Perkins V
Comprehensive Local Needs Assessment
Programs of Study

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FLORIDA DEPARTMENT OF
EDUCATION
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In This Webinar…

…We will cover Programs of Study:

- <u>Definition and Implementation</u>

- <u>Needs Assessment</u> in the Comprehensive Local Needs Assessment (CLNA)

- <u>Reporting</u> in the Request for Application (RFA)
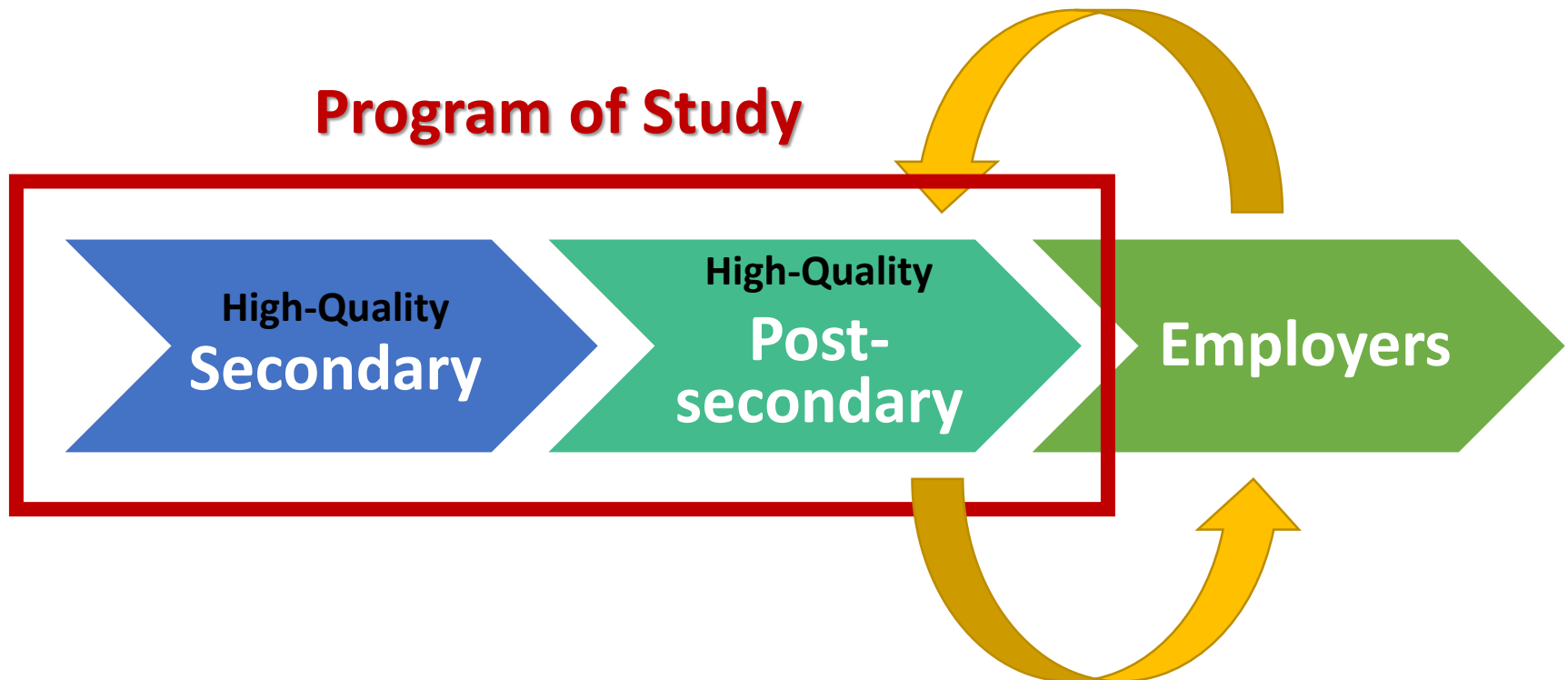
- <u>Questions</u>

Definition and Implementation of Programs of Study

The Essence

At its most fundamental, a program of study is **educational alignment and collaboration between institutional levels**

Program of Study

High-Quality
Secondary

High-Quality
Post-secondary

Employers

Benefits of a Program of Study

- <u>Career advancement paths are clear</u> to students

- <u>Education is coordinated</u> between institutions resulting in better, faster transitions

Perkins V Law Definition

- Sec. 3(41) PROGRAM OF STUDY.—The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
    - (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
    - (B) addresses both academic and technical knowledge and skills, including employability skills;
    - (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
    - (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
    - (E) has multiple entry and exit points that incorporate credentialing; and
    - (F) culminates in the attainment of a recognized postsecondary credential.

Recognized Postsecondary Credential

Sec 3. of Workforce Innovation and Opportunity Act (WIOA):

- (52) RECOGNIZED POSTSECONDARY CREDENTIAL. The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Required Components of Florida's Program of Study (1 of 2)

The following are the required components for Programs of Study that will be documented through the annual application process:

Programs of Study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant CTE curriculum frameworks

- Meet FDOE's size, scope, and quality criteria

- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity

Required Components of Florida's Program of Study (2 of 2)

- Offer at least one opportunity within the program of study for accelerated credit through:
    - Dual enrollment
    - Local or statewide articulation agreement
    - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school

- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry

- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early

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Unpacking Seamless Alignment

- Are seamlessly aligned through <u>coordinated</u>, <u>non-duplicative</u> sequences that progress in specificity

- And Include:
  - Academic alignment (courses and/or within program)
  - Relevant technical content

- Coordination happens at the advisory council level through processes like curriculum mapping

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Unpacking Middle School

- Aligned middle school CTE programs or early high school-level CTE programs are not required, but do allow for valuable exploration opportunities

- Middle school CTE Curriculum Frameworks can be found under each Cluster page at: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/

Unpacking Accelerated Credit

- Accelerated credit can be available either in secondary OR postsecondary portion of the Program of Study and can include:
  - Dual enrollment
  - Local or statewide articulation agreement
  - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or College-Level Examination Program (CLEP) completed prior to the student graduating from high school

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Local Articulation Agreement Components

Include:

- ## Accomplished
  - What students must achieve to receive credit (e.g., CompTIA A+ certification)

- ## Awarded
  - The number of clock hour credits/college credits awarded (e.g., 6 credit hours)

- ## Where
  - What **course(s)**/**program(s)** the awarded credit applies (e.g., Computer Engineering Technology AS)
  - What **institutions** recognize the credit agreements or if the agreement is statewide (e.g., Broward College); this institution should be listed in the Participating Schools and Institutions column

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Building Partnerships: Program Advisory Councils

- Partnerships help to make programs strong and meaningful

- Having secondary and postsecondary working together help to ensure seamless advancement of coursework

- Involving academic teachers helps to incorporate critical academic skills into CTE course content

- Engaging employers in advisory councils is essential

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Advisory Councils and Business Partners

- Engaging business partners helps to:
  - Ensure appropriate technical skills are included in coursework through curriculum review
  - Assist with assessment of program quality
  - Offer work-based learning opportunities
  - Provide staff development/on-site experiences
  - Assist with marketing and advocacy
  - Help to recruit, provide mentoring, and assist with placement
  - Provide resources and credibility

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Recommended Strategies for Developing a Program of Study

Develop the Program of Study Content

- Review of the FDOE Curriculum Frameworks for the desired program with secondary and postsecondary reps
- Develop an intentional sequence of specialized courses
- Integrate challenging academic and technical content, along with employability skills
- Infuse instruction with contextualized learning
- Include dual enrollment opportunities, if possible
- Identify stackable credential opportunities
- Align with the Florida graduation requirements
- Plan for work-based learning experiences

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Coming Soon! State-Level Programs of Study

FDOE is analyzing all of its CTE programs to determine secondary/postsecondary alignment and will produce a list of accelerated credit opportunities that align with these program sequences.

Assessing Needs

![Florida Department of Education logo](fldoe.org)

Questions for Evaluating the Gap

- Labor Market Alignment
  - What programs should you be offering due to CLNA Labor Market Alignment findings?

- Size, Scope, and Quality
  - What expansions/improvements can be made to existing programs based on CLNA Size, Scope, and Quality findings?

- Program Alignment Between Agencies
  - What programs are offered by your secondary/postsecondary partner agencies that could be made into programs of study if you started offering an aligned program?
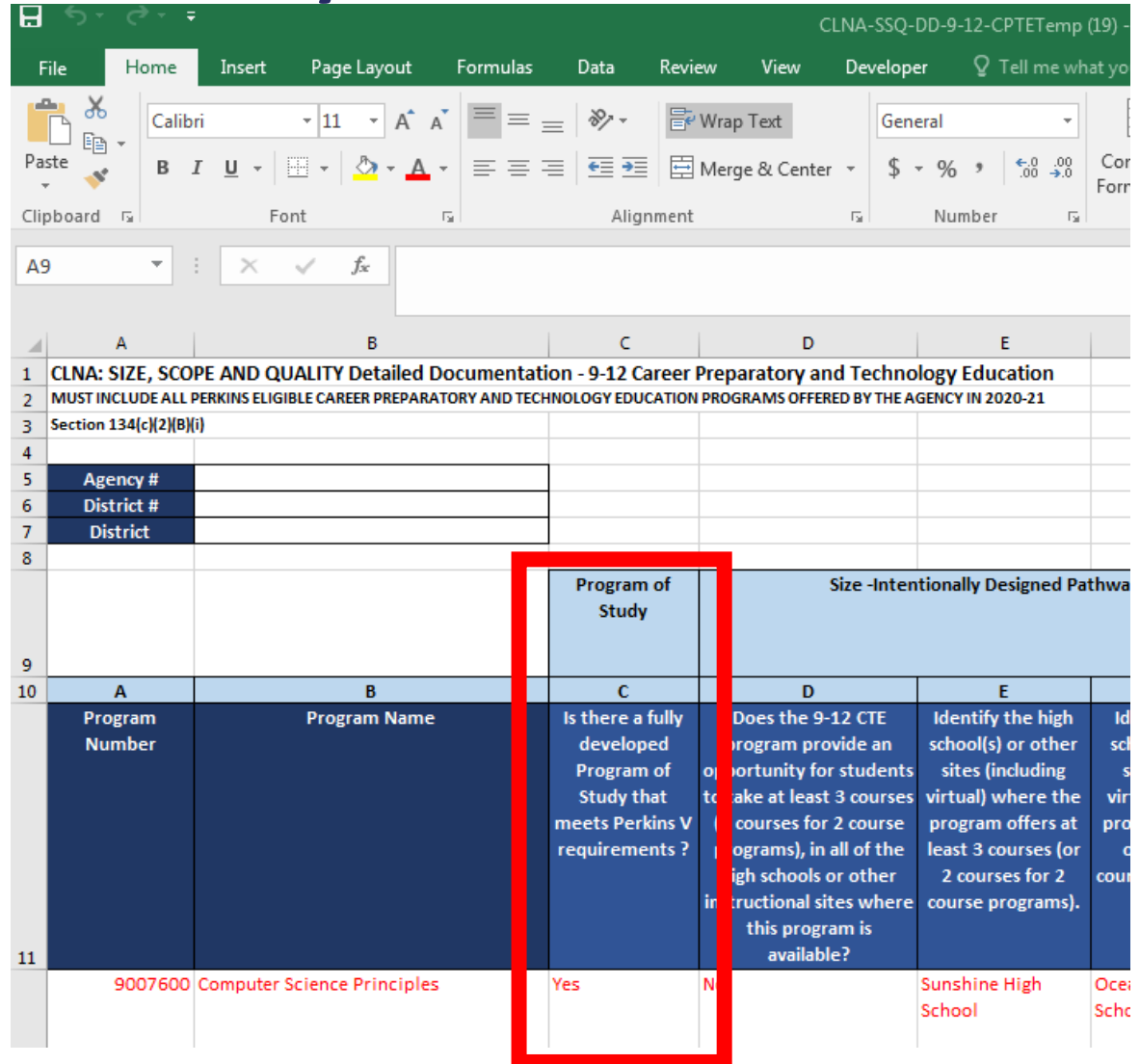 - What aligned accelerated credit opportunities could be enacted?

Key Stakeholders

To partially meet the Perkins V stakeholder engagement requirement, here are recommended stakeholders to engage on programs of study:

- Secondary teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- Postsecondary faculty and administrators
- Career guidance and advisement professionals
- Corrections education staff
- Tribal organizations and representatives
- Business and community partners
- Local workforce development and economic development boards
- Students and former students
- Representatives of special populations

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Size, Scope, and Quality Column

All secondary and postsecondary institutions will list if their programs are part of a fully-compliant program of study.

Required CLNA Programs of Study Narrative

Narrative Information and Template Overview:

Implementation of career and technical education programs and programs of study	REQUIRED NARRATIVE INFORMATION FOR SECONDARY CTE PROGRAMS - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study and the approximate number of students participating in a program of study. What percentage of your school district's CTE students are participating in a compliant Perkins V program of study? - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed. REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY CTE PROGRAMS - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study. - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed.

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Additional ACTE Self-Assessment

Available from ACTE related to programs of study:

- Printable self-assessment
- Online self-assessment
- Custom links to resources based on self-assessment results

2018 ACTE Quality CTE Program of Study Framework

AN INITIATIVE OF ACTE

HIGH QUALITY CTE

ACTE

October 2018 | By: Catherine Imperatore and Alisha Hyslop

The 2018 ACTE quality framework is the latest step in ACTE's ongoing High-quality CTE Initiative—an initiative designed to answer the question "What is high-quality CTE?" During this project, we have identified a comprehensive, research-based quality CTE program of study framework and tested that framework through a recent pilot study. We are now developing resources to support use of the framework, and integrating the framework into our activities to recognize and disseminate best

https://www.acteonline.org/professional-development/high-quality-cte-tools/

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Reporting Requirements

Draft Program of Study Template

	CTE Program Name	Program Code/ CIP	Participating Schools and Institutions	**Accelerated Credit Opportunity/ies** (Dual enrollment, local or statewide articulation agreement, or accelerated academics)	**Occupational Outlook*** (Occupation, openings, growth, & salary. Visit the Department of Labor Statistics for more.)
Secondary	Middle School:*				
	High school:				
Postsecondary	Apprenticeship:				
	Clock hour:				
	College credit :				
	Bachelors and/or higher:*				

*OPTIONAL

Only one template will be required for 2020-21.

Optional Aspects of Program of Study Template

CTE Program Name	Program Code/ CIP	Participating Schools and Institutions	Accelerated Credit Opportunity/ies (Dual enrollment, local or statewide articulation agreement, or accelerated academics)	Occupational Outlook* (Occupation, openings, growth, & salary. Visit the Department of Labor Statistics for more.)
Middle School:*				
High school:				
Apprenticeship:				
Clock hour:				
College credit :				
Bachelors and/or higher:*				

*OPTIONAL

Draft Program of Study Template – Listing Postsecondary Options

	CTE Program Name	Program Code/ CIP	Participating Schools and Institutions	Accelerated Credit Opportunity/ies (Dual enrollment, local or statewide articulation agreement, or accelerated academics)	Occupational Outlook* (Occupation, openings, growth, & salary. Visit the Department of Labor Statistics for more.)
Secondary	Middle School:*				
	High school:				
	Apprenticeship:				
	Clock hour:				
	College credit :				
	Bachelors and/or higher:*				

*OPTIONAL

Only one postsecondary program is required, but listing more gives students options

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Required Number of Programs of Study

Program Year	Summary of Requirements and Activities

2020-2021	• The first program year serves as a baseline year for all secondary eligible recipients to study existing/operational Perkins IV programs of study during the CLNA and determine if they meet the core components established for Perkins V.
	• Secondary eligible recipients will be required to:
	    ◦ have one fully implemented program of study in place;
	    ◦ estimate the percent of total CTE enrollment engaged in active programs of study; and
	    ◦ undertake the necessary steps to identify, adopt, or develop additional programs of study to increase this percent.

2021-2022	• Eligible recipients will be required to have 25 percent of total secondary CTE enrollment served by operational programs of study.
2022-2023	• Eligible recipients will be required to have 50 percent of total secondary CTE enrollment served by operational programs of study.
2023-2024	• Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study.

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RFA Narrative on Advisory Councils

- You will be asked to describe your agency's process for ensuring that all programs of study have advisory councils with representation from secondary, postsecondary, and business and industry

- Additional narrative prompts forthcoming

Questions – FAQs & Open Forum

Frequently Asked Questions

Q: Does a program need to be part of a fully implemented Perkins-defined Program of Study in order to be Perkins fundable?

No. In order to receive Perkins funding, a program does not need to be part of a Program of Study. The federal law requires that at least one program offered by each eligible recipient (secondary school district, technical college, or state college) be part of a program of study.

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Frequently Asked Questions

Q: Does an eligible recipient have to offer a middle school course or program?

No. But it would be beneficial to your students to be exposed to CTE or have the opportunity to begin a CTE program during middle school.

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Other Questions?

Please use the webinar chat box or your phone/microphone to ask any question related to Programs of Study

Upcoming Webinars

Date	Topic
Wednesday, February 12, 2020 @ 10-11am	Student Performance, Including Special Populations
Wednesday, February 19, 2020 @ 10-11am	Equity and Access; Recruitment, Retention, and Training of CTE Faculty and Staff
Wednesday, February 26, 2020 @ 10-11am	Work-Based Learning

Links to Resources

- **FDOE Perkins**
  - http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.stml

- **CLNA Site:** http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml

- **ACTE**
  - https://www.acteonline.org/professional-development/high-quality-cte-tools/

Submit additional questions to:

- Email: perkins@fldoe.org

www.FLDOE.org