CTE Audit: Market Demand Template

Florida Department of Education

Tuesday, February 4, 2020

Webinar Logistics

- This webinar is being recorded.

- Participants will be on mute the duration of the webinar.

- Slides from today's webinar are available in the "Handouts" pane. They will also be posted at fldoe.org/careerpathways/.

- To submit questions during the webinar, please use the "Questions" function.

Agenda

- Audit Methodology
- Statewide Program Review
- District/Institutional Results
- Market Demand – Track A
- Market Demand – Track B
- Resources
- Question & Answer

Intended audience: Any district or institution that has programs progressing for local review of market demand.

Presenters

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Executive Vice Chancellor

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Audit Methodology

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.

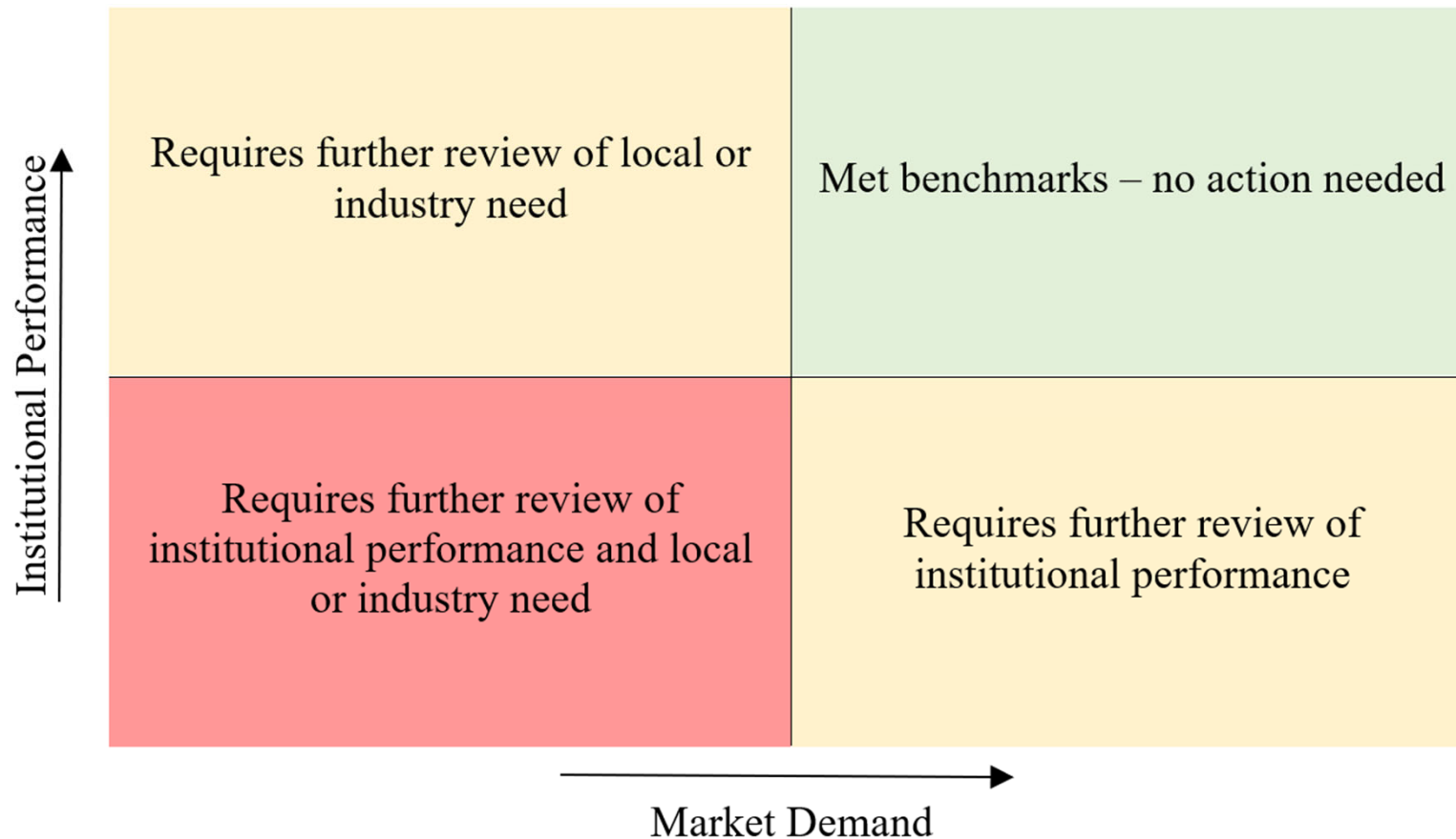*Phase 2: Local program review*

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.

Plotting Performance

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

Requires further review of local or industry need	Met benchmarks – no action needed
Requires further review of institutional performance and local or industry need	Requires further review of institutional performance

Institutional Performance (vertical axis)

Market Demand (horizontal axis)

Market Demand- Program Quality Indicators

Prep & Postsecondary*

- 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

* Postsecondary includes APPR, AS, ATD, Bach, Career Cert and CCC

Market Demand- Benchmarking

- If a career preparatory or postsecondary 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).

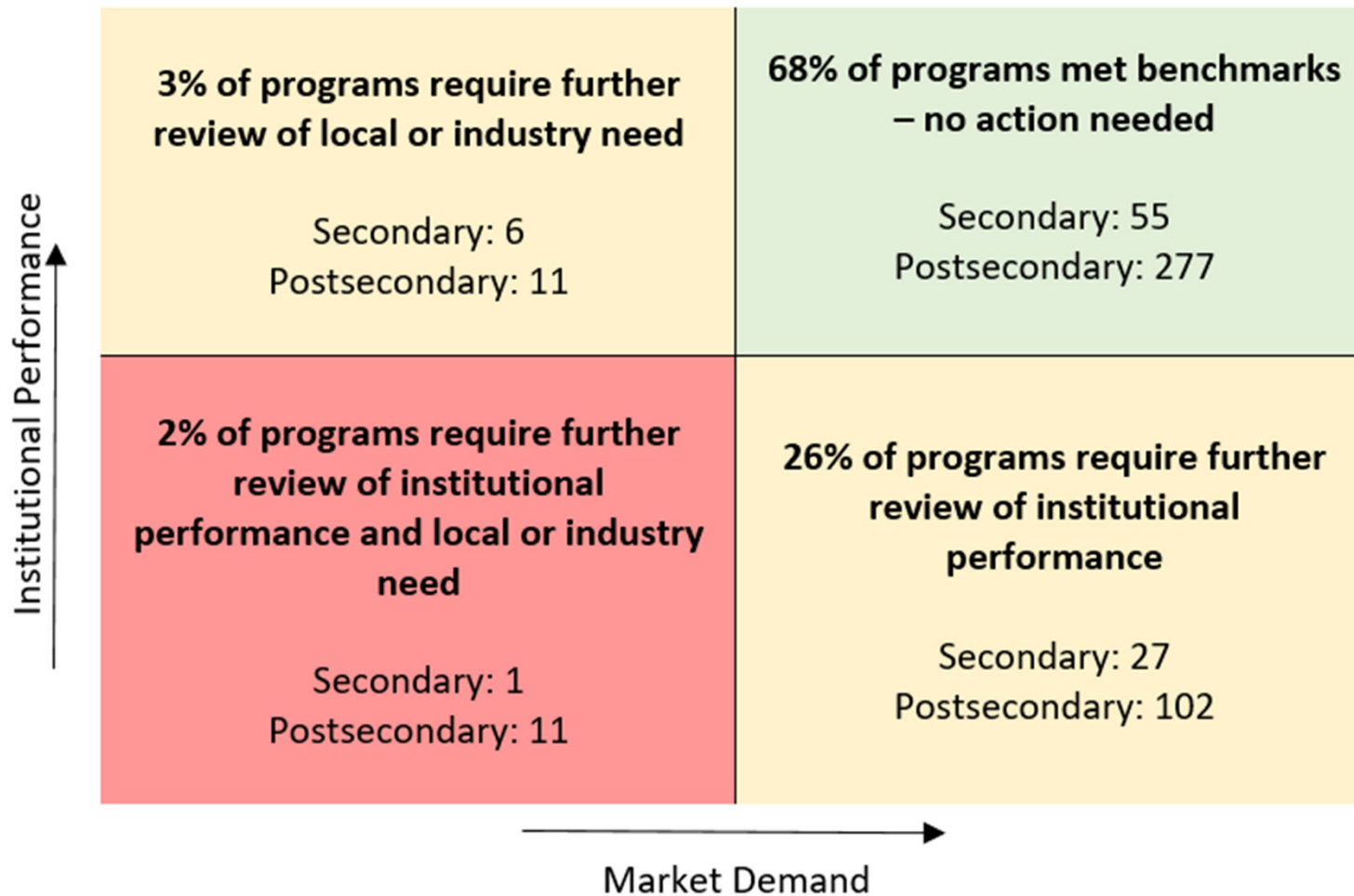# Impact of Standard Occupational Classification

- Statewide audit relied on primary standard occupational code (SOC) linkages found in the curriculum frameworks in determining the occupations used for market demand measures.
  - Note: for audit purposes, the department assigned baccalaureate programs a primary SOC based on a content analysis of baccalaureate proposals combined with a review of the educational levels associated with each occupation identified by Department of Economic Opportunity or Bureau of Labor Statistics.

- Recognizing there may be more than one occupation for which your program trains, districts/institutions that have programs progressing for market review may provide a justification for providing data and information using a SOC code that is not primary or is not in the CIP to SOC crosswalk.

- Moving forward, the department intends to engage in a statewide discussion regarding Classification of Instructional Programs (CIP) to SOC crosswalk to ensure integrity of the linkages.

Programs

- From the original 1,191 programs...

<div style="display:flex">

<div style="writing-mode:vertical">Career prep, tech ed, postsecondary</div>

- **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.

<div style="writing-mode:vertical">Middle grades, WBL/ Capstone, Other CTE</div>

- **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.

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Statewide Results

Institutional Performance →

3% of programs require further review of local or industry need

Secondary: 6
Postsecondary: 11

68% of programs met benchmarks – no action needed

Secondary: 55
Postsecondary: 277

2% of programs require further review of institutional performance and local or industry need

Secondary: 1
Postsecondary: 11

26% of programs require further review of institutional performance

Secondary: 27
Postsecondary: 102

Market Demand →

www.FLDOE.org

District/Institutional Results

Action Required

- On February 3, districts/institutions received notification of findings from CTEaudit@fldoe.org. This email communication included:
  - Memo that contained:
    - Summary table of action required
    - Appendices with action required
      - Secondary (districts)
      - Postsecondary (districts and colleges)
  - Excel spreadsheet with full list of CTE program offerings by district and by college
  - A resource guide that summarizes action required and includes other resources such as frequently asked questions and methodology background

Audit Findings & Action Required

Program Status (FDOE Designation for Audit Purposes)	Audit Findings	Institutional Action Required Resulting from State Audit Findings
Active-Suff	Met market demand. Did not meet institutional benchmarks.	Institutional performance (program status) template required.
Active-Insuff	Met market demand. Insufficient data to conduct institutional analysis.	Institutional performance (program status) template required.
New	Did not meet market demand. Institutional analysis was not conducted.	Market template (track A or B) required.
Active-Suff	Did not meet market demand. Met institutional benchmarks.	Market template (track A or B) required.
Active-Suff	Did not meet market demand or institutional benchmarks.	Market template (track A or B) required and institutional performance (program status) template required.
Active-Insuff	Did not meet market demand. Insufficient data to conduct institutional analysis.	Market template (track A or B) required and institutional performance (program status) template required.
Active-Suff	Met market demand and institutional benchmarks.	No action.
New	Met market demand. Institutional analysis was not conducted.	No action.
Daggered	n/a	No action.

Demo Excel File

Market Demand Templates

Action Required

- Refer to the notification memo sent to your district/institution to **determine which of your programs require local review** and which template(s) must be completed.

- For districts/institutions with programs that progressed for local review of market demand, each district/institution is responsible for **identifying** whether or not the program should be assigned to **track A or track B**.

  - **Track A-** if a program is being offered in the 2020-2021 year, each district/institution is required to complete a labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V

  - **Track B-** For all other programs, including baccalaureates, districts/institutions are required to complete the Market Demand Template

- No action is required for programs that met market demand.

Note: some districts/institutions may offer programs that require local review for both market demand and institutional performance.

Track A – Perkins V CLNA Methods

By April 15th, FDOE will provide districts/institutions with specific instructions for incorporated audit components in CLNA submissions (due June 2020).

- We received feedback from districts/institutions with concerns over duplication of effort related to the CTE audit and the CLNA.

- In response to this feedback, we modified our original plan – which was shared on our webinar on January 24th – to allow an alternative option for districts/institutions that are working on CLNAs.

- Specifically, districts/institutions will now use the data and information collected through CLNAs to fulfill audit requirements.

Track A – CLNA Methods

- Secondary SOC Code on the Statewide Demand Occupation List

- Secondary SOC Code on Regional Demand Occupation List

- Primary OR Secondary SOC Code on Regional Targeted Occupation List

- Enterprise Florida Targeted Industry Sector

- Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan

- Agriculture-related Programs

- Job Analytics Resources for the region

- Local CareerSource Board letter of support

- Economic development agency letter of support

- Local Chamber of Commerce letter of support

- Other Employer or Industry Association

In addition, you may provide other valid and reliable labor market information that was not listed in the CLNA requirements

CTE Audit – Resources for Local Review

- See Table in the following section for more details about the documentation required.

Market Demand – Local Reviews

Track A: Market Demand Documentation from Comprehensive Local Needs Assessment, Labor Market Alignment

Examples:

Method	Documentation
Secondary SOC Code on the Statewide Demand Occupation List	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation for the use of this alternative SOC code is maintained). This SOC code appears on the 2019-20 or 2018-19 Statewide Demand Occupation List.
Secondary SOC Code on Regional Demand Occupation List	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation for the use of this alternative SOC code is maintained). This SOC code appears on the 2019-20 or 2018-19 Regional Demand Occupation list for the CareerSource region of the agency.

Track B- Market Demand Template

This template must be used for any program that is not under the scope of the 2020-2021 CLNA review, including baccalaureates.

Submission Deadline
April 15, 2020

Submission Link
https://forms.gle/wzdW8ukTrD5UvQ5s9

Note: at the top of the submission link, districts/institutions may download an editable Word template to assist them in completing responses. Districts/institutions should use the guidance available in this template in completing the responses and requirements. The Word template is for planning purposes only. Districts/institutions must use the link above to submit their official responses.

CTE Audit - Market Demand Template (Track B)

Florida's career and technical education (CTE) audit is being conducted in accordance with Executive Order 19-31 and section 1003.491(5), Florida Statutes. Districts/institutions with programs that were flagged for local review of market demand must complete this template for each program that is not going through the Perkins V comprehensive local needs assessment (CLNA).

Districts/institutions may use this link to download this form in Word: https://drive.google.com/drive/folders/1eTpcNuvy6LCl3ZBqm0yqY1A5WxqkwxoT?usp=sharing. The purpose of the Word template is to provide an editable format from which districts/institutions can work on drafts.

Visit our website at http://www.fldoe.org/careerpathways/ for additional resources. Please email CTEAudit@fldoe.org for all questions regarding the CTE audit and completion of local review templates.

Note: In the form, we will ask for contact information for the program, which includes the district/institution email address. We will not be using the email address affiliated with the Google account in any official capacity.

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

Track B- Market Demand Template Requirements

Background Information

- Contact information for the program

- Agency type (district or FCS institution)

- Program type (secondary or postsecondary)

- Program number/name

- Program status
  - Is this program terminated or will it be terminated in the next 1-2 years?

FDOE does <u>not</u> have a mechanism to track when individual districts/ institutions terminate programs. Districts/ institutions that have terminated the program or are planning to terminate in the next 1-2 years must complete this question.

Track B- Market Demand Template Requirements

Terminated Program Status (if applicable)

- Select reasons for termination
- Identify the effective date
- Provide any supporting documentation

Once districts/institutions complete the termination status section, they will be directed to submit the response. No further action will be required for that program.

Track B- Market Demand Template Requirements

Executive Summary

- In no more than 500 words, provide a narrative justification that summarizes the market or industry demand for this program in your region.

The executive summary is designed to summarize the major points that substantiate the market demand for this program. It should include data and information presented from the materials that follow it; respondents should avoid introducing information that is not addressed elsewhere.

For CTE audit purposes, student demand for a program should not be used as a means of substantiating market demand. Student demand will not be considered by peer reviewers.

Track B- Market Demand Template Requirements

Supporting Documentation

- Which of the following supporting documentation would you like to provide? At least 1 documentation type is required.
    1. Letters of support
    2. Employer survey results
    3. Labor market demand data
    4. Other

Districts/institutions should treat the documentation as an opportunity to share the most compelling evidence of labor market demand related to the program.

The documentation should not be a "data dump;" rather, it should be a collection of recent (within the last 2-3 years), relevant (occupational data should align to the program for which this template is completed), and well-labeled (peer reviewers should not have to search for information) files that contain letters, tables, figures or other material.

Track B- Market Demand Template Requirements

Supporting Documentation

- Documentation will be collected via file uploads that must be preceded by a narrative justification of 100 words or less.

- The <u>total</u> page numbers across all documentation types should not exceed 20 pages.
  - For example, if an institution is submitting all 4 documentation types, the average number of pages would be 5/documentation type.

- The narrative justification should clearly and concisely summarize the key takeaways provided from the data and information in the corresponding documentation.

CTE Audit - Market Demand Template (Track B)

* Required

Artifact Type: Letters of Support (from Industry, Employers, Community Organizations, etc.)

Letters of Support Narrative (100 words/~900 characters per file uploaded) *

Your answer

Letters of Support File Upload *

⬆ Add file

Back   Next

Track B- Market Demand Template Requirements

Specifications for Documentation

- File uploads must be Word or PDF format; Excel files will not be accepted.

- Font size should be 10 point or larger. Use paper size no larger than standard letter paper size (8 ½" x 11") and provide at least one-half inch margins (½") for all pages.

- Districts must save the documentation using the following naming convention, where x=7 digit program number: SD##.xxxxxxx.FileType.

- FCS institutions must save the documentation using the following naming convention, where x=10 digit CIP: CC##.xxxxxxxxxx.FileType.

Market Demand Timeline

	Track A (CLNA)	Track B (All Other)
Deadline	June 2020	April 15, 2020
What is Required	Documentation upload to accompany CLNA submission	Market Demand Template
Immediate Next Steps	Begin compiling documentation & await further guidance* regarding submission	Begin compiling documentation & complete template

*guidance will be sent by April 15th

Resources

Local Review Resources

General

Instructions for submitting local templates (PDF)

- The purpose of this document is to provide districts/institutions with background on the CTE audit methodology as well as instructions for completing and submitting local review templates resulting from the statewide review of programs.

Market Demand – Local Reviews

Track A: Labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V

If a program is being offered in the 2020-21 year, each institution is required to complete a labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V.

For the CTE audit, the additional documentation methods approved for the Perkins V CLNA process may be used to substantiate market demand for the CTE audit. After the completion and submission of labor market alignment template for Perkins V application, agencies will upload their detailed local labor market documentation. In addition to the methods approved for Perkins V, the district or college may submit any other valid and reliable documentation for the program's labor market demand.

Submission Deadline: June 2020. Instructions for uploading documents will be made available by April 15, 2020.

Track B: Market Demand Template

For all programs that do not fall under Track A, including baccalaureates, districts/institutions are required to complete the Market Demand Template.

Submission Deadline: April 15, 2020

Submission Link: https://forms.gle/wzdW8ukTrD5UvQ5s9

Note: at the top of the submission link, districts/institutions may download an editable Word template to assist them in completing responses. Districts/institutions should use the guidance available in this template in completing the responses and requirements. The Word template is for planning purposes only. Districts/institutions must use the link above to submit their official responses.

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Technical Assistance Webinar

Institutional Performance Template
Tuesday, February 4, 2020
1:00 – 2:30 pm EDT
Registration
URL: https://attendee.gotowebinar.com/register/81008098920092 7243
Webinar ID: 493-347-355

Quick Links

- CTE Audit Website

- CTE Audit – Resource Guide (including FAQs)

- Market Demand Template (Track B) Submission Link

- Word Version of Templates (for drafting purposes only)

Q&A

Contact

Please direct any questions
to CTEAudit@fldoe.org or visit our
website at fldoe.org/careerpathways/