibility for Open Door funds to school districts without a career center that offer eligible integrated education and training programs;
 - Removed completion of a Free Application for Federal Student Aid (FAFSA) as a requirement for student eligibility; and
 - Allowed institutions to use Open Door funds to cover the student portion of the Student Investment approach.
- The Florida Legislature appropriated \$20 million for FCS institutions to support this program in FY 2022-23.

Linking Industry to Nursing Education (LINE)

- SB 2524 created s. 1009.896, F.S., to create the Linking Industry to Nursing Education (LINE) Fund to incentivize collaboration between nursing education programs and health care partners to combat the growing nursing shortage in the state.
- This competitive grant program will provide matching funds, on a dollar-to-dollar basis, to participating institutions that partner with a healthcare provider.
- The Florida Legislature appropriated \$19 million for FCS institutions, school district career centers, charter technical career centers, and independent nonprofit colleges and universities.

Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE)

- SB 2524 PIPELINE to allocate funds to public postsecondary institutions based on the performance of nursing education programs.
 - Nursing education program completers.
 - First-time National Council of State Boards of Nursing Licensing Examination (NCLEX) passage rate of completers.
 - NCLEX passage rates above the national average.
- The Florida Legislature appropriated \$40 million for FCS institutions.

Informational - Other Topics

- SB 896* created an **additional pathway for veterans to qualify for educator certification.**
- SB 2524 required the **biennial gap analysis** of the supply and demand of the healthcare workforce to **be conducted by the Florida Center for Nursing.**
- HB 3 created the Florida Law **Enforcement Academy Scholarship Program** to assist in the recruitment of law enforcement officers (\$5 million).
- HB 3 created a **reimbursement program** for applicants who relocate from outside the state to become full-time law enforcement officers in Florida (\$1 million).

** Bill passed, but has not yet been signed*

Informational - Other Topics

- SB 7044 amended requirements related to institutional decision regarding **modifying tuition and fees**.
- SB 7006 revised the definition of the term “campus emergency response” to specify the types of **staff involved in emergency planning and the students, faculty, and staff who are exempted from public records**.

2022 FCS Implementation

	May require review of local policy and/or procedure	May require data or information to be submitted to the state
Dual Enrollment (SB 2524)	Yes	Yes; information currently collected
Uniform Award of Credit for Law Enforcement Training (HB 3)	Yes	Not anticipated
Statewide Course Numbering System (SB 7044)	Yes	Possibly; information on faculty committees
Institutional Accreditation (SB 7044)	Yes	Yes; quarterly reports on progress
Textbook Affordability (SB 7044)	Yes	Yes; beyond current information collected
Open Door Grant Program (SB 2524)	Yes	Yes; information currently collected
Linking Industry to Nursing Education (LINE) (SB 2524)	If applicable	If applicable
Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) (SB 2524)	Not anticipated	Not anticipated
Nursing Data Collection (SB 2524)	Not anticipated	Yes; information currently collected
Education for Student Inmates (SB 722)	Possibly	Yes; through current reporting mechanism
Fee Waivers/Exemptions (HB 45*, HB 1577, SB 7034)	Yes	Yes; through current reporting mechanism
Individual Freedom (HB 7)	Yes	Unknown at this time

* Bill passed but has not yet been signed www.FLDOE.org



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Q&A

Agenda (Part 2)

- Division of Florida Colleges
 - Florida Student Success Center
 - Office of Articulation
- Division of Career and Adult Education



Division of Florida Colleges

- Alternative Placement Methods Implementation
- BOG Regulations on Dual Enrollment High School Graduates and Limited Access
- Mathematics Pathways
- Articulation Updates
- Open Door Grant Program



Alternative Placement Methods Implementation

Dr. Mike Sfiropoulos

Director, Academic Affairs

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Alternative Methods Overview

- In February, the State Board of Education (SBOE) approved revisions to Rule 6A-10.0315, Florida Administrative Code (F.A.C.) to expand mechanisms FCS institutions may use to assess readiness for college-level work.
- The rule amendment adds the following categories of alternative methods and associated minimum standards:
 - Tests and assessments;
 - Performance in high school coursework (courses taught at Florida public high schools and accelerated high school courses);
 - Credit-by-examination; and
 - Local placement methods (Form No. ALTPLACE-01) (Not for Dual Enrollment).
- Effective March 15, 2022, institutions may use a common placement test or an alternative method approved in rule to assess students for college readiness.

Alternative Methods Implementation

- The rule allows local institutional flexibility when establishing which alternative methods to adopt, for what purposes, and under which conditions, including the following:
 - Which category(s) of alternative methods to adopt.
 - The use of alternative methods for developmental education placement and/or dual enrollment eligibility determinations.
 - The ability to mix alternative methods to determine college readiness (e.g., PSAT Mathematics test score and high school English course and GPA).
 - Using alternative method standards beyond those that determine college readiness for course-level placement.
- Local institutional implementation considerations:
 - Getting institutional and key stakeholder buy-in.
 - Using institutional/student record data to inform implementation decisions.
 - Evaluating available resources needed for implementation.
 - Creating a shared implementation action plan.
 - Tracking implementation progress.

Alternative Methods Implementation (Cont.)

- Once institutions have made determinations about the usage of alternative methods, they may need to update existing policies and procedures and/or create new ones to comply with the provisions where applicable. This may include updating institutional catalogs and websites, informing academic and admissions advisors, and modifying reporting mechanisms.
- For institutions that choose to use alternative methods for dual enrollment eligibility determinations, their Dual Enrollment Articulation Agreements will need to be updated.
- FASTER is currently in the process of being updated to incorporate all approved alternative methods. The FASTER Steering Committee is meeting in June to consider the new fields. Additional details are forthcoming.
- Reporting the use of alternative methods is anticipated to begin starting the 2023-24 academic year and thereafter at the earliest. Ad hoc reporting may be requested earlier. Additional details are forthcoming.



Board of Governors Regulation Updates

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BOG Regulation on Dual Enrollment High School Graduates

6.005 Admission of Associate in Arts High School Students

- (1) High school students participating in dual enrollment and other acceleration programs who are on track to earn an associate in arts (A.A.) degree from a Florida College System (FCS) or State University System (SUS) institution and who do not meet the requirements of Board of Governors Regulation 6.004 may be considered for admission as either a first-time-in-college (FTIC) freshman or as a potential A.A. transfer student.
- (2) All Statewide Course Numbering System postsecondary credit shall be accepted according to Board of Governors Regulation 8.007 irrespective of selecting the option to admit the student either as an FTIC or A.A. transfer. The applicability of such credit will be determined based on the student's intended baccalaureate degree requirements and shall be awarded in a way that provides maximum benefit to the student.
- (3) Within the curriculum, space, and fiscal limitations, admission to the upper division of one of the SUS institutions shall be granted to those selected for the A.A. option, provided the A.A. degree meets the requirements of Board of Governors Regulation 6.004(3)(b). Admission to the student's preferred public institution or program is not guaranteed. Students who have not completed the required common prerequisites for the degree program may not be admitted or may have their admission offer rescinded if they do not complete the required prerequisites prior to enrollment.

BOG Regulation on Dual Enrollment High School Graduates

- (4) Admission as an FTIC student does not prohibit admission to the upper division of one of the SUS institution degree programs for students meeting program admission requirements.
- (5) Admission is contingent upon completing all additional requirements for admission as required by each university to which the student applies.
 - (a) Students selected for the FTIC option must meet the requirements per Regulation 6.002.
 - (b) Students who would benefit from the A.A. admissions option have the choice to submit SAT and or ACT test scores.
 - (c) Students may find their admission offer rescinded if they do not complete their last year of high school and A.A. (for A.A. transfer student admission) as specified. Students modifying their coursework after the submission of their application for admission must inform the SUS institution(s) of the change(s). Final high school transcripts and FCS, SUS, or other postsecondary transcripts are required.
- (6) SUS institutions must provide written information on their admission website regarding the consequences that accompany test-optional decisions and any other relevant information that may be helpful to students when applying for admission.
- (7) Data shall be reported in State University System data files under whichever category the student is admitted.

Proposed - BOG Regulation on Specialized Admissions

- 8.013, ~~Limited Access~~ Specialized Admissions
 - Adds language to ensure institutions provide equitable access to these undergraduate programs and outlines the reporting requirements to ensure compliance with the regulation.
 - Modifies the criteria for initial approval and continued approval of specialized admissions.
 - Institutions will be required to submit plans for increasing capacity in undergraduate programs seeking specialized admissions status due to limited resources and for programs classified as a Program of Strategic Emphasis.



Mathematics Pathways

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Mathematics Pathways

- Section 1007.23(3) F.S., requires three mathematics pathways be established for students by aligning mathematics courses to programs, meta-majors, and careers.
- The statute requires that a representative committee consisting of State University System faculty, faculty of career centers, and FCS institution faculty collaborate to identify the three mathematics pathways.
- Additionally, the committee is required to identify the mathematics course sequence within each pathway that align to the mathematics skills needed for success in the corresponding academic programs and careers.

Mathematics Pathways Status Update

- The statutorily required committee identified the three pathways:
 - Algebra through Calculus
 - Statistical Reasoning
 - Mathematical Thinking in Context
- Committee members also developed student learning outcomes and recommended courses that will be associated with each pathway.

Scope of Statewide Mathematics Pathways

Associate in Science/Applied Science

General Education (Gen Ed) Core Course in Pathway

(1 course from pre-defined
course numbers in Gen Ed
Core rule)

Associate in Arts

Gen Ed Core Course in Pathway

(1 course from pre-defined
course numbers in Gen Ed
rule)

Institutional Course

(Meets common learning
outcomes and is aligned with
CPM; Course numbers are
recommended, but
institutions have flexibility in
deviating if SLOs are met)

Bachelor's

Gen Ed Core Course in Pathway

(1 course from pre-defined
course numbers in Gen Ed
rule)

Institutional Course

(Meets common learning
outcomes and is aligned with
CPM; Course numbers are
recommended, but
institutions have flexibility in
deviating if SLOs are met)

Mathematics Pathways Implementation Timeline

Activity	Expected Timeline
Committee finalizes mathematics pathways and course sequences	April 2022
Discipline assignments/survey	May—June 2022
ACC considers proposed mathematics pathways and course sequences	June 14, 2022
Florida Department of Education (FDOE) initiates rule development process/Office of the Board of Governors (BOG) initiates regulation development process to incorporate math pathways	July 2022
State Board of Education/Florida Board of Governors considers mathematics pathways rule/regulation revisions	October 2022
FDOE/BOG notify institutions and provide technical assistance	October 2022 (T.A. ongoing)
State and institutional curriculum processes (curriculum committees, curriculum frameworks, catalog updates, staff training, etc.)	2023-24 academic year
Mathematics pathways effective for entering students in associate and baccalaureate degree programs	2024-25 academic year



Articulation

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FASTER

- The following changes are proposed to FASTER for implementation in the 2022-23 school year cutover.
 - Digital Badges – Addition of Fundamentals of Written Communication table value (new)
 - Alternative Placement Methods – Addition of methods that were not previously in FASTER (new)
 - General Education – Clarification on AS general education requirements (possible amendment)
- Once the FASTER Steering Committee approves of the modifications, FDOE will begin making technology changes and communicating with the field.
- The FASTER cutover is tentatively scheduled for September 2022.

Acceleration

- Dual Enrollment
 - All articulation agreements must be submitted by the August 1st deadline.
- Credit-By-Exam
 - Two new AP courses: African-American Studies & Precalculus.
 - Two new IB mathematics courses: Mathematics: Analysis and Approaches & Mathematics: Applications and Interpretation.



Open Door Grant Program

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Open Door Grant Program

- SB 2524 modified the Open Door Grant Program, which provides funds to support student completion of short-term, high-demand credit and non-credit CTE programs. Specifically, SB 2524:
 - Extended eligibility for Open Door funds to school districts without a career center that offer eligible integrated education and training programs;
 - Removed completion of a Free Application for Federal Student Aid (FAFSA) as a requirement for student eligibility; and
 - Allowed institutions to use Open Door funds to cover the student portion of the Student Investment approach.
- The Florida Legislature appropriated \$20 million for FCS institutions to support this program in FY 2022-23.

Open Door Grant Program

- **July 1, 2022** - FDOE will update the funding source from federal to state.
 - All agencies with a current award will be carried over to a new state funded grant number.
 - This change necessitates FDOE to release a Request for Application (RFA) with a project award period of July 1, 2022, to June 30, 2023.
- **July 10, 2022** - Complete closeout of the existing federal grant award with the submission of the DOE 399 document.

Open Door Grant Program

- FDOE has initiated rule development to amend rule 6A-20.045, F.A.C., to align with the programmatic and fiscal changes made in SB 2524.
- There will be a rule development workshop on June 22, 2022, at 3:00 p.m. (EDT).
 - You may register for the workshop at <https://register.gotowebinar.com/register/1537495910153401103>.

Division of Florida Colleges Presenters

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Q&A



Division of Career and Adult Education

- Credentials Review Committee and Master Credentials List
- New Perkins Industry Recognized Credentials Window
- HB 1507 Section 35 Implementation Update
- Lower Division CIP to SOC Alignment Update
- WestEd Update



Credentials Review Committee and Master Credentials List

Credentials Review Committee (CRC)

- Upcoming Meeting – June 27, 2022, at the Learners to Earners Summit
- Landing page for CRC:
 - Link: <https://careersourceflorida.com/boardroom/florida-credentials-review-committee/>.
 - Members,
 - Resources, and
 - Meeting materials and recordings.

2022-23 Master Credentials List Adoption

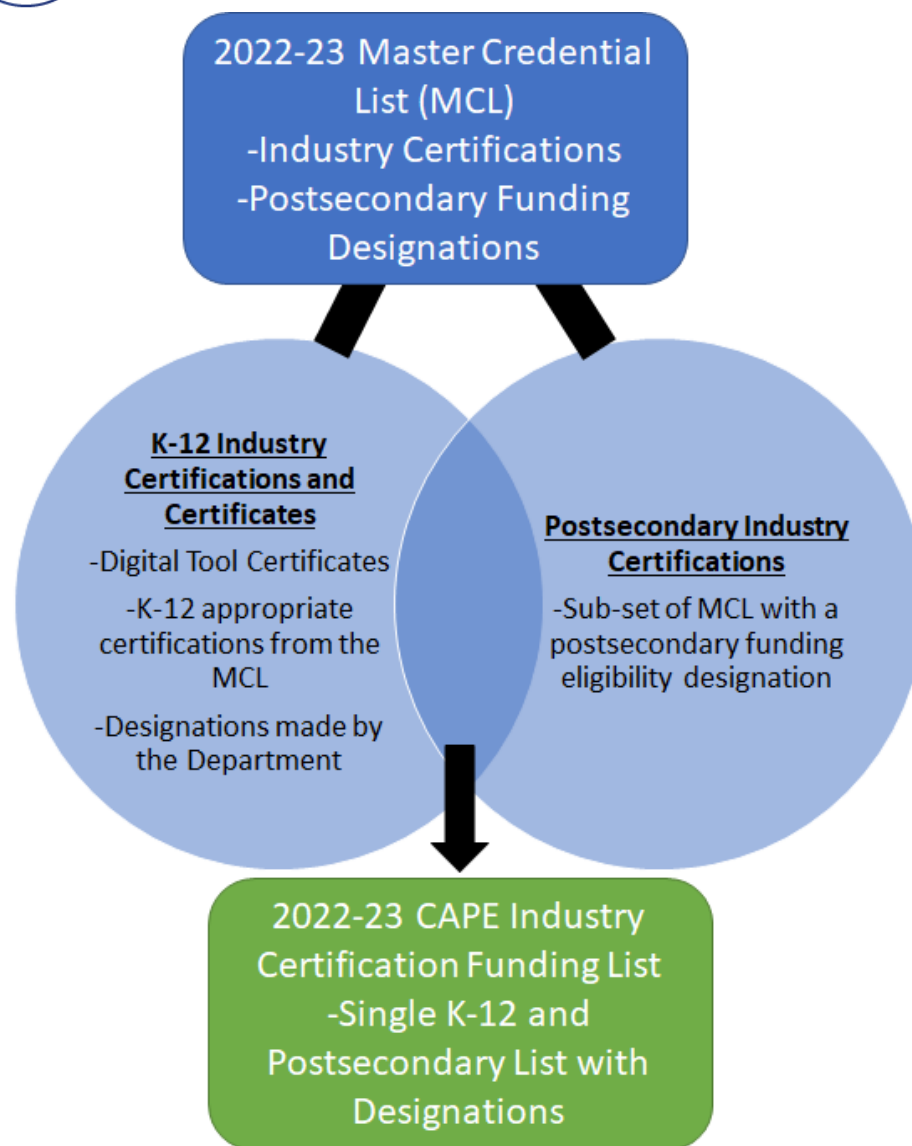
- The Credentials Review Committee adopted the 2022-23 Master Credentials List in March.
 - Posted on the Credentials Review Committee site here: <https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/>
- See “Postsecondary Funding Eligible” column for the certifications eligible for CAPE Funding List.
- Minor Changes
 - Removal of certifications no longer available.
 - PROSO021 Certified Internet Web (CIW) Web Design Professional
 - PROSO022 Certified Internet Web (CIW) Web Design Specialist
 - PROSO019 Certified Internet Web (CIW) Perl Specialist

2022-23 – Submission for New Certifications

- The Credentials Review Committee is continuing work on the framework of quality to be used for the Master Credentials List process.
- Once this work is complete, all current certifications will be reviewed using the new framework of quality and a new request submission process will be available.
- Check website for meeting schedules and updates to their process.



Relationship between MCL and CAPE List Development



Rule 6A-6.0576 - New CAPE Rule

- Rule development has been noticed on the new CAPE rule.
- The workshop was held on June 6, 2022. A link to the recording webinar will be sent out for those who were unable to attend.
- Public comment may be made here:
<https://web02.fldoe.org/rules/Default>



New Perkins Industry Recognized Credentials Submission Window

Request for Submission of New Perkins Industry Recognized Credentials

- In late June or early July, the Division will release a form for agencies to submit:
 - New Industry Certifications
 - New Linkages to Existing Industry Certifications
- Link to the 2021-22 Perkins Postsecondary Industry Recognized Credentials list is available here:
 - <https://www.fldoe.org/academics/career-adult-edu/perkins/AccountabilityMeasures.shtml>
 - See Postsecondary Resources

Request for Submission of New Perkins Industry Recognized Credentials

- This submission will allow for an initial identification of new industry certifications that can initially be approved for the Perkins approved list. At a later date, these credentials may be submitted to the Credentials Review Committee for the Master Credentials List.



House Bill 1507, Section 35 Implementation Update

Background

House Bill 1507 (2021) modified s. 1011.80(2), F.S., related to SBOE approval of Florida College System workforce education programs. Specifically, the following provisions were added:

- *1011.80(2)(a) The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. 445.004(4), for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.*
- *1011.80(2)(b) A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed, through an expedited review process, and approved by the State Board of Education.*

Background

The terms “workforce education” and “workforce education program” include:

- Adult general education programs designed to improve the employability skills of the state’s workforce as defined in s. [1004.02\(3\)](#), F.S.
- Career certificate programs, as defined in s. [1004.02\(20\)](#), F.S.
- Applied technology diploma programs (clock hour or college credit)
- Continuing workforce education courses (also referred to as non-credit)
- Degree career education programs (college credit certificate, Associate in Applied Science, Associate in Science)
- Apprenticeship and preapprenticeship programs as defined in s. [446.021](#), F.S.

Implementation Update

- **The estimated timeline for the next iteration of a LMEC product is anticipated for early fall.**
 - LMEC determinations are fundamental to successful implementation of many provisions from HB 1507, including, but not limited to, the Money-Back Guarantee program, the Master Credential List, new Florida workforce program inventory program approval and expedited approval (section 35), and the CTE audit.

Implementation Update

- The FDOE to collect an inventory of all workforce education programs active in the 2021-22 year (April 15, 2022).
- This milestone has been completed and DFC and DCAE team members are reviewing submitted templates and contacting institutions to reconcile any issues.

Implementation Update

- FDOE to collect an inventory of all workforce education programs active in the 2022-23 year (July 2022) through the FloridaShines Catalog, using 2021-22 inventory as a starting point.
- The Credential Review Committee to adopt a framework of quality (**now anticipated fall 2022**).

Implementation Update

- Once Framework of Quality has been formally adopted, FDOE will amend forms related to new program approval requests to align to the framework of quality (**now anticipated fall 2022**), effective for new programs in 2023-24 and thereafter.
- FDOE to create expedited review forms that incorporate the six statutory criteria (**now anticipated spring 2023**) effective for performance funding consideration in 2023-24 and thereafter.

Implementation Update

- FDOE to use the information collected through the inventory to create minimum frameworks for non-credit programs (**now anticipated spring 2023**).
- Programs that are active in 2021-22 and 2022-23 **will not** be required to undergo an expedited review process to be considered for performance funding or add-on FTE (districts only).

Resources and Contacts

- Please visit <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml> for the latest information related to Section 35 implementation.
- Primary Contacts - If you have any questions, please contact Dr. Carrie Henderson at Carrie.Henderson@fldoe.org (FCS institutions) or Tara Goodman at Tara.Goodman@fldoe.org (districts).



CTE Lower Division CIP to SOC Alignment Update

Background: 2020 Lower Division CIP Transition and Deployment

Timeline	Activity
Late 2019	NCES released the 2020 Classification of Instructional Programs (CIP) codes.
Nov.-Dec. 2020	The Division of Career and Adult Education (DCAE) engaged key stakeholders at Florida College System (FCS) institutions and school district technical colleges regarding federal CIP code recommendations.
January 2021	DCAE conducted internal review of the survey results.
Jan.-Feb. 2021	DCAE is nearing completion of this extensive review and plans to release a draft 2010 to 2020 CIP code crosswalk.
May 2021	DCAE will present the 2021-22 curriculum frameworks with new CIP codes to the State Board of Education for approval.
Reporting Year 2021-22	Implementation of new CIP codes.
Late spring 2021	Utilizing the NCES federal CIP to SOC Crosswalk as a foundation, DCAE will launch an internal and external review of existing CIP to SOC linkages in late spring.

Background

- Lower division CIP to SOC alignment external review was temporarily postponed in 2021 as FDOE engaged in a contract with PAIRIN/SkillsEngine to create a revised, Florida 6-digit CIP-to-SOC crosswalk as well as a 10-digit CIP-to-SOC crosswalk.
- SkillsEngine's primary goal of this project was to create a comprehensive CIP to SOC crosswalk for purposes of facilitating occupational supply and demand matching.

Background

- SkillsEngine applied a skill-based methodology (aka Detailed Work Activity (DWA)) to create a new CIP to SOC crosswalk.
- The guiding principle in this effort was to identify occupations whose work activities or ‘skills’ were essentially being taught (embedded) within a given CIP program, i.e. the instructional content ostensibly prepared a successful completer to perform a majority of the work tasks commonly associated with a given occupation.

Background

- SkillsEngine created DWA skill profiles for all federal CIP programs in which the state of Florida registered 2020 IPEDS completers and for all federal 2018 6-digit SOC codes.
- These DWA profiles were threaded together to generate a 'fit score' indicating the extent to which the skill profile of any CIP was closely aligned with the skill profile of any SOC.
- The fit score was a combination of frequency count and skill "priority." This was done by using Florida employment projections and wage data to more highly rank skills from high wage/high demand occupations.

Next Steps

- The Department has released the draft 6-digit and 10-digit CIP to SOC crosswalks completed by SkillsEngine.
- Utilizing the SkillsEngine comprehensive CIP to SOC Crosswalk as a foundation, DCAE will launch an external review of those lower division CIP to SOC linkages in the near future.
- The final version will provide continuity between the crosswalk and the 2023-24 curriculum frameworks and the CLNA templates that will be utilized in 2023-24 to conduct the Perkins needs assessment.

IES Grant
#R305A210289

Sub-baccalaureate Career and Technical Education: A Study of Institutional Practices, Labor Market Demand, and Student Outcomes in Florida

WestEd's Mission

- WestEd is a national, nonpartisan research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

Research Team

- Angela Estacion, Principal Investigator - aestaci@wested.org
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- Jenna Terrell, Coordinator/Sr. Researcher - jterel@wested.org
- Hayley Spencer, Researcher - hspence@wested.org
- Diana Roldan-Rueda, Researcher - droldan@wested.org

Select WestEd Projects in Florida

Two other projects using FL record-level data and sponsored by the Division of Florida Colleges:

- Work-Based Learning in FCS STEM programs
 - Funded by National Science Foundation (NSF)
- High School Acceleration Programs in Florida
 - Funded by Helios Education Foundation
- FL-based research and evaluation projects with various FCS and SUS partners
- Evaluation projects in partnership with school districts across Florida

Importance of the Study

Contribution to research and practice.

- Majority of CTE studies situated in secondary school setting.
- Studies of student behaviors and local labor market opportunities conducted at four-year institutions.

Federal CTE policies require postsecondary institutions to ensure programs are validated by local labor market demand.

- Limited knowledge for institutions.

State priorities.

- Executive Order 19-31

Study Details

- **Funding and timeline**

- Four-year study (July 2021–June 2025) supported through U.S. Department of Education, Institute of Education Sciences (IES) Research Grant.
- Supported by Division of Career and Adult Education.

- **Purpose**

- Understand the degree to which institutional factors and labor market demand are related to community college and district technical college student CTE outcomes.
- Identify institutional practices and processes used to design market-aligned CTE programs.

Research Questions

1. To what extent can course taking, concentration, major declaration and award completion within each CTE Career Cluster be predicted by institutional factors and labor market demand for related Career Cluster occupations?
2. How do community and technical colleges develop, offer, and update market-aligned CTE programs of study?

Study Design

- Review relevant FCS documents/artifacts.
- Extract record-level data from Bureau of PK-20 Education Reporting and Accessibility.
- Access region and CTE cluster-specific labor market data from third party source.
- Administer statewide survey to Florida Colleges and District Technical Colleges.
- Conduct case studies.
 - Interviews and focus group data collected from up to six Florida colleges and district technical colleges.

Next Steps for Colleges: Institutional Survey

About the survey

- With input from DCAE and project advisory committee, WestEd developed an institutional survey.*
- The survey's purpose is to better understand institutional practices that support market-aligned CTE program development.

Survey administration (June–July 2022)

- WestEd will send a personalized survey link to one person at every Florida College and District Technical College (DCAE will generate the contact list).
- The survey respondent may need to ask other colleagues for input in responding to questions about institutional practices overall and individual CTE Career Clusters at the institution.
- WestEd staff will be available by e-mail/phone/virtual meeting to assist survey respondents if needed.

*Institutional survey was guided by essential practices identified in The Aspen Institute's *The Workforce Playbook: A Community College Guide to Delivering Excellent Career and Technical Education*

Next Steps for Colleges: Site Visits

Site selection

- Survey analyses (fall 2022), relevant document review, and DCAE input will inform site selection for case studies.
- Up to six colleges will be invited to participate.

Site visits

- WestEd will coordinate with college staff to plan site visits (beginning spring 2023).
- Researchers will conduct on-site interviews and focus groups with stakeholders from each selected college site (late spring 2023–spring 2024).



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