Florida's CTE Audit:
Statewide Review of Programs

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Background

Executive Order (19-31)

- Students need advanced knowledge and skills to find meaningful work/productive careers.

- A knowledgeable and skilled workforce is essential for future economic growth and opportunity.

- There is a need for workers in health services, education, transportation, trade, utilities and computing as well as workers in fields requiring industry certifications and licenses.

- Charges commissioner with developing a methodology for an annual audit of CTE programs.

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

House Bill 7071
- Charges commissioner with annually reviewing K-12 and postsecondary CTE programs to assess alignment of existing offerings with employer demand, postsecondary credentials and professional industry certifications. Additionally, the review should identify offerings that:
  - Are linked to occupations that are in high demand by employers;
  - Require high-level skills; and
  - Provide middle-level and high-level wages.

- From this review, districts/colleges should phase out some CTE programs and offer new programs.

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.

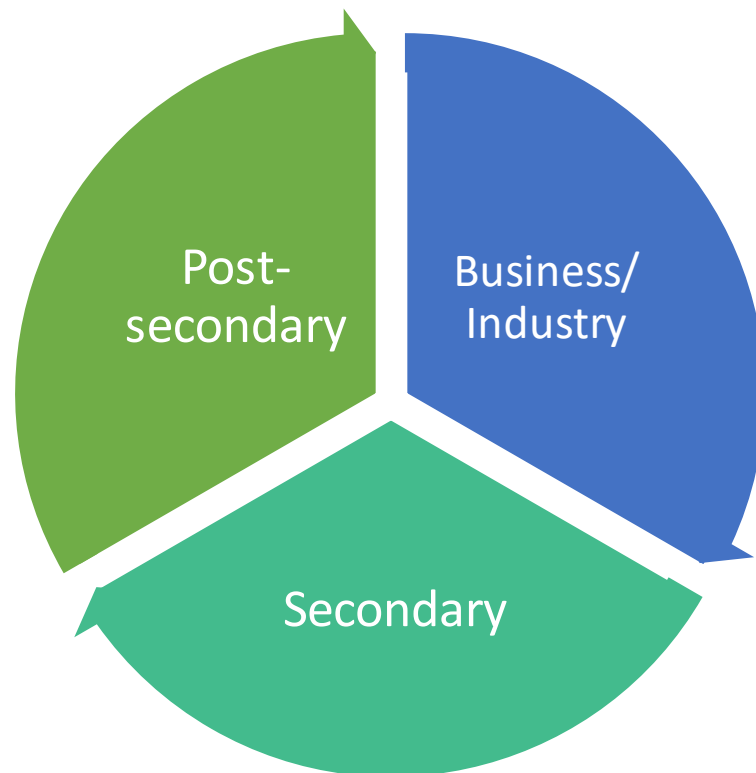*Phase 2: Local program review*

In this phase, the department looked deeper into each program at each institution for programs that did not meet the statewide benchmarks.

Phase 3: Share information and best practices

Using the data and information collected, the department recognized best practices used by districts and FCS colleges in year one of the CTE audit.

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Stakeholder Engagement

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

Post-secondary

Business/ Industry

Secondary

Expert Groups for CTE Audit

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Included Programs of Study

K-12	Postsecondary
• Middle School and Career Exploratory	• Apprenticeship
• Career Preparatory	• Career Certificate
• Technology Education	• Applied Technology Diploma
• Work-based Learning and Capstone Courses	• College Credit Certificate
• All others including practical arts, single course programs and courses for special needs population	• Associate in Science/Associate in Applied Science
	• Workforce Baccalaureate Degrees

Phase 1: Statewide Program Review

Programs

- From the original 1,195 programs...

  Career prep, tech ed, postsecondary

  - **495** 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.

  - **233** 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.

  Middle grades, WBL/ Capstone, Other CTE

  - **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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Secondary PQIs

Market Demand

Career Prep

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL)

- Indicator of whether the program trains for an occupation on a Regional DOL

- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years

- Indicator of whether the program trains for an occupation with middle to high wages

Tech Ed

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

Institutional Performance

- Percent of students who earned an industry certification or digital tool certificate in the course*

- Percent of students with a program concentration

- Graduation rate of students with a program concentration

- Percent of CTE concentrator graduates who transitioned into postsecondary education or employment after high school

- Average entry wage of CTE concentrator graduates*

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

Benchmarking – Secondary Institutional Data

- Programs demonstrated Market Demand by meeting one of the five indicators. Otherwise, were sent for local review of market demand.

- Programs were assigned points based on Institutional Performance on three PQIs:

    Program Concentration Rate = 10

    Graduation Rate of Concentrators = 10

    Job placement/continuing education rate = 10

    Total Possible Points = 30

- Once points were calculated for each program, programs that fell into the lowest quartile were sent for local review of institutional performance.

- Programs that were above the lowest quartile required no further action.

Postsecondary PQIs

Market Demand	Institutional Performance

Market Demand

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL)

- Indicator of whether the program trains for an occupation on a Regional DOL

- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years

- Indicator of whether the program trains for an occupation with middle to high wages

Institutional Performance

- Retention rate

- Student success rate

- Job placement or continuing education rate

- Average wages for those found employed in Florida after completion

Benchmarking – Postsecondary Institutional PQIs

- Programs demonstrated Market Demand by meeting one of the four indicators. Otherwise, were sent for local review of market demand.

- Programs were assigned points based on Institutional Performance on four PQIs:
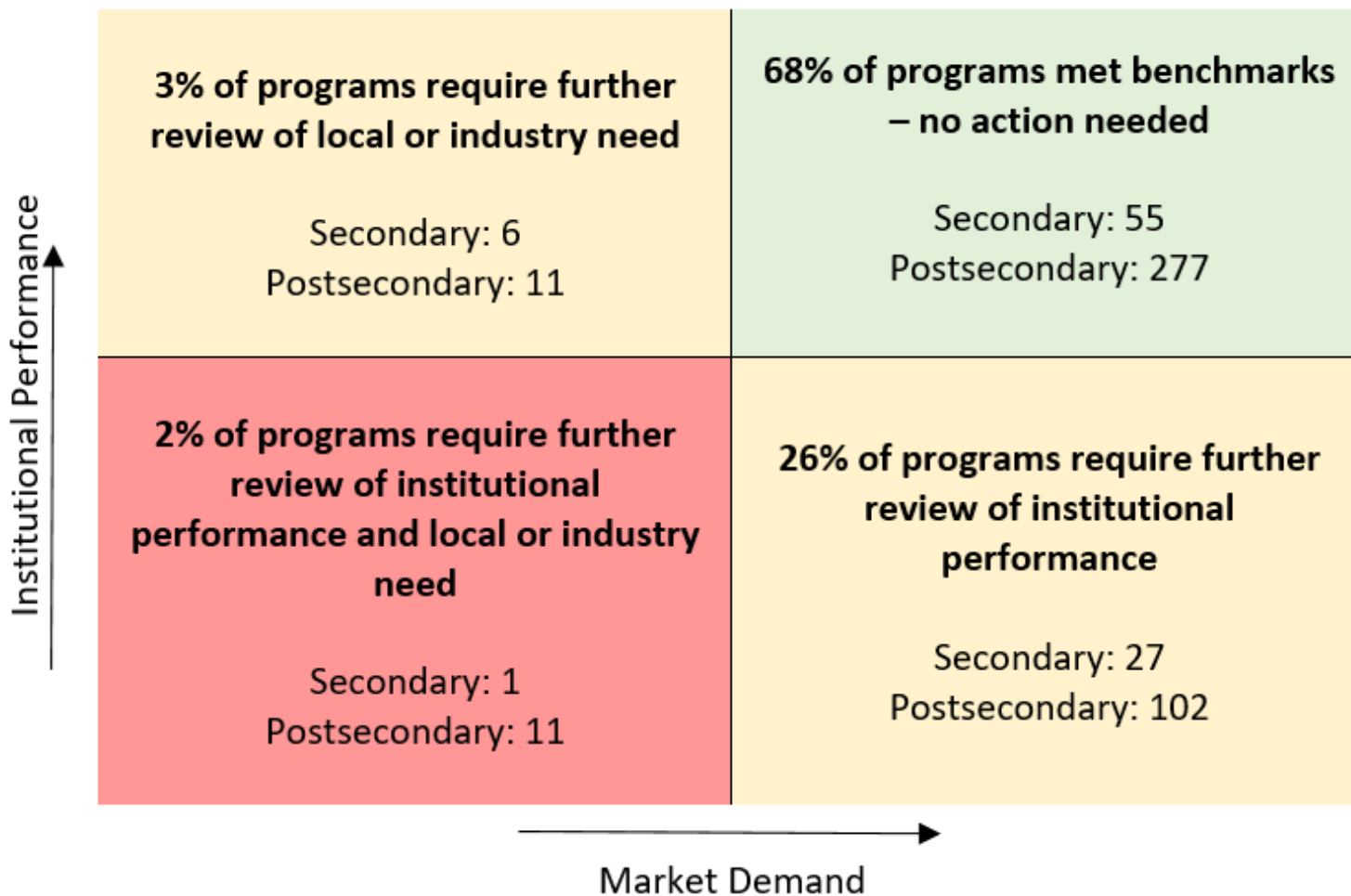
  Retention rate = 10

  Student success rate = 10

  Job placement/continuing education rate = 10

  Wages = 10

  Total Possible Points = 40

- Once points were calculated for each program, programs that fell into the lowest quartile were sent for local review of institutional performance.

- Programs that were above the lowest quartile required no further action.

Phase 1 Statewide Results of Programs with Sufficient Data

Institutional Performance (vertical axis, pointing up)

Market Demand (horizontal axis, pointing right)

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

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

Middle Grades, WBL/Capstone, Other CTE

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

- While these courses/programs were not benchmarked, the PQI data was used for the separate qualitative review conducted by Academic Program staff in the DCAE.

Phase 2: Local Program Reviews

Local Program Reviews

Market Demand (Local)

- Comprehensive Local Needs Assessment for Perkins V application.

- If not submitted for Perkins V funding, an additional local market review form requested.

Institutional Performance (Local)

- "Provide information about this program's most recent review that assessed the quality of the program. This review may be part of the district's or institution's' internal program review cycle or part of the accrediting/approval bodies' usual review practices, if the program is licensed/state certified."

- Over 2,000 local reviews received. The local reviews varied greatly between each district and each colleges.

Secondary Program Local Reviews

Action Required for Program	Programs of Study Sent for Local Review	Local Offerings of Programs of Study	Local Offerings Reported as Terminated or Planning to Terminate
Local institutional performance review	63	816	213
Local market demand review	7	83	18
Local institutional performance and market demand review	6	35	12
Total	**76**	**934**	**243**

Secondary Program Local Reviews

Market Demand (Local)

- 70 local programs reported as "continuing."

- 9 require further review of local market demand (market alignment not demonstrated).

- 61 local programs demonstrated local market demand:
  - 69% demonstrated via Perkins V CLNA <u>primary</u> sources.
  - 31% via CLNA <u>secondary</u> sources (letters of support from local workforce boards, local chambers of commerce, industry associations, economic development agency).

Institutional Performance (Local)

- 626 local programs reported as "continuing."

- Majority demonstrated satisfactory or excellent local performance; or, improvement plans in place.

- 254 require further review of local institutional performance. Not necessarily "low-performing programs," but data submitted was not sufficient.

Postsecondary Program Local Reviews

Action Required for Program	Programs of Study Sent for Local Review	Local Offerings of Programs of Study	Local Offerings Reported as Terminated or Planning to Terminate
Local institutional performance review	240	1,010	291
Local market demand review	17	40	3
Local institutional performance and market demand review	29	83	26
Total	**286**	**1,133**	**320**

Postsecondary Program Local Reviews

Market Demand (Local)

- 78 local programs reported as "continuing."

- 11 require further review of local market demand (market alignment not demonstrated)

- 67 local programs demonstrated local market demand:
  - 57% demonstrated via Perkins V CLNA primary sources.
  - 43% via CLNA secondary sources (letters of support from industry associations, local workforce boards, local chambers of commerce,, economic development agency; job analytics data).

Institutional Performance (Local)

- 776 local programs reported as "continuing."

- Majority demonstrated satisfactory or excellent local performance; or, improvement plans in place.

- 181 require further review of local institutional performance. Not necessarily "low-performing programs," but data submitted was not sufficient.

Future of the CTE Audit

1. Phase 3 of the CTE audit identified the Best Practices that districts and colleges should consider implementing for measuring performance locally:
   - Multiple measures—evaluating programs on multiple dimensions and disaggregating by student subgroup (e.g., course performance, graduate outcomes, alignment to industry certifications).
   - Data trends—analyzing data across multiple years to see if performance is trending up or down.
   - Mixed methods—in addition to "analyzing the numbers," connecting with teachers, administrators and students to better understand their experience and successes.
   - Targeted improvement plans—developing specific plans for specific issues.

2. The FDOE will support districts/colleges by generating reports on CTE audit Program Quality Indicators for every local context. This will allow for consistent measurement across institutions.

Future of the CTE Audit

3. Academic Program Inventory (API)—the FDOE will pursue developing an annual API to more accurately identify local program offerings and better understand gaps in program offerings.

4. Improved CIP code to SOC code alignment—the CTE audit will be enhanced through the ongoing work to improve the identification of which occupations (SOC codes) align with which programs of study (CIP codes).

5. Credentials of Value framework and refined measurement—the CTE audit team seeks to continually improve how programs are measured for quality and value in the CTE audit, through ongoing and new initiatives.