Governor Ron DeSantis issued Executive Order Number 19-31 to chart a course for Florida to become number 1 in the nation in workforce education, with the goal of ensuring our students are prepared to succeed in jobs of the future and satisfy our state's growing workforce demands. Governor DeSantis directed the Commissioner of Education to audit course offerings in career and technical education (CTE). Additionally, the order charged the Commissioner to develop a methodology for annual audits, to include a review of student outcomes and alignment of programs offered at K-12 and postsecondary levels; professional-level industry certifications; and high-growth, high-demand and high-wage employment opportunities.

To accomplish the goals and vision of the Governor's executive order, the department established an advisory committee for Florida's CTE audit, composed of stakeholders essential to Florida's higher education and workforce readiness landscape, to provide:

- Critical feedback on the audit's purpose, priorities and guiding principles;
- Suggestions for the development of key program quality indicators;
- Qualitative and quantitative program data, where applicable;
- Critical feedback on key recommended components; and
- Feedback on the outcome(s) of the audit and its effectiveness in measuring program quality.

In addition to the advisory committee, the department formed expert groups to provide perspective from three areas: business/industry, secondary CTE and postsecondary CTE. The first task of the expert groups was to make recommendations about the programs and corresponding program quality indicators (PQIs) that will be used to measure program quality. Expert groups will also weigh in on availability, strengths and limitations of data; nuances or considerations in how to measure program quality; the process to establish benchmarks/thresholds; and the methodology for identifying new programs aligned to market demands.
The department will employ a staggered roll out of the CTE audit’s three phases, with consideration given to both statewide and regional/local needs and demands.

**Phase 1:** Statewide review of programs

The department will conduct an analysis using statewide data of quality based on PQIs. The unit of analysis is statewide programs, where each program is counted once. For example, all Associate in Science in Nursing (ADN) programs are counted as one program. Programs that are inactivated and are entering or in teach-out are excluded from the analysis. The department will conduct a review of all collected data outcomes against the established benchmarks. Based on the results from the analysis, each CTE program will receive a designation as having met or not met statewide standards based on PQI performance.

**Phase 2:** Local program review

The department will look more deeply into each program at each institution for programs not meeting the statewide benchmarks. For example, assuming all 28 Florida College System institutions offer ADN programs, all 28 programs would be evaluated. Institutions that offer programs that were determined to have not met standards will be required to provide additional data to supplement the data provided by the department and to identify a plan for improvement.

**Phase 3:** Share information and best practices

Using the data and information collected through phases one and two, the department will publish best practices around business and industry partnerships.

*Please contact CTEaudit@fldoe.org with any questions and visit fldoe.org/careerpathways frequently to stay up to date on the CTE audit.*
SECONDARY CTE COURSES/PROGRAMS

CTE programs and courses are offered in public school districts in middle through high school settings. At the middle school level, students are introduced to CTE programs in exploration and introduction courses, which are designed to pique their interest in learning about career clusters and pathways. At the high school level, students ideally commence study in the ninth grade, which provides them an opportunity to specialize or concentrate their efforts in a particular career and technical program of study.

The K-12 CTE programs may be classified into the following categories:

- Middle School and Career Exploratory (grades 6-8)
- Career Preparatory (grades 9-12)
- Technology Education (grades 6-12)
- Work-based Learning and Capstone Courses (grades 9-12)
- Other CTE courses including those for students with significant cognitive disabilities and legacy life and family management courses that are not part of a pathway.

GUIDING PRINCIPLES
Secondary CTE Programs:

- Prepare students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities locally and/or statewide.
- Include sequential courses and reflect the academic, technical and employability skills required for mastery of the program and industry standards.
- Provide a career pathway to postsecondary credentials in related fields and provide foundational skills that prepare students for a variety of employment opportunities.
- Incorporate opportunities for quality experiential or work-based learning opportunities, capstone experiences (such as seminars, internships or portfolios), dual enrollment and/or the attainment of industry recognized credentials.

All middle school career exploratory courses provide a foundation for secondary CTE programs and include the opportunity for students to learn about a variety of careers.

POSTSECONDARY CTE PROGRAMS

Florida College System institutions and career centers, where applicable, are authorized to provide instruction and to confer degrees, certificates and diplomas as prescribed in Rule 6A-14.030, F.A.C., Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions. For the purposes of this audit, only those awards that are identified as career and technical are included. The postsecondary CTE programs may be classified into the following categories:

- Career certificates
- Associate in Science and Associate in Applied Science (AS/AAS) degrees
- College credit certificates (CCCs)
- Applied technology diplomas (ATDs)
- Apprenticeships
- Bachelor of Science and Bachelor of Applied degrees (BS/BAS)
FLORIDA CTE AUDIT TIMELINE:
STATEWIDE REVIEW OF PROGRAMS

MAY 2019
Launch advisory committee to make recommendations about audit direction

JUNE 2019
Finalize guiding principles that measure quality of secondary and postsecondary CTE programs

JULY 2019
Convene three expert groups to provide input on draft PQIs
Update draft PQIs based on expert group feedback
Share PQIs external stakeholders through a public comment period
Finalize PQIs informed by feedback from public comment period
Establish PQI benchmarks with input from expert groups
Identify baseline data on PQIs
Present update to State Board of Education
Identify programs that met/did not meet benchmarks at state level
Begin “deep dive” for the programs that did not meet benchmarks

GUIDING PRINCIPLES
Postsecondary CTE Programs:
• Prepare students to meet Florida's needs for a labor force via high-demand, high-skill, middle-to-high wage or relevant job opportunities locally and/or statewide.
• Equip students with industry-relevant academic, technical and/or employability skills.
• Are developed as career pathways with stackable credentials, where appropriate, to create and enhance pathways for students.
• Incorporate opportunities for students to accelerate credential attainment through acceleration mechanisms such as career dual enrollment, work experience and/or earned industry recognized postsecondary credentials.