

4.0 ACCOUNTABILITY AND EVALUATION

4.1 Procedures Used to Obtain Input from Eligible Recipients in Establishing Measurement Definitions and Approaches for the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary Levels [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

The Division of Workforce Education initiated a statewide planning process that included an open invitation to all eligible recipients to participate. More than 80 local practitioners volunteered to participate in four distinct subcommittees responsible for research, discussion, and crafting implementation recommendations on the new legislative requirements. A designated sub-committee for accountability with more than 25 members representing secondary and postsecondary sectors has been involved in the establishment of definitions, measures, and performance levels for the Transition Plan as well as the five-year plan. The Accountability Subcommittee will continue to work through definition and measure implications for the five-year plan as data becomes available. Alignment with existing state and federal accountability requirements will be an integral part of the process to establish valid and reliable measures.

4.2 Procedures Used to Obtain Input from Eligible Recipients in Establishing a State Adjusted Level of Performance for Each of the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary Levels. [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]

The Accountability subcommittee will convene the third and fifth years of the State Plan to review, analyze, and make recommendations related to state adjusted levels of performance on each core indicator just prior to negotiations with the Office of Vocational and Adult Education (OVAE). The state and local level performance data will be made available to local eligible recipients through a web-based tool allowing eligible recipients to review and analyze the data to recommend appropriate performance levels for the state.

4.3 Identification of the Valid and Reliable Measurement Definitions and Approaches Used for each of the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary/Adult Levels.

Please refer to the Accountability forms in Part C.

Description of the Validity and Reliability of Proposed Definitions and Measures [Sec. 113(b)(2)(A)-(B)]

To ensure the reliability of the performance data collected by eligible recipients, these data are checked locally for accuracy, and submitted electronically to a mainframe computer. If there are logical inconsistencies or key elements missing, records are automatically rejected and returned to eligible recipients for correction. From there, the data are accessed by the Division of Accountability, Research, and Measurement in the Florida Department of Education. Data are stored and managed in individual silos, but the state has created a seamless K-20 data system to enable longitudinal research and analysis in which data from all silos are merged and students are assigned a unique identification number in place of a Social Security Number to ensure the privacy rights of students. Reports based on the data are subject to state and federal audit. These extensive data checks ensure the accuracy and reliability of reported core indicators of performance.

The matrix that follows identifies Florida's secondary level and postsecondary level definitions and measures and describes how proposed definitions and indicators are valid and reliable.

Secondary Level Definitions and Measures

The Division of Workforce Education in consultation with the Accountability Subcommittee adopted OVAE’s recommended secondary level definitions as described in the Department’s non-regulatory guidance, *Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006*. In addition, the *Student Definitions Conversion Table* released at the May 2007 Data Quality Institute was utilized in determining the appropriate secondary level definitions adopted by Florida.

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1S1 Academic Attainment Reading/Language Arts	Numerator	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	OVAE strongly encourages adopting Florida’s AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA. The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 1S1.	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1S2 Academic Attainment Mathematics	Numerator	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>OVAE strongly encourages adopting Florida's AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA.</p> <p>The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 1S2.</p>	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2S1 Technical Skill Attainment	Numerator	Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment, or 2) successfully passed a state-approved end-of-course or end-of program assessment as demonstrated by an Occupational Completion Point (OCP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Construct validity: The OVAE recommended measure focused on pass rates of the assessments. The modification measures the percentage of CTE concentrators exiting secondary education with a validation of technical skill attainment. This is a measure of the prevalence of technical skill attainment validation. Criterion-related validity: OCPs are based on curriculum frameworks that enumerate skills required to perform occupational tasks.	Customized by the Division of Workforce Education in consultation with the Accountability Subcommittee. Only the <i>Gold Standard</i> assessments will be used for part 1 of numerator for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. For part “2” of the numerator, the only <i>Bronze Standard</i> state-approved non assessment measure of technical skill attainment is completion of an Occupational Completion Point (OCP).
	Denominator	Number of senior CTE concentrators who have left secondary education in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3S1 Secondary School Completion	Numerator	Number of senior CTE concentrators who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Content validity: By restricting the measure to senior concentrators, the measure focuses only on students who are eligible for completion. The measure definition was accepted by the OVAE regional accountability specialist, who provided technical assistance to ensure validity and reliability.	Modified slightly by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of senior CTE concentrators who have left secondary education in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4S1 Student Graduation Rates	Numerator	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>OVAE strongly encourages adopting Florida's AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA.</p> <p>The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 4S1.</p>	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5S1 Secondary Placement	Numerator	Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida was unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year.	Modified slightly by the Division of Workforce Education in consultation with the Accountability Subcommittee and accepted by OVAE.
	Denominator	Number of CTE concentrators from the prior year who completed secondary school.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
6S1 Non Traditional Participation	Numerator	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The adopted measure will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education, in consultation with the Accountability Subcommittee, adopted OVAE's measure.
	Denominator	Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
6S2 Nontraditional Completion	Numerator	Number of senior CTE concentrators in programs identified as non-traditional for their gender who: 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Construct validity: It was the consensus of the Accountability Subcommittee that the customized measure definition for nontraditional completion (6S2) was more consistent with the nontraditional participation measure (6S1). The 6S2 completion is aligned with standards for secondary school completion in 3S1 and will render comparison of performance of non-traditional students to over overall student performance.	This modification from the OVAE recommended 6S2 measure was developed in order to yield more valid and comparable data. The modified measure definition was accepted by the OVAE regional accountability specialist, who provided technical assistance to ensure validity and reliability.
	Denominator	Number of senior CTE concentrators in programs identified as non-traditional for their gender that have left secondary education in the reporting year.				

Postsecondary Level Definitions and Measures

Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. Due to Florida's unique postsecondary delivery system, the Division of Workforce Education in consultation with the Accountability Subcommittee, intends to maintain separate student definitions and measurement definitions for career certificate (clock hour) and associate degree/college credit certification (credit hour) programs. This was the reporting practice followed under Perkins III.

The Division of Workforce Education in consultation with the Accountability subcommittee adopted OVAE's recommended postsecondary level participant definition as described in the Department's non-regulatory guidance, *Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006*. The student definition for postsecondary/adult concentrator level was modified by the Accountability Subcommittee to capture the appropriate data from Florida's dual postsecondary delivery system. In addition, the *Student Definitions Conversion Table* released at the May 2007 Data Quality Institute was utilized in determining the appropriate postsecondary/adult level concentrator definitions adopted by Florida.

Postsecondary Level Definitions and Measures for Credit Hour Programs

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1P1 Technical Skill Attainment	Numerator	Number of CTE concentrators who 1) earned an industry certified credential through a third party assessment or 2) earned 75 percent of the program hours required with a grade point average of 2.5 or higher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	For part “1” of the numerator, only the Gold-Level assessments will be used for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. The validity and reliability instrument used by subject-area experts is detailed in <i>Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida (see Appendix F)</i> . For part “2” of the numerator, Bronze-Level non assessment indicators will be reported during the phase-in period.	Measure definition for postsecondary level technical skill attainment (1P1) was customized by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of CTE concentrators in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2P1 Completion	Numerator	Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee adopted OVAE's Measure for postsecondary completion (2P1).
	Denominator	Number of CTE concentrators who left postsecondary education during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3P1 Student Retention or Transfer	Numerator	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Content validity: By not restricting the measure to the fall semester, students who take a semester off and then resume enrollment or who begin in spring semester will be included in the measure. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student retention or transfer (3P1) slightly. The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4P1 Student Placement	Numerator	Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida is unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student placement (4P1). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who received a credential, degree or certificate.				
5P1 Nontraditional Participation	Numerator	Number of <u>CTE participants</u> from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	Division of Workforce Education, in consultation with the Accountability committee, adopted OVAE's Measure for postsecondary nontraditional participation (5P1)
	Denominator	Number of <u>CTE participants</u> in college credit programs that lead to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5P2 Non Traditional Completion	Numerator	Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Content validity: By including all non-traditional program concentrators in the denominator, the measure will reflect a completion rate for students in programs non-traditional for their gender.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary nontraditional completion (5P2). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator:	Number of CTE concentrators in college credit programs identified as non-traditional for their gender.				

Postsecondary Level Definitions and Measures for Clock Hour Programs

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1A1 Technical Skill Attainment	Numerator	Number of CTE concentrators who 1) achieved at least one OCP (occupational completion point) in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	For part “2” of the numerator, only the Gold-Level assessments will be used for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. The validity and reliability instrument used by subject-area experts is detailed in <i>Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida (see Appendix F)</i> . For part “1” of the numerator, Bronze-Level non assessment indicators will be reported during the phase-in period.	Measure definition for postsecondary level technical skill attainment (1A1) was customized by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of CTE concentrators in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2A1 Completion	Numerator	Number of CTE concentrators who received an industry-recognized credential or a certificate during the reporting year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee adopted OVAE's Measure for postsecondary completion (2A1).
	Denominator	Number of CTE concentrators who left postsecondary education during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3A1 Student Retention or Transfer	Numerator	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Content validity: By not restricting the measure to the fall semester, students who take a semester off and then resume enrollment or who begin in spring semester will be included in the measure. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student retention or transfer (3A1) slightly. The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4A1 Student Placement	Numerator	Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida is unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student placement (4A1). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who received a credential or certificate.				
5A1 Nontraditional Participation	Numerator	Number of <u>CTE participants</u> from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	Division of Workforce Education, in consultation with the Accountability committee, adopted OVAE's Measure for postsecondary nontraditional participation (5A1)
	Denominator	Number of <u>CTE participants</u> in clock hour programs that lead to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5A2 Non Traditional Completion	Numerator	Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.	☒	☐	Content validity: By including all non-traditional program concentrators in the denominator, the measure will reflect a completion rate for students in programs non-traditional for their gender.	<p>The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary nontraditional completion (5A2).</p> <p>The adopted measure definition was accepted by the OVAE regional accountability specialist.</p>
	Denominator:	Number of CTE concentrators in clock hour programs identified as non-traditional for their gender.				

4.4 Alignment of Core Indicators of Performance with Other State and Federal Programs Used to Meet the Act’s Accountability Requirements [Sec. 113(b)(2)(F)].

The Division of Workforce Education used its expertise from previous state and federal initiatives focused on performance funding to establish the core indicators of performance. The State of Florida’s integrated K-20 data management system gathers and reports data from throughout the State using a uniform, coordinated statewide system of data elements and formats. This system ensures development of core indicators of performance that are aligned with other State and Federal programs used to meet the Perkins IV accountability requirements.

4.5 Performance Levels for Each of the Core Indicators of Performance that are Objective, Quantifiable, and Measurable and Will Allow the State to Continually Make Progress Toward Improving the Performance of Career and Technical Education Students [Sec. 113(b)(3)(A)(i)-(II)].

Please refer to Accountability forms in Part C.

4.6 Process for Reaching Agreement on Local Adjusted Levels of Performance if an Eligible Recipient Does Not Accept the State Adjusted Levels of Performance Under Section 113(b)(3) of the Act and Ensuring that the Established Performance Levels Will Require the Eligible Recipient to Continually Make Progress Toward Improving the Performance of Career and Technical Education Students [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)].

The Division of Workforce Education will negotiate State Adjusted Levels of Performance for each core indicator with the Office of Vocational and Adult Education (OVAE) for the first, third and fifth years. It is expected that these state adjusted levels will be adopted by eligible recipients. During the 2008-2009 program year, should local eligible recipients determine they are unable to accept the state performance targets for secondary academic attainment in reading and math (1S1, 1S2); and graduation rate (4S1), they may negotiate lower local level performance targets with the Division of Workforce Education. The remaining secondary performance indicators (2S1, 3S1, 5S1, 6S1, 6S2) and all postsecondary performance indicators may be negotiated beginning with the 2009-2010 program year once one full year of actual data is available.

Each local eligible recipient reports data on each career and technical education student to the State using the Florida Educational Data System using uniform, coordinated statewide system of data elements and formats. These data are used to express local levels of performance as percentages which will be compared numerically with Florida’s Final Agreed Upon Performance Levels (FAUPL). A web-based data tool will contain local performances on each core indicator and each local eligible recipient will be able to view performance data for inclusion in the annual local application for Perkins funds. Local performances achieving or exceeding local targets will be displayed in green, performances achieving 90 to 99.99 percent will be displayed in yellow and performances achieving less than 90 percent of the local target will be displayed in red. If a local eligible recipient does not accept the State adjusted levels of performance on each core indicator as their local target, the local eligible recipient must contact the Division of Workforce Education to negotiate revised local targets based on the following criteria:

- (1) Comparison with performance of other eligible recipients;
- (2) Characteristics of participants;
- (3) Approved program, services and instructional improvement strategies;
- (4) Implementation of approved improvement strategies; and
- (5) Extent of progress toward achieving adjusted levels.

Each of the above criteria shall have a value of 2 percentage points that the local eligible recipient's local targets may be negotiated down for a maximum of 10 percentage points below the State Adjusted Level of Performance.

Promotion of Continuous Improvement

Each eligible recipient will be expected to achieve the state performance target, level identified on the FLDOE Final Agreed Upon Performance Level (FAUPL) form, as the local adjusted performance on each core indicator. Eligible recipients achieving or exceeding any of the target levels will have their level increased by .5 percent above the state level for those the following year. Eligible recipients achieving between 90 and 99.99 percent of the target will be required to submit approved strategies for improvement and will have their target set at the state target the following year. Eligible recipients achieving less than 90 percent of the target will be required to write improvement plans for that core indicator to be implemented during the first program year succeeding the program year for which the grantee failed to meet the agreed upon local adjusted level of performance for that indicator. In developing a program improvement plan, the grantee shall consult with the FLDOE, appropriate agencies, individuals and organizations to give special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(11) of the Act.

Program Improvement Plan

If the Division of Workforce Education determines that an eligible recipient has failed to achieve at least 90% of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of the Act, the eligible recipient will be required to develop and implement a program improvement plan for that core indicator to be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet the agreed upon local adjusted level of performance for that indicator. In developing a program improvement plan, the eligible recipient must consult with the Division of Workforce Education and appropriate agencies, individuals and organizations in accordance with 113(b)(4)(C)(ii)(11) of the Act.

Technical Assistance

If, based on the local adjusted levels of performance, the Division of Workforce Education determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134 of the Act, or is not making substantial progress in meeting the purposes of the Act, Division of Workforce Education staff will work with the eligible recipient to implement improvement strategies and activities consistent with the requirements of the Act. The Chancellor of the Division of Workforce Education may form one or more technical assistance teams consisting of peers from local institutions and/or state staff to provide high level technical assistance to eligible recipients.

4.7 Criteria and Methods Utilized to Allow an Eligible Recipient to Request Revisions to its Local Adjusted Levels of Performance if Unanticipated Circumstances Arise with Respect to an Eligible Recipient [Sec. 113(b)(4)(A)(vi)]

Should unanticipated circumstances arise locally or regionally resulting in a significant change in the factors above, the local eligible recipient must contact the Division of Workforce Education to request that local adjusted performance levels be revised. Revisions may be made for natural

disasters such as hurricanes, tornadoes or flooding; for factors causing schools to be closed for extended periods; or for changes in data definitions, collection or reporting technology causing significant changes in student performance numbers. Additionally, unforeseen economic declines such as plant closings or crop damage resulting in massive unemployment in a locale or region where enrollments or student progress is severely impeded, local eligible recipient may request the opportunity to negotiate lower performance targets.

4.8 Reporting Data Relating to Students Participating in Career and Technical Education Programs in Order to Adequately Measure the Progress of the Students, Including Special Populations and How the Data Reported are Complete, Accurate, and Reliable [Sec. 122(c)(13); sec 205]

The State of Florida utilizes a multi-tiered system that tracks student-level educational data in Florida, including career and technical education data, from local schools and colleges. This data system includes numerous data elements and formats that are specifically tailored to meet the planning and accountability requirements of state and federal legislation, including the Perkins Act.

Separate data elements gather various types of data on enrollments (i.e. special population characteristics), courses and programs, instructional hours, interim and terminal performance, credentials received, methods of instruction, demographics, and participation in specific activities of special programs. These data are configured as required in reports and data files in order to measure the progress of all students, including members of special populations, disaggregated and aggregated, under the Act and other federal and State laws, rules and regulations.

Student follow-up data addressing employment, continuing education and welfare participation is collected by the Florida Education Training and Placement Information Program (FETPIP). FETPIP was established in 1984 to use unemployment compensation wage report data and other specific program data to follow up on training and education program outcomes. FETPIP currently provides over 300 separate follow-up reports on various education and training program participants. FETPIP data tracks the number of students found on unemployment information wage record files, the number of students with full-time employment, and their earnings at placement. FETPIP also identifies program completers by various classifications who are working in Florida, enrolled in continuing education, incarcerated, or on public assistance.

Florida gathers and reports data from throughout the State using a uniform, coordinated statewide system of data elements and formats. These elements have statewide definitions, characteristics, and submission requirements, including submission dates and correction windows. Generally, data are edited, first at the local level using edits pulled down from the state level, and then at the state level when the data are received. Edits include internal examination of responses on specific elements, cross-referenced examinations of related elements, and cross-referenced examinations between and among elements on multiple formats. In all cases, edit errors are communicated to the local level for review and correction.

Additionally, state and federal agencies annually audit Florida's Perkins data and audit findings are addressed with corrective actions as necessary. Recent audit findings have been concerned with inclusion of data from all eligible recipients and corrective steps have been taken to implement those improvements of Florida's system. The State has also taken steps to ensure elimination of duplicative counting of students for Perkins reporting purposes.

Eligible recipients and Florida Department of Education staff scrutinize Florida's Perkins data when "rolling out" statewide data to the local level. This additional layer of examination serves to ensure that local accountability processes established at the state level are implemented in a fair, consistent and user-friendly manner. It also serves to increase familiarity with the data for state staff that will assist eligible recipients in using their local performance data to plan and implement targeted local program improvement plans under Perkins.

4.9 Agreement with Each Consortium Receiving a Grant Under Perkins IV to Meet a Minimum Level of Performance for Each of the Performance Indicators Described in Section 113(b) and 203(e) of the Act [Sec. 204(e)(1)].

The State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients shall file a single plan/application for funding pursuant to section 134.

4.10 Annual Evaluation of the Effectiveness of Career and Technical Education Programs and Coordination of Programs to Ensure Nonduplication [Sec. 122(c)(8)].

Annual Evaluation of Effectiveness and Coordination

The Division of Workforce Education shall annually use the local adjusted levels of performance described in section 113(b)(4) of the Act to evaluate the career and technical education programs and activities of each eligible recipient receiving funds under Title I of the Act. The annual performance evaluations may be the basis for awarding incentive grants and administering sanctions. Data will be collected through two statewide databases - one for the school districts (secondary and postsecondary) and one for the community colleges. The data will be aggregated through the Workforce Development Information System (WDIS) housed within the Department of Education. For program improvement purposes, Florida will disaggregate the data by the categories of special populations listed in the 2006 Perkins Act, as well as the categories of students described in Section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 that are served under this Act, in order to analyze the success of services of each special population.

Nonduplication Efforts

The Agency for Workforce Innovation (AWI) serves as the State's Workforce Board. The AWI Education Partnership was established as a means of promoting collaboration and coordination of programs and initiatives that support increasing literacy, workforce readiness, academic and vocational skills and the use of state-of-the-art technology programs. The Commissioner of Education represents education issues on this board. The board guides policy development to enhance the coordination of workforce development in cooperation with economic development. Regional Workforce Boards operate under charters approved by the state Workforce Board. These boards, at both state and local levels, are responsible for implementing policy dealing with workforce development programs, welfare transition, unemployment compensation, workforce information services and labor market information.

In addition, the Division of Workforce Education works cooperatively with the Division of K-12 Public Schools and the Division of Community Colleges to ensure the effectiveness of career and technical education programs and coordinate with other state and federal programs to prevent duplication.

Other Requirements

4.11 Identification of Program Areas for which the State Has Technical Skill Assessments, the Estimated Percentage of Career and Technical Education Students Who Take Technical Skill Assessments, and the State's Plan for Increasing the Coverage of Programs and Students Reported in Future Program Years.

The Division of Workforce Education has collected data from secondary and postsecondary eligible recipients on program and student-level industry certification currently in use. It is estimated that approximately 10% of Florida's secondary and postsecondary career and technical education programs are regulated by federal or state standards. In addition, numerous *Gold Standard* technical skill assessments developed by third-party agencies to assess national standards for every career cluster have been identified. (*Gold Standard* assessments include national/international credentialing or certification exams, state credentialing or licensing exams, industry developed exams for occupations/specialties, third-party exams measuring technical skills.) Analysis by Division of Workforce Education staff indicates that, at this time, at least one *Gold Standard* assessment exists for at least one career and technical education program in 15 of the 16 career clusters at both the secondary and postsecondary levels.

Presently, student-level data is not readily available on student participation in federal or state regulated programs due to participant privacy issues and the inability of regulatory agencies to release this information to FLDOE. Since a valid and reliable data source is not available, the Division of Workforce Education is unable to report the estimated percentage of career and technical education students who take technical skill assessments. Baseline data currently being collected will assist in the planning efforts to increase the percentage of programs with technical skill assessments and the percentage of students being assessed.

To evaluate the attainment of technical skills for both secondary and postsecondary students, Florida will use a combination of *Gold Standard* assessments and *Bronze Standard* non-assessment indicators of student achievement.

The Florida Department of Education will use standardized criteria (see Appendix F) to determine the appropriateness of the assessment instrument to measure technical skill proficiency. The following *Gold Standard* assessments will be acceptable in any case throughout the plan period:

1. federal or state regulatory agency-developed assessment instrument leading to licensure
2. industry-developed assessment instrument leading to industry certification
3. industry-developed end of program assessments
4. proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product
5. third party-developed assessment instrument¹

¹ Gold Standard categories of assessment have been amended since the original release of the State Plan. The categories referenced above were approved by USDOE Office of Vocational and Adult Education in November 2008. State Plan for Carl D. Perkins Career and Technical Education Act of 2006
Public Law 109-270
03/04/08

The following Bronze Standard non-assessment indicators may be acceptable during the first three years of the five-year plan, but may not be used if a *Gold Standard* assessment is available:

1. student completion of an occupational completion point (secondary and postsecondary clock hour programs)
2. student completion of certain percentage of program hours required with a grade point average of 2.5 or higher (postsecondary college credit programs)

Database of Approved Assessment Instruments

The Division of Workforce Education has developed a database of state-approved assessment instruments. The instruments contained in the database will be the only assessment instruments that will be accepted by the Florida Department of Education for reporting technical skill attainment. Grantees that wish to use assessment instruments not contained in the database for measuring technical skill attainment must request an instrument evaluation by the Chancellor of the Division of Workforce Education for inclusion in the database. Formal documentation of the instrument's reliability and validity will be required before the recommended instrument will be considered for inclusion in the database. A manual entitled *Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida* (see Appendix F) has been developed and tests validity and reliability of proposed assessment additions. These guidelines will serve as a resource for eligible recipients who may request the addition of *Gold Standard* assessments to the state-approved inventory of assessment instruments.

The Chancellor of the Division of Workforce Education will appoint a committee of division staff and secondary and postsecondary stakeholders to annually review information in the database to ensure that it is current. Assessment instruments may be removed from the database if it is determined that the developing agency is not keeping the instrument current with the latest curriculum and/or industry improvements. As additional instruments are developed, they will be evaluated for inclusion in the database.

Technical Skill Assessment Phase-In

The Division of Workforce Education anticipates using only the *Gold Standard* to report technical skill attainment increasing the number of students before 2012. The *Gold Standard* technical skill assessment inventory will be progressively expanded based on Career Clusters. A minimum of four of the 16 recognized Career Clusters will be addressed for expansion each year. Priority for the selection of the clusters to be addressed will be given to high enrollment clusters. Florida would continue to utilize the *Bronze Level* approach to reporting student in these programs only in the event it is not possible to identify *Gold Standard* assessments for every career and technical education program.