

## IMPLEMENTATION FUNDAMENTALS

**Purpose:** The purpose of this section is to identify essential fundamentals of the implementation of the Quality Assurance System.

### GENERAL PROCEDURES

A framework has been developed to provide consistency and order to the application of the Quality Assurance activities as they are developed. For each component of the framework certain elements may be present:

Purpose A statement of purpose will provide clarity regarding the goal of the specific component or monitoring activity.

Regulatory Authority All protocols whether interviews, record reviews, observations or other activities will be substantiated with the regulatory citation as appropriate.

Protocols In order to substantiate compliance vs. non-compliance, protocols are developed to ensure consistent application of regulatory requirements. For example, the use of interview protocols, record review checklists, or observation guidelines will support clear expectations and findings of fact. Forms and checklists are developed to ensure efficient monitoring processes.

Consistent Use of Terms The sub grantee or vendor will be referred to as the provider or agency in the contents of the monitoring papers. Other terms will be defined in applicable laws and regulations. Excerpts are included in this document.

### STAKEHOLDER INVOLVEMENT

The Division of Workforce Education is committed to the inclusion of stakeholder involvement in the Quality Assurance System. Participation of school districts, community colleges, colleges and universities, community/faith-based organizations, students and families, and Division staff ensures a dynamic and transparent system. As the Quality Assurance System is developed and implemented, it will change and be enhanced based upon the input of stakeholders in addition to implementation activities. The Advisory Council acts in an advisory capacity to ensure stakeholder participation in the quality assurance process; there is no approval authority. Final authority for decision-making lies with the Division.

Quality Assurance Advisory Council An Advisory Council may convene, in person or by phone, at least twice a year to review and give feedback regarding the Quality Assurance processes and tools. This workgroup may also assist in the review of data and trends to ensure meaningful development and revision of the system; identify the need for statewide systemic technical assistance activities; and assist in the evaluation of the system.

#### Roles and Responsibilities

- Serve in an advisory capacity to the Quality Assurance Section, Bureau of Grants Administration and Compliance
- Represent perspective of providers of Career and Technical Education programs and services.
- Provide feedback to the Bureau of Grants Administration and Compliance in regard to the policies and procedures pertinent to quality assurance and compliance.
- Identify and recognize best practices.
- Identify regional/statewide areas of need for technical assistance.
- Represent individual area of expertise in focus groups.

Focus Groups Representatives associated with the grant awards as a provider, student or family member, will be solicited from across the state to participate in periodic focus groups during the year. The focus groups may give input regarding a single issue/topic. Groups may be contacted for phone or video conferences, individual calls, e-mails or written surveys.

Peer monitors Peer monitors can be an invaluable asset to the quality assurance process, especially monitoring. Persons from the field are nominated to participate in the monitoring process and bring a wealth of training and expertise to their assignment. Peer monitors may be used across disciplines and can be a key tool in times of shrinking resources. Qualified persons

from local providers, FLDOE, and/or outside agencies may be recruited to participate in the monitoring processes. Use of peer reviewers will increase monitoring resources, provide training on the monitoring process and support an effective and efficient system.

## **PROFESSIONAL DEVELOPMENT**

In order to ensure the consistent interpretation and application of the components of the Quality Assurance System, it is appropriate to identify a systems training plan for various *external* parties, specifically providers. The content will be available through various media to ensure access for all interested parties.

Targeted providers, who are designated to have an onsite visit, will receive specific training regarding the monitoring activities and procedures specific to the visit.

A training plan would also be developed specific to internal Workforce Education personnel to keep all internal stakeholders up to date on the Quality Assurance activities and expectations. Division staff would be able to identify the components of Quality Assurance and understand how their responsibilities contribute to continuous monitoring and improvement. The participation of representatives of the program areas is an asset to any monitoring process. Subsequent activities such as the development of corrective action plans or system improvement plans would involve various Division staff. Training content and application is crucial to both internal and external Workforce Education personnel.

## DEFINITIONS

### Carl D. Perkins Career and Technical Education Act of 2006

#### “SEC. 3. DEFINITIONS.

“Unless otherwise specified, in this Act:

“(1) **ADMINISTRATION.**—The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

“(2) **ALL ASPECTS OF AN INDUSTRY.**—The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.

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“(4) **ARTICULATION AGREEMENT.**—The term ‘articulation agreement’ means a written commitment—

“(A) that is agreed upon at the State level or approved annually by the lead administrators of—

“(i) a secondary institution and a postsecondary educational institution; or

“(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and

“(B) to a program that is—

“(i) designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and

“(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

“(5) **CAREER AND TECHNICAL EDUCATION.**—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

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“(7) **CAREER GUIDANCE AND ACADEMIC COUNSELING.**—The term ‘career guidance and academic counseling’ means guidance and counseling that—

“(A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and

“(B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

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“(9) **COOPERATIVE EDUCATION.**—The term ‘cooperative education’ means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation—

“(A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and

“(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

“(10) **DISPLACED HOMEMAKER.**—The term ‘displaced homemaker’ means an individual who—

“(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

“(ii) has been dependent on the income of another family member but is no longer supported by that income; or

“(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

“(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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“(12) **ELIGIBLE AGENCY.**—The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

“(13) **ELIGIBLE INSTITUTION.**—The term ‘eligible institution’ means—

“(A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;

“(B) a local educational agency providing education at the postsecondary level;

“(C) an area career and technical education school providing education at the postsecondary level;

“(D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.);

“(E) an educational service agency; or

“(F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).

“(14) **ELIGIBLE RECIPIENT.**—The term ‘eligible recipient’ means—

“(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or

“(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

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“(16) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY.**—The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

“(A) whose native language is a language other than English; or

“(B) who lives in a family or community environment in which a language other than English is the dominant language.

“(17) **INDIVIDUAL WITH A DISABILITY.**—

“(A) **IN GENERAL.**—The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

“(B) **INDIVIDUALS WITH DISABILITIES.**—The term ‘individuals with disabilities’ means more than 1 individual with a disability.

“(18) **INSTITUTION OF HIGHER EDUCATION.**—The term ‘institution of higher education’ has the meaning given the term in section 101 of the Higher Education Act of 1965.

“(19) **LOCAL EDUCATIONAL AGENCY.**—The term ‘local educational agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

“(20) **NON-TRADITIONAL FIELDS.**—The term ‘non-traditional fields’ means occupations or fields of work, including 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.

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“(22) **POSTSECONDARY EDUCATIONAL INSTITUTION.**—The term ‘postsecondary educational institution’ means—

“(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

“(B) a tribally controlled college or university; or

“(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

“(23) **POSTSECONDARY EDUCATION TECH PREP STUDENT.**— The term ‘postsecondary education tech prep student’ means a student who—

“(A) has completed the secondary education component of a tech prep program; and

“(B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

“(24) **SCHOOL DROPOUT.**—The term ‘school dropout’ means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

“(25) **SCIENTIFICALLY BASED RESEARCH.**—The term ‘scientifically based research’ means research that is carried out using scientifically based research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501).

“(26) **SECONDARY EDUCATION TECH PREP STUDENT.**—The term ‘secondary education tech prep student’ means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

“(27) **SECONDARY SCHOOL.**—The term ‘secondary school’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

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“(29) **SPECIAL POPULATIONS.**—The term ‘special populations’ means—

“(A) individuals with disabilities;

“(B) individuals from economically disadvantaged families, including foster children;

“(C) individuals preparing for non-traditional fields;

“(D) single parents, including single pregnant women;

“(E) displaced homemakers; and

“(F) individuals with limited English proficiency.

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“(31) **SUPPORT SERVICES.**—The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

“(32) **TECH PREP PROGRAM.**—The term ‘tech prep program’ means a tech prep program described in section 203(c).

## **SEC. 8. PROHIBITIONS**

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“(e) **Coherent and Rigorous Content.** — For the purposes of this Act, coherent and rigorous content shall be determined by the State consistent with section 1111(b)(1)(D) of the Elementary and Secondary Education Act of 1965.