



# Florida Department of Education Updates

Florida College System Councils  
Thursday, June 10, 2021  
10:15 a.m. - 12:15 p.m. EDT





FLORIDA DEPARTMENT OF  
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## Division of Florida Colleges Agenda

Legislative Updates – Dr. Carrie Henderson, Executive Vice Chancellor

Research/Analytics – Hayley Spencer, Director, Research & Analytics

Academic Affairs – Dr. Mike Sfiropoulos, Director, Academic Affairs

Student Affairs – Dr. Shanna Autry, Director, Student Affairs

Student Success Center – Abbey Ivey, Director, Student Success Center



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# Legislative Updates

**Dr. Carrie Henderson**

Executive Vice Chancellor

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# Intellectual Freedom and Viewpoint Diversity Survey

- House Bill (HB) 233\* amends sections (ss.) 1001.03 and 1001.706, Florida Statutes (F.S.), to define the terms “intellectual freedom and viewpoint diversity” and “shield.”
- The bill also adds a requirement for FCS and State University System (SUS) institutions to conduct an annual assessment of intellectual freedom and viewpoint diversity.
- The annual survey is required to be objective, nonpartisan and statistically valid.
- The instrument should assess the extent to which students, faculty and staff feel free to express their beliefs and viewpoints and that competing ideas are presented on campus and in the classroom.

# Intellectual Freedom and Viewpoint Diversity Survey Continued

- The State Board of Education (SBOE) will select or create an assessment and create a plan for the survey to be administered at FCS institutions during the 2021-22 academic year.
- FCS institutions will receive additional guidance and reporting deadlines.
- Florida Department of Education (FDOE) will compile and report the results annually, with the first report of the survey results published by September 1, 2022.

## Right to Free Speech Activities

- HB 233 also amends s. 1004.097, F.S., to prohibit FCS institutions from shielding students', faculty members' and staff members' access to, or observation of, ideas and opinions they may find uncomfortable, unwelcome, disagreeable or offensive.
- The bill adds the following to the list of protected expressive activities: faculty research, lectures, writings and commentary, whether published or unpublished.
- It also specifies that defamatory speech is not protected.

## Right to Free Speech Activities Continued

- Additionally, HB 233 provides the conditions under which a student may record video or audio of class lectures. In accordance with federal and state privacy laws and regulations (including the Family Educational Rights and 130 Privacy Act of 1974, 20 U.S.C., s. 1232g and ss. 1002.22 and 1002.225, F.S.), students may record class lectures:
  - for their own personal educational use;
  - in connection with a complaint to the public institution of higher education where the recording was made; or
  - as evidence in, or in preparation for, a criminal or civil proceeding.
- The lecturer must consent to recorded lectures being published. HB 233 also provides a cause of action for declaratory and injunctive relief, damages, and reasonable attorney fees and court costs for those harmed by a violation of the bill's provisions.
- The bill takes effect on July 1, 2021.

## Student Codes of Conduct

- HB 233 also amends s. 1006.60, F.S., to require FCS institutions to adopt codes of conduct and appropriate penalties for violations of codes for students and student organizations.
- Currently, the statute allows institutions to adopt codes and penalties, but does not require them to do so.
- HB 233 requires institutions to post their codes on their websites.
- Additionally, the bill specifies the due process protections for students and student organizations.



## Student Codes of Conduct Continued

- Specifically, students and student organizations have the right:
  - to timely notice;
  - of a presumption that no violation occurred;
  - to an impartial hearing officer;
  - against self-incrimination and to remain silent;
  - to present relevant information and question witnesses;
  - to have an advisor or advocate who is not serving in any other role;
  - to have an advisor, advocate or legal representation present at formal and informal proceedings;
  - to appeal final decision; and
  - to receive copies of accurate and complete records of relevant disciplinary proceedings; and
  - to be notified through the code of conduct of the institution's time limit for charging them with violations, and the circumstances under which the time limit may be extended or waived.

## Student Codes of Conduct Continued

- Institutions should review existing codes of conduct and procedures to determine if they meet the criteria established by HB 233.
- If the current student code of conduct and procedures do not meet the criteria, institutions should modify existing policies and procedures to comply.
- If signed, the bill takes effect July 1, 2021.

## Mathematics Pathways

- Senate Bill (SB) 366\* modifies s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers.
- The bill stipulates a representative committee composed of SUS, FCS, and career center faculty shall collaborate to identify the three pathways and the mathematics course sequence within each pathway.
- The Florida Student Success Center (center) will facilitate implementation of this provision on behalf of the Office of Articulation, building on the work of the Florida Mathematics Re-Design Initiative.

## Mathematics Pathways Continued

- In collaboration with the Division of Florida Colleges (DFC), Office of Articulation, Division of Career and Adult Education, and Office of the Board of Governors for the SUS, the center will solicit membership for the committee that will identify the recommended pathways and course sequences.
- FCS institutions will be kept updated on progress of the committee.
- Our preliminary goal is for the State Board of Education (SBOE) to consider the rule no later than fall 2022 for implementation in the 2023-2024 academic year.
- When the pathways are established in the statewide articulation agreement, FCS institutions may need to modify curriculum, advising manuals, program maps, etc., to align programs to the three mathematics pathways.

# Alternative Methods to Assess College-Level Computation and Communication

- SB 366 also amends multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work. In addition to identifying approved common placement tests, SB 366 requires the SBOE to adopt rules to develop and implement alternative methods for assessing communication and computation skills.
- *College Credit Admissions Counseling*: SB 366 amends s. 1007.263, F.S., to add alternative methods for measuring achievement in college-level computation and communication for admissions counseling in college credit programs. The bill specifies that career education program advising must measure achievement in basic skills pursuant to s. 1004.91, F.S.

# Alternative Methods to Assess College-Level Computation and Communication Continued

- *College Credit Dual Enrollment Eligibility*: SB 366 amends s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement in college-level communication and computation as provided in s. 1008.30, F.S. In effect, this revision allows approved alternative methods to be used in eligibility determinations. The usage of alternative methods includes public, private and home education students.
- *Developmental Education and Meta-Majors*: SB 366 amends s. 1008.30, F.S., authorizing FCS institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement. Also related to developmental education, SB 366 eliminates annual developmental education accountability reporting requirements.

# Alternative Methods to Assess College-Level Computation and Communication Continued

- FDOE will engage in rule development in fall 2021 to involve institutions in the identification of possible alternative methods.
- By January 31, 2022, the SBOE will adopt rules to develop and implement alternative methods for assessing the basic communication and computation skills.
- Once the rule is effective, FDOE will provide additional technical assistance and guidance.
- After that point, FCS institutions may need to update existing policies and/or create new policies related to admissions counseling, dual enrollment eligibility, developmental education placement and meta-major advising.

## High School Equivalency Diploma

- SB 366 also amends s. 1007.263, F.S., revising the requirements for admission to associate degree programs.
- The amendment allows for acceptance of a high school equivalency diploma that is:
  - issued by another state;
  - recognized as equivalent by SBOE rule; and
  - based on an assessment recognized by the U.S. Department of Education.



## High School Equivalency Diploma Continued

- FDOE anticipates opening the rule for development by fall 2021.
- Once SBOE adopts rules to identify equivalent high school diplomas, FDOE will provide additional technical assistance and guidance to institutions, including reporting requirements.
- Once the rule is effective, FCS institutions should update current policies and/or create new ones to comply with the provisions outlined in SB 366.

# Fee Exemptions - Students Experiencing Homelessness

- SB 366 amends s. 1009.25, F.S., to grant SBOE the authority to adopt rules regarding documentation and procedures to implement the fee exemption for students experiencing homelessness.
- In fall 2021, FDOE will solicit input from college stakeholders including registrars and homeless liaisons to inform rule development.
- Once SBOE adopts the rule, FDOE will offer technical assistance and guidance to assist FCS institutions in implementing the new provisions.

## Civic Literacy

- SB 1108\* amends s. 1007.25, F.S., to require students initially entering an FCS institution in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy.
- Rule 6A-10.02413, F.A.C., currently identifies approved courses and assessments:
  - Currently Approved Courses
    - POSX041 American Government
    - AMHX020 Introductory Survey Since 1877
  - Currently Approved Assessments and Passing Scores
    - AP Government and Politics: United States 3
    - AP United States History 4
    - CLEP: American Government 50

## Civic Literacy Continued

- The bill specifies credits earned through authorized acceleration mechanisms in s. 1007.27, F.S., will count toward the civic literacy requirement.
- In other words, credit received for courses in Rule 6A-10.02413, F.A.C., (AMHX020 and POSX041) via [credit-by-exam](#) will count toward the course requirement.
  - If the exam used as the basis of awarding of credit is in Rule 6A-10.02413, F.A.C., (e.g., AP and CLEP) the student would be considered as having met both the course and the assessment civic literacy competency.
  - If the exam used as the basis of awarding of credit is not in rule (e.g., AICE and IB), the student would be considered as having met only the course requirement. These students would need to be assessed using an approved assessment in rule.

## Civic Literacy Continued

- SB 1108 added a requirement that high school students in U.S. Government take a civic literacy assessment.
- The bill specified that high school students who pass the civic literacy assessment will be exempt from the civic literacy competency assessment requirement when they matriculate to postsecondary.
- FCS institutions may need to update current policies and/or create new ones related to the civic literacy requirements to comply with the provisions outlined in SB 1108. In fall 2021, FDOE will begin rule development to align the current rule with the new provisions.
- If signed, the bill takes effect July 1, 2021.

## Fairness in Women's Sports

- SB 1028 creates s. 1006.205, F.S., to maintain fairness for women as it relates to participation in interscholastic, intercollegiate, intramural or club athletic teams or sports. Public secondary and postsecondary institutions must expressly designate teams or sports based on the biological sex at birth, as:
  1. Males, men or boys. These may be open to students of the female sex.
  2. Females, women or girls. These may not be open to students of the male sex.
  3. Coed or mixed, including both males and females.
- Official birth certificates filed at or near the student's birth are considered to correctly reflect their biological sex.

## Fairness in Women's Sports Continued

- SB 1028 also provides a private cause of action for injunctive relief, damages and any other relief available under law for students, schools and public postsecondary institutions harmed by a violation of the bill's provisions. Civil actions must be brought within two years after the alleged harm occurred.
- The bill takes effect on July 1, 2021.

## Dual Enrollment Scholarship

- SB 52\* creates s. 1009.30, F.S., to reimburse postsecondary institutions for tuition and related instructional materials for dual enrolled students beginning in fall 2021.
- The appropriation provides \$15.5 million to public postsecondary institutions for private and home education students in the fall or spring terms and all students during the summer term.
- The bill also requires biannual reporting by the institutions for FDOE to reimburse by the bill's deadline.
- FDOE will open the rule for development and continue to provide technical assistance in the implementation of this section.
- If signed, the bill takes effect July 1, 2021.



# Collegiate High School/Early College Programs

- SB 52 modifies s. 1007.273, F.S., to amend the name, requirements and agreements of collegiate high school programs.
- The bill changes the term “collegiate high school program” to “early college program.”
- The bill requires the prioritization of courses applicable to general education core courses for an associate degree or baccalaureate degree.
- The bill also eliminates the requirement that early college programs provide the option for enrolled students to earn career and professional education (CAPE) industry certifications as well as the successful completion of 30 credit hours.

## Collegiate High School/Early College Programs Continued

- Lastly, the bill allows charter schools to execute a contract directly with an FCS institution to establish an early college program.
- FDOE will be providing additional information on this bill.

## Other Topics

- SB 1028 modifies s. 1002.33(5), F.S., to authorize FCS institutions to solicit applications and sponsor a charter school.
- SB 52\* modifies s. 1012.98(6), F.S., to expand the organizations included in the School Community Professional Development Act.
- HB 1159\* modifies s. 1004.04, F.S., to remove the requirement that an applicant for a teacher preparation program pass the general knowledge test (GKT).
- HB 847\* amends s. 1006.73, F.S., by directing the Board of Governors and SBOE to oversee the chosen host entity who will deliver the services of the postsecondary library network, statewide internet-based catalog of distance learning courses, and online student advising services.

## Other Topics

- HB 259\* amends s. 790.06, F.S., to authorize a licensed person to carry a concealed weapon or firearm on property that is owned, rented, leased or borrowed by a religious institution.
- HB 7017\* creates s. 286.101, F.S., to require institutions that receive a \$50,000 gift or grant from a foreign source to report to the Department of Financial Services.
- HB 7017\* creates s. 288.860, F.S., to prohibit institutions from participating in any agreements with a foreign country of concern.
- HB 1261\* creates s. 768.39, F.S., to provide liability protection against lawsuits seeking tuition or fee reimbursements resulting from the campus wide changes during the pandemic.
- HB 1261\* creates s. 1009.46, F.S., specifying requirements for institutions who provide state financial aid.
- HB 1261\* amends s. 1009.893, F.S., to cap the initial eligibility for nonresident students to qualify for the Benacquisto Scholarship Program in the 2021-2022 academic year.



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## Research & Analytics

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# Reverse Transfer Code, Data Element 2122 (SDB)

## Data Element 2122 Reverse Transfer Code

### Characteristics

Length:	1
Data Type:	Alphanumeric
Physical Description:	X (1)
Record Type(s):	5
Last Modified:	03/25/2021

### Data Element is used in the Following Reports:

- Exceptions

### Description:

Identifies whether or not the Florida College System institution awarded the student an associate in arts (AA) degree under the statewide reverse transfer articulation agreement established in section § 1007.23, Florida Statutes.

### TABLE VALUES

A	The AA was earned through standard means. The AA was not earned through the Statewide Reverse Transfer Articulation Agreement.
B	The AA was earned under the Statewide Reverse Transfer Articulation Agreement.
Z	Not applicable, the degree earned was not an AA.

## Data Elements 4065, 4070 and 4080 (PDB)

- All three of these data elements changes were approved by FDOE data governance.
  - DE 4065 Instructional Delivery Method – Modification of table values
  - DE 4070 Technology Delivery Indicator – Deletion of data element
  - DE 4080 Programming Method – Addition to PDB
- Changes go into effect for the summer 2022 term.

# Instructional Delivery Method, DE 4065 - Modification

## Description:

A classification of a course based on the delivery of direct instruction.

## TABLE VALUES

- C** Classroom (Face-to-Face). Less than 30% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a classroom (face-to-face) course section to attend classes regularly in a physical location. This instructional method includes courses with technology-delivered components, such as online syllabi and online lecture notes, that supplement face-to-face instruction. ~~On-Campus Instruction. Face-to-face instruction where students are expected to attend classes regularly.~~
- HB** Hybrid. 30-79% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a hybrid course section to attend some classes in a physical location. ~~Hybrid Blend. 30-79% of the direct instruction of the course is facilitated and delivered using technology, where the student and instructor are separated by time, space, or both.~~
- D** Distance Learning (Online). 80% or more of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is no requirement for students in a distance learning course section to attend classes in a physical location. ~~Distance Learning. 80% or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.~~
- FL** Hybrid—Flexible. A hybrid—flexible course section makes all course content available for both classroom (face-to-face) and distance learning (online) experiences. Students in a hybrid—flexible course section may choose to participate using face-to-face methods, online methods, or a combination of both methods based on preference



# Instructional Delivery Method, DE 4065 - Modification

**NOTES:**

1. Pursuant to 34 CFR Part 600, technology to deliver distance learning includes: internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other media.

2. For each course section, report the corresponding Programming Method (Personnel Database DE 4080) to denote if the section is delivered synchronously, asynchronously, or via a combination of synchronous and asynchronous instruction.

Classroom instruction represents less than 30% of the course is facilitated and delivered using technology where the student and instructor are separated by time, space or both.

**Edit:**

4065_1	Instructional Delivery Method (DE 4065) missing or invalid	Critical
4065_2	<u>Instructional Delivery Method (DE 4065) = C and Programming Method (DE 4080) = A</u>	<u>Informational</u>
4065_3	<u>Instructional Delivery Method (DE 4065) = HB and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
4065_4	<u>Instructional Delivery Method (DE 4065) = FL and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
4070_2	Technology Delivery Indicator (DE 4070) NE N and Instructional Delivery Method (DE 4065) = C	Informational
4070_3	Technology Delivery Indicator (DE 4070) EQ N and Instructional Delivery Method (DE 4065) IN (HB, D)	Informational

# Technology Delivery Indicator, DE 4070 - Deletion

## Description:

An indicator of the type of technology that is being used by the instructor instead of face-to-face contact.

## TABLE VALUES

- M Materials/Correspondence. Primarily print-based materials for checkout or mail-out, which may be packaged with other materials including courses would fall into this category.
- I Internet-based. Internet-based courses may use a blend of technology CD-ROM, DVD, and video tapes, and are not tele- courses. Correspondence formats, but the primary distinguishing characteristic is that these courses are primarily delivered using a learning management system.
- L Lecture Capture. Describes the use of technology that allows instructors to record what happens in their classrooms and make it available digitally. In its simplest form, lecture capture might be an audio recording made with an iPod; alternatively, the term might refer to a software capture program that records full motion video, or cursor movement, typing, or other on-screen activity.
- W Web conferencing, videoconferencing, compressed video. Instruction is delivered by two way audio and video that is synchronous and interactive between two or more locations. In this mode, students and instructors are not in the same place.
- V Video. Pre-recorded courses which have been licensed or locally produced and are delivered asynchronously. Course videos may be checked out, broadcast, or delivered via the internet.
- H Mixed Delivery. Those courses using a combination of technology. For example, a course requiring 40% class attendance, 30% Web, and 30% TV.
- N None.

# Programming Method, DE 4080 - Addition

## Data Element 4080

### Programming Method

#### Characteristics

Length: 1  
 Data Type: Alphanumeric  
 Physical Description: X(1)  
 Record Type(s): 4  
 Last Modified: 02/18/2021

#### Data Element is used in the Following Reports:

Exceptions

#### Description:

Indicates whether the course is delivered is synchronous, asynchronous or both.

#### TABLE VALUES

S Synchronous. Instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students. Required to take place on a specific day and time.

A Asynchronous. Instructors prepare course materials for students in advance of students' access. Students may access the course materials at a time of their choosing. Not required to take place

#### Edit:

<u>4080 1</u>	<u>Programming Method (DE 4080) missing or invalid</u>	<u>Critical</u>
<u>4065 2</u>	<u>Instructional Delivery Method (DE 4065) = C and Programming Method (DE 4080) = A</u>	<u>Informational</u>
<u>4065 3</u>	<u>Instructional Delivery Method (DE 4065) = HB and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
<u>4065 4</u>	<u>Instructional Delivery Method (DE 4065) = FL and Programming Method (DE 4080) not = C</u>	<u>Informational</u>

## Reporting Calendar Updates

Date	Report Name	Legal Reference
6/30/2021	Required Annual Calendar for Colleges	Rule 6A-10.019, F.A.C.
9/30/2021	College and Textbook Affordability Report	ss. 1004.084 and 1004.085, F.S.

The 2021-22 Chart of Reports published on Community College & Technical Center Management Information Systems (CCTCMIS) Reports Coordinator Resources will have additional reporting calendar updates.



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## Academic Affairs

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# Baccalaureate Program Review Status Update

- FCS institutions used new report forms and new reporting and submission processes for the 2019-20 Annual Baccalaureate Accountability Report.
- For the 2019-20 report, DFC prepopulated the forms with data for each college's individual baccalaureate programs, including three years of market demand indicators, program enrollment, retention, completion and employment student outcomes.
- DFC disseminated the materials, along with guidance regarding the new reporting and submission processes, and all 28 colleges have completed and successfully submitted their reports.
- DFC staff is currently reviewing the reports, and we anticipate the letters of finding to go out in late summer/early fall.
- DFC has extended the opportunity for colleges to provide feedback regarding the new forms and the new reporting and submission processes.

## Textbook Affordability Rule Status Update

- October 2020 – Workgroup recommendations were presented to Council on Instructional Affairs (CIA), Council of Student Affairs (CSA) and Council on Workforce Education (CWE).
- October/November 2021 – FDOE will begin formal rule development, including a publicly noticed workshop (anticipated).
- Spring 2022 – SBOE consideration of rule revision (anticipated).
- Summer 2022 – FDOE disseminates new template for textbook affordability reporting.
- September 30, 2022 – statutory deadline for textbook affordability reports.

**Note: We do not anticipate the reporting template will change for the 2021 report. We plan to disseminate the template next month.**





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# Student Affairs

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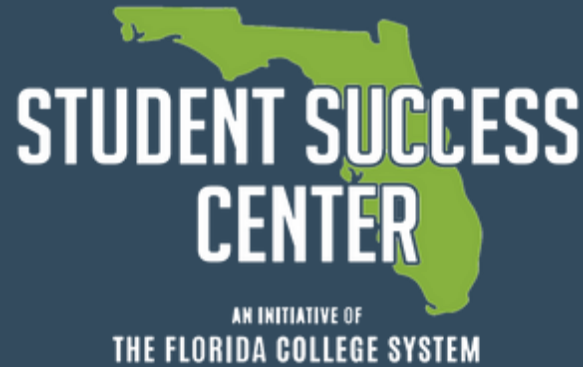


# Intercollegiate Student-Athlete Compensation and Rights

- In 2020, SB 646 created s. 1006.74, F.S., Intercollegiate athlete compensation and rights, which outlines the requirements related to intercollegiate student athlete compensation for Florida postsecondary students.
- This state legislation is effective July 1, 2021, and Florida will be one of the first states to allow student athletes to earn compensation for their name, image and likeness.

# Intercollegiate Student-Athlete Compensation and Rights

- The Department held a rule development workshop on April 20, 2021.
- At its June 10, 2021, meeting, the SBOE will consider Rule 6A-14.0582, F.A.C., Florida College System intercollegiate student-athlete compensation and rights, which:
  - Reiterates the roles and responsibilities of FCS intercollegiate student athletes;
  - Further specifies the roles and responsibilities of FCS institutions; and
  - Further specifies the requirements of the required financial literacy and life skills workshops.
- DFC will issue technical assistance after adoption.



# Florida Student Success Center

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# Alternative Placement Methods Ad Hoc Data Collection Findings

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- DFC conducted a voluntary ad hoc data collection on alternative placement methods in light of the temporary waiver of the common placement testing requirement through DOE Order No. 2020-EO-02.
- Findings will be shared with participating colleges on June 16, 2021.
- Findings will then be shared more broadly with the FCS.
- Only data pertaining to dual enrollment were included in the analysis due to the small sample size of data reported for developmental education placement.

# Enrollment Campaign

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- In partnership with the FCS Foundation, and with the generous support from Helios Education Foundation, this program supports recent Florida high school graduates impacted by COVID-19.
- Phase 1, the [Fast Track Enroll Now Scholarship Program](#), provides funding to be distributed as direct scholarships to first-time-in-college 2020 and 2021 high school graduates in Florida who enroll in FCS Associate in Arts (AA) or Associate in Science (AS) programs during the summer 2021 term.
- Phase 2, the [Fall Enrollment Campaign](#), provides additional funding to support recent high school graduates enrolling in associate degree programs in fall 2021 as well as to support promotion and engagement activities related to the scholarship opportunity.

# Enrollment Campaign Status

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- Phase 1
  - Funds were distributed to all 28 colleges in April 2021 to be awarded to students in the form of direct scholarships to incentivize enrollment during summer 2021.
- Phase 2
  - Colleges submitted proposals through a Request for Proposal process.
  - Grants will be announced and a collateral toolkit disseminated on June 11, 2021.
- The Florida College Access Network and Local College Access Network are partners in this project and will promote the opportunity through their engagement channels.

# Webinar Opportunity

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- The Florida Student Success Center partnered with the Ada Center who recently conducted research centered around support for remote teaching and learning.
- We invite you to participate in a webinar where the Ada Center will share its report, *Supporting Remote Teaching and Learning in Florida: State-based Approaches, Institution Practices, and Feedback on Top Issues and Next Steps for the "New Normal."*
- Even as campuses are bringing students back for face-to-face courses, there are lessons to be learned from remote teaching and learning to contribute toward continuous improvement.
- The webinar is scheduled for July 8, 2021, at 2:00pm EDT. Please click the following link to register: <https://zoom.us/meeting/register/tJMtf--sqjwjGtezfG8nC3Dq4Z866avKyap3>

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## Division of Career and Adult Education Agenda

CTE Program and Adult Education Program Updates – Bruce Harrington, Senior Education Program Director

Industry Certification Information – Kathryn Wheeler, Manager

Perkins V Update – Bruce Harrington, Senior Education Program Director

CAE Legislative Updates – Elizabeth Moya, Vice Chancellor

CTE Audit – Dr. Keith Richard, Statewide Director

Articulation – Elizabeth Moya, Vice Chancellor



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# Career and Adult Education Update

**Bruce Harrington**

Senior Education Program Director

Federal and State Initiatives

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## 2021-2022 Curriculum Frameworks

- The 2021-2022 Frameworks and Change Document are now available [here](#).
- Set to be approved by SBOE on June 10, 2021.
- Change document includes structural changes to frameworks listed by Career Cluster and identifies “daggered” programs and the projected deletion date as well as any new programs available for school districts and FCS institutions.
- Contact Kathleen Taylor at [Kathleen.Taylor@fldoe.org](mailto:Kathleen.Taylor@fldoe.org) for assistance.

# 2020 Lower Division CIP Transition and Deployment

Timeline	Activity
Late 2019	National Center for Education Statistics(NCES) released the 2020 Classification of Instructional Programs (CIP) codes.
Nov.-Dec. 2020	DCAE engaged key stakeholders at FCS institutions and school district technical colleges regarding federal CIP code recommendations.
January 2021	DCAE conducted our internal review of the survey results.
Jan.-Feb. 2021	DCAE completed this extensive review and released a draft 2010 to 2020 CIP code crosswalk.
June 2021	DCAE to present the 2021-2022 curriculum frameworks with new CIP codes to the SBOE for approval.
Reporting Year 2021-2022	Implementation of new CIP codes. Curriculum frameworks contain 2020 CIP codes and, for easy reference, the <a href="#">2010-2020 FCS &amp; DCAE CIP Crosswalk</a> summarizes those changes.

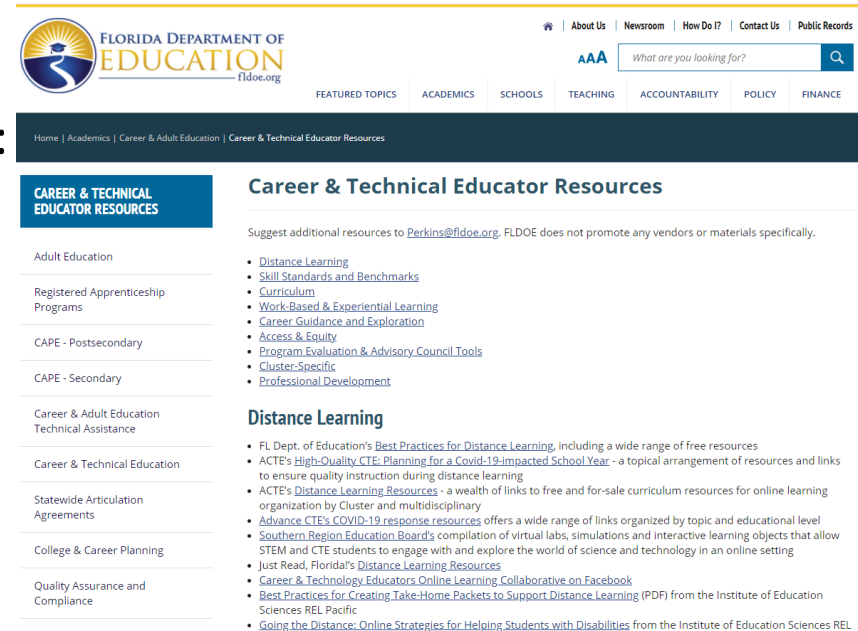
## CTE Faculty Development

- Florida's Perkins V [State Plan](#) is committed to efforts aimed at recruiting, retaining and supporting postsecondary career and technical education (CTE) faculty.
- Through a partnership with the Florida Student Success Center, the Florida Association for Career and Technical Education and Association of College and University Educators (ACUE), the DCAE is launching three cohorts of 33 faculty members each) of confirmed participants in the *Inspiring Inquiry and Preparing Lifelong Learning* microcredential course.
- The summer cohort launches this Friday, June 11.
- Limited space is available for the fall cohort, so be on the lookout for another nomination opportunity from Chancellor Mack this summer.

# New CTE Educator Resources Page

Instructors and administrators are encouraged to visit the CTE Educator Resources page for diverse resources on:

- [Distance Learning](#)
- [Skill Standards and Benchmarks](#)
- [Curriculum](#)
- [Work-Based & Experiential Learning](#)
- [Career Guidance and Exploration](#)
- [Access & Equity](#)
- [Program Evaluation & Advisory Council Tools](#)
- [Cluster-Specific Resources](#)
- [Professional Development](#)



The screenshot shows the Florida Department of Education website. The header includes the logo and navigation links: About Us, Newsroom, How Do I?, Contact Us, and Public Records. A search bar is present with the text "What are you looking for?". Below the header is a navigation menu with categories: FEATURED TOPICS, ACADEMICS, SCHOOLS, TEACHING, ACCOUNTABILITY, POLICY, and FINANCE. The main content area is titled "Career & Technical Educator Resources" and includes a list of resources such as Adult Education, Registered Apprenticeship Programs, CAPE - Postsecondary, CAPE - Secondary, Career & Adult Education Technical Assistance, Career & Technical Education, Statewide Articulation Agreements, College & Career Planning, Quality Assurance and Compliance, and a link to "CAREER & TECHNICAL EDUCATOR RESOURCES". A list of resources is provided, including Distance Learning, Skill Standards and Benchmarks, Curriculum, Work-Based & Experiential Learning, Career Guidance and Exploration, Access & Equity, Program Evaluation & Advisory Council Tools, Cluster-Specific, and Professional Development. A "Distance Learning" section lists various resources like FL Dept. of Education's Best Practices for Distance Learning, ACTE's High-Quality CTE Planning for a Covid-19-impacted School Year, ACTE's Distance Learning Resources, Advance CTE's COVID-19 response resources, Southern Region Education Board's compilation of virtual labs, Just Read, Florida's Distance Learning Resources, Career & Technology Educators Online Learning Collaborative on Facebook, Best Practices for Creating Take-Home Packets to Support Distance Learning (PDF), and Going the Distance: Online Strategies for Helping Students with Disabilities.

# 2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

## **Consolidated – Grant Application**

- Adult General Education (AGE) – Sec. 231
- Integrated English Literacy and Civics Education (IELCE) – Sec. 243

## **Individual – Grant Application**

- Corrections Education (CE) – Sec. 225

Go to: [www.fldoe.org/WIOAGrants](http://www.fldoe.org/WIOAGrants)

**Due June 30, 2021**



# Perkins Update

**Bruce Harrington**

Senior Education Program Director

Federal and State Initiatives

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## Looking ahead – Statewide Non-traditional Student Success Summit

- A "non-traditional student" is a student who is enrolled in or is seeking enrollment in programs that lead to careers in fields considered non-traditional for the student's gender.
- The Perkins Act defines non-traditional fields as "occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work."
- A two-day in-person statewide summit on support for non-traditional students is planned for late fall in St. Petersburg.
- If you have input on what your agency would like to achieve at the summit, or if you would like to share challenges or success and best practices, please send an email to [bruce.harrington@fldoe.org](mailto:bruce.harrington@fldoe.org).

# The 2021-2022 Comprehensive Local Needs Assessment (CLNA)

- Perkins law requires that eligible recipients (districts and state colleges) receiving Perkins funds conduct a biennial CLNA.
- Given that, you will submit a CLNA every two years and update the CLNA on the in-between years. This upcoming Request For Application is for an in-between year and planning for the next CLNA.
- The next CLNA is to be **conducted during** the 2021-2022 program year and **results submitted** in the 2022-2023 RFA. The results will guide the local use of Perkins funds for the 2022-2023 and 2023-2024 program years.
- Perkins funds can be utilized to conduct the CLNA.

# CLNA Timeline

Submitted first CLNA  
during 2020-21 RFA

## During 2020-21:

- Have ongoing stakeholder engagement, data analysis, and research
- Make updates to 2020-21 CLNA in the 2021-22 RFA, as needed

## During 2021-22:

- Conduct CLNA with stakeholder engagement, data analysis, and research
- Finalize your CLNA
- Submit CLNA in the 2022-23 RFA

## Perkins Industry Recognized Credentials - Postsecondary

- The Perkins Postsecondary Industry Certification to Program Linkage list for 2020-21 is posted at <https://www.fldoe.org/academics/career-adult-edu/perkins/AccountabilityMeasures.shtml>



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# Industry Certification

**Kathryn Wheeler**

Manager

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## Postsecondary Industry Certification Funding List

- Recommendations to the 2021-22 CAPE Industry Certification Funding list are currently under review.
- Adoption of list is planned for the August 2021 State Board of Education meeting.

## CAPE Postsecondary Recommendation Process Targeted Timeline for 2021-22

Date	Activity
May 6 <sup>th</sup> – May 21 <sup>st</sup>	Recommendation Window
May 24 <sup>th</sup> – July 2 <sup>nd</sup>	FDOE review of certifications
Early July	Rule 6A-6.0574 and PSICFL sent to SBOE
July	Notifications sent to submitters
August 18 <sup>th</sup>	Submitted to SBOE for approval at the August meeting

## What kinds of certifications can be approved for the CAPE Postsecondary Industry Certification Funding List?

- Certifications must relate to a funding-eligible occupation targeted by the General Appropriations Act;
- Certifications must be the highest level available;
- Certifications must require at least 150 hours of instruction;
- Certification must meet the definition of an industry certification; and,
- Exams must always be given in a proctored environment.



## Resources

### **CAPE Postsecondary Industry Certification Funding List:**

<http://www.fldoe.org/academics/career-adult-edu/cape-postsecondary/cape-post-industry-cert-funding-list-current.stml>

### **CAPE Postsecondary Statutes and Rule:**

<http://www.fldoe.org/academics/career-adult-edu/cape-postsecondary/statutes-rules.stml>

### **Perkins V:**

<http://www.fldoe.org/academics/career-adult-edu/perkins/>



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# Career and Adult Education Legislative Updates

**Elizabeth Moya**

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Articulation & Career Education Policy

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# Career and Adult Education Legislative Updates

## House Bill 1507 - Workforce Related Programs & Services

- Creates the Office of Reimagining Education and Career Help in the Executive Office of the Governor to provide coordination and alignment in Florida’s workforce development system. Coordinating state and federal workforce related programs, plans, resources, and activities provided by Department of Education, CareerSource, and the Department of Economic Affairs.
- Creates a “no-wrong-door” entry strategy enabling Floridians access to services from any workforce partner through an online opportunity portal.
- Requires the Talent Development Council to coordinate Florida’s efforts to meet state healthcare workforce needs, by conducting a gap analysis and providing trend information on nursing programs.

# Career and Adult Education Legislative Updates

## House Bill 1507 - Workforce Related Programs & Services

- Requires the CareerSource state board to appoint a Credentials Review Committee to identify degree and nondegree credentials of value, develop a Master Credentials List for performance funding, and establish policy direction for funding which prioritizes outcomes and advantages resources to support vulnerable populations.
- Creates the Open Door Workforce Grant Program to provide grants to school districts and FCS institutions to cover up to two-thirds of the cost of short-term, high-demand programs or will cover full cost of tuition for non-Pell eligible learners. Prioritizes adult learners and integrated education and training programs.
- Creates the Money-Back Guarantee Program, requiring each school district and FCS institution to refund the cost of tuition to students who are not able to find a job within 6 months of completing select programs.

# Career and Adult Education Legislative Updates

## House Bill 1507 - Workforce Related Programs & Services

- Creates a new workforce performance funding model for school district and FCS institution workforce programs, requiring one-third of performance funding to be based on rewarding student job placement and the remaining two-thirds on student earnings, with a focus on increasing the economic mobility of underserved populations.
- Requires that students entering an AS or AAS degree program in the 2022-2023 academic year, and thereafter, must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.
- Requires that students entering a public postsecondary institution in the 2022-2023 academic year, and thereafter, must be able to earn nationally recognized digital credentials for competencies within the general education core courses which demonstrate career readiness.

# Career and Adult Education Legislative Updates

## Senate Bill 366 - Educational Opportunities leading to Employment

- Revises the requirements for admission to associate degree programs, allowing for acceptance of a high school equivalency diploma that is issued by another state, is recognized as equivalent by State Board of Education (SBOE) rule, and is based on an assessment recognized by the U.S. Department of Education.
- Grant the SBOE the authority to adopt rules regarding documentation and procedures to implement the fee exemption for students experiencing homelessness.

# Career and Adult Education Legislative Updates

## Senate Bill 366 - Educational Opportunities leading to Employment

- Amends multiple Florida Statutes to expand the mechanisms institutions may use to assess readiness for college-level work.
- Require the Statewide Articulation Agreement to establish three mathematics pathways for students.
- Creates a new program to reimburse employers, including school districts and FCS institutions, the workers' compensation premium for students in work-based learning opportunities.
- The bill specifies that the institution is considered an employer when the student is 18 years or younger and providing unpaid services under a work-based learning opportunity.

# Career and Adult Education Legislative Updates

## Senate Bill 52 – Postsecondary Education

- Establishes the Dual Enrollment Scholarship Program to reimburse eligible postsecondary institutions for tuition and instructional materials for dual enrolled students.
- The appropriation provides \$15.5 million to public postsecondary institutions for private and home education students in the fall or spring terms and all students during the summer term.
- Provides flexibility in how the Florida Postsecondary Comprehensive Transition Program (FPCTP) grant funds can be awarded in order to better support existing programs





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# Office of CTE Program Quality

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## Office of CTE Program Quality

1. Annual CTE Audit
2. Credentials of Value Workgroup
3. Job Market and CTE Data Analytics Tool

## CTE Audit Year Two

- In Year One of the CTE audit, statewide metrics (Phase 1) were calculated by the FDOE (using student record-level data) and local-level performance (Phase 2) was measured by local program reviews generated by colleges and submitted to FDOE.
- The CTE audit consisted of two domains of measurement:
  - **Market Demand** -- Assessed whether the program aligned with an occupation that demonstrates state/regional demand, growth, or middle-high wages.
  - **Institutional Program Performance** -- Assessed how the program was doing in terms of student retention, graduation, and post-completion outcomes.
- DCAE is currently generating local-level data pulls (using student record-level data) that are based on statewide CTE audit metrics. In other words, the colleges will be able to compare their local-level performance data to statewide benchmarks for the CTE audit metrics.

# CTE Audit Data Report Measures

## 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 the Regional DOL for your region
- 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 Program Performance

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

## CTE Audit Local Level Data Pull

- Local-level data pulls (using student record-level data) based on statewide CTE audit metrics:
  - The data pull is currently being worked on by Bureau of PK-20 Educational Reporting and Accountability (PERA).
  - It will come in the form of an Excel workbook that we'll share with college leadership for local dissemination.
  - It will report Market Demand and Institutional Program Performance CTE audit metrics at the College—Program level.
  - Its purpose is to serve as an informational resource.

## CTE Audit Rulemaking

- HB 1507 requires the department to adopt rules to administer 1003.491(5), Florida Statutes.
- The department will pursue rule development to develop an iterative review and improvement plan process for programs that are, "not aligned with the framework of quality, do not meet labor market demand under s. 445.004(4), do not meet institutional performance, or are unwarranted program duplications."

# Credentials of Value Workgroup



## Goals of the Credentials of Value Workgroup



Help form a consensus (cross-sector) definition of Credential of Value



Inform a corresponding methodology to identify credentials that meet value indicators



Validate the cross-sector credential of value list and determine related areas of impact

# Credentials of Value Workgroup



## Partnership Drives the CoV Workgroup





# Credentials of Value Workgroup



## Which credentials will we focus on in this work?

### Workforce-Related Credentials

*(i.e. those that prepare learners for specific occupations):*

- Registered Apprenticeships
- Industry Certifications
- Licenses
- College Credit Certificates
- Career Certificates
- Applied Technology Diplomas
- Associate in Applied Science Degree
- Associate in Science Degrees

## Job Market and CTE Data Analytics Tool

The department has selected a vendor (PAIRIN Inc) for a \$2.5M allocation of federal CARES Act grant funds for an interactive CTE data dashboard.

Deliverables include:

1. Building an interoperable credential registry;
2. CIP to SOC code alignment analysis;
3. Economic modeling and program performance;  
and
4. Real-time job ad analysis.



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# Office of Articulation

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## Reverse Transfer

- We are anticipating that the statewide reverse transfer process will begin during the spring 2022 term, SUS institutions should be prepared to evaluate the transcripts of their current population of FCS transfer students by that time.
- Additional guidance from both the Board of Governors and FDOE should be disseminated any day.
- We also encourage college and university staff to participate in a webinar with staff from the FCS and Board of Governors Office. During the webinar, our staff will review the process and answer any implementation questions participants may have.
  - The Statewide Reverse Transfer Webinar will take place on Tuesday, June 29, 2021, 1:00 PM - 3:00 PM (EDT). Staff may join the webinar at this link: [Statewide Reverse Transfer Webinar](#).

## Military Credit

- Florida Statute 1004.096 required the Board of Governors and the SBOE, in consultation with the Department of Veterans' Affairs, to adopt regulations or rules for the uniform award of postsecondary credit or clock hours to certain service members and veterans of the United States Armed Forces.
- Following the adoption of guidelines by the FDOE and Board of Governors, the FDOE will soon be forming Discipline Committees for the evaluation of courses and the identification of appropriate credit and clock hour awarding.

## Regional Career Pathways Update

- Last year, FCS institutions submitted regional or statewide career pathways agreements based on the associate and career certificate programs that were available at that time, per [section \(s.\) 1007.233](#), Florida Statutes (F.S.).
- For the 2020-2021 school year workforce administrators at FCS institutions received a spreadsheet asking institutions to submit and verify regional or statewide career pathways agreements
  - The FDOE held a webinar on June 3 offering technical assistance.
- The department asked FCS institutions to **submit completed spreadsheets to [articulation@fldoe.org](mailto:articulation@fldoe.org) by June 11, 2021.**

## Dual Enrollment Articulation Agreements

- Florida's academic and career dual enrollment programs allow high school students to pursue advanced curricula that is applicable to high school graduation requirements and a postsecondary certificate or degree.
  - All dual enrollment articulation agreements are due to the Office of Articulation by August 1<sup>st</sup> of each year.
  - Completed agreements should be submitted electronically through the [Dual Enrollment Articulation Agreement Submission Site](#).
- The FDOE is currently evaluating the changes as a result of the past Legislative Session. At this time, please plan on submitting your agreements as they relate to current law. Additional guidelines are forthcoming.



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# Q&A



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