Statewide Review of Programs

Florida Department of Education

Friday, January 24, 2020

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Webinar Logistics

• Participants will be on mute the duration of the webinar.

• Materials from today's webinar are available in the "Handouts" pane.

• To submit questions during the webinar, please use the "Questions" function.
Agenda

- Opening Remarks
- Background
- Audit Methodology
- Statewide Program Review
- Next Steps
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.
Executive Order (19-31)

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

• Requires the commissioner to annually recommend to the governor CTE programs that should be eliminated and programs that should be added based on audit results.
Florida Career and Professional Education Act (Section 1003.491, Florida Statutes)

- 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.

- Requires the commissioner to phase out CTE programs and encourage districts and postsecondary institutions to offer new programs based on results of review.
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 will look deeper into each program at each institution for programs not meeting the statewide benchmarks.

*Phase 3: Share information and best practice*
Using the data and information collected, the department will publish and recognize best practices around business and industry partnerships.
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
Progress to Date

• Spring 2019
  • Governor DeSantis issued Executive Order 19-31 & Florida Legislature passed HB 7071.
  • FDOE consulted with other states and national experts on similar efforts to audit CTE programs for quality.
  • FDOE established advisory committee.

• Summer 2019
  • Advisory committee provided guidance on guiding principles for secondary and postsecondary CTE.
  • FDOE consulted with expert groups and advisory committee on establishment of program quality indicators (PQIs).
  • FDOE identified the data sources and methodology for the PQIs.

• Fall 2019
  • FDOE collected data on PQIs.
  • FDOE consulted advisory committee on benchmarking methodology.
  • FDOE completed a preliminary analysis of programs.
## Programs

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

• From the original 1,191 programs...

  • **490** 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.
  
  • **234** 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.
  
  • **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.
Middle Grades, WBL/Capstone, Other CTE

• These courses/programs will be 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 will be used to review the current performance of students taking these courses and programs.
Career Prep, Tech Ed & Postsecondary Guiding Questions

• First, what is the market demand for the program?
  • Programs are assessed based on the extent to which there are data that support the demand for the program at statewide and regional levels.

• Second, how is the program performing?
  • Programs are assessed based on their performance on key institutional measures of program quality.

Note: Middle grades, work-based learning/capstone and other CTE courses will not be assessed for market demand.
Plotting Performance

Each program was placed in one of four categories based on results from the statewide program review.

- Requires further review of local or industry need
- Met benchmarks – no action needed
- Requires further review of institutional performance and local or industry need
- Requires further review of institutional performance

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Program Quality Indicators (PQIs)

- The initial step in the CTE audit process was identifying a set of PQIs that reflect what constitutes a high-quality state CTE program at the K-12 and postsecondary levels.
- These PQIs serve as quality benchmarks by which each program is measured.
- FDOE staff developed the PQIs in collaboration with the advisory committee and three expert groups.
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

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Benchmarking Notes

• The following two indicators are not included in the proposed benchmarking calculations:
  • Industry Certification Attainment
  • Initial Average Wages after high school

• Data review shows the following:
  • Many CTE programs do not have related industry certifications currently.
  • Average wage outcomes for secondary CTE students may not represent the quality of the program since most students do not earn a credentials by the time of HS graduation.
  • Use of these data is recommended for the local review process
Benchmarking – Secondary Workforce PQIs

• If a career preparatory program leads to occupation...
  • On statewide DOL; or
  • On regional DOL; or
  • Expected to grow; or
  • Leading to middle-to-high wages.

• If a technology education program is linked to an Enterprise Florida Targeted Industry Sector.

• Then program meets benchmarks (dichotomous: yes/no).
Benchmarking – Secondary Institutional Data

• Programs were assigned points based on 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 will move forward for local review.

• Programs that are above the lowest quartile require no further action.
Postsecondary PQIs

**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

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Benchmarking – Postsecondary Workforce PQIs

If program leads to occupation....

• On statewide DOL; or
• On regional DOL; or
• Expected to grow; or
• Leading to middle-to-high wages,

Then program meets benchmarks (dichotomous: yes/no).
Benchmarking – Postsecondary Institutional PQIs

• Programs were assigned points based on 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 fall into the lowest quartile will move forward for local review.

• Programs that are above the lowest quartile require no further action.
Decision Tree – First Level of Analysis (Market Demand)

All CTE programs

Daggered programs

New programs

Does this program have market demand?

Yes

No

Excluded from audit

Met benchmarks - no action needed

Local or industry need review

Active programs

Does this program have market demand?

Yes

No

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*After combining three years of program data, it is possible for programs that were initially insufficient to move into the sufficient category; in these cases, the programs will undergo the same review as active-sufficient programs.

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CTE Programs – Results (Career Prep, Tech Ed & Postsecondary)

- **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.

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# CTE Programs – Results by Career Cluster

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Total Programs</th>
<th>Programs that met benchmarks</th>
<th>Programs moving forward for review of local or industry need</th>
<th>Programs moving forward for review of institutional performance</th>
<th>Programs moving forward review of local or industry need AND review of institutional performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>TOTAL</td>
<td>490</td>
<td>68%</td>
<td>332</td>
<td>64%</td>
<td>17</td>
</tr>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>25</td>
<td>64%</td>
<td>16</td>
<td>4%</td>
<td>1</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>38</td>
<td>76%</td>
<td>29</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communication</td>
<td>56</td>
<td>29%</td>
<td>16</td>
<td>7%</td>
<td>7</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>40</td>
<td>58%</td>
<td>23</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>27</td>
<td>70%</td>
<td>19</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Energy</td>
<td>6</td>
<td>100%</td>
<td>6</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Engineering &amp; Technology Education</td>
<td>8</td>
<td>38%</td>
<td>3</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Finance</td>
<td>9</td>
<td>100%</td>
<td>9</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>6</td>
<td>67%</td>
<td>4</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Health Science</td>
<td>86</td>
<td>84%</td>
<td>72</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>19</td>
<td>74%</td>
<td>14</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Human Services</td>
<td>8</td>
<td>88%</td>
<td>7</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology</td>
<td>50</td>
<td>44%</td>
<td>22</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Law, Public Safety &amp; Security</td>
<td>26</td>
<td>88%</td>
<td>23</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>44</td>
<td>89%</td>
<td>39</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>13</td>
<td>54%</td>
<td>7</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>29</td>
<td>79%</td>
<td>23</td>
<td>2%</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: percentages may not add up to 100% due to rounding
## Phase 2 Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>FDOE shares preliminary findings from statewide review.</td>
</tr>
<tr>
<td>February 3</td>
<td>FDOE corresponds with each institution to specify what action is needed for each program.</td>
</tr>
<tr>
<td>February 4</td>
<td>FDOE hosts technical assistance webinars to provide guidance on completing local review templates.</td>
</tr>
<tr>
<td>March 13</td>
<td>Institutions submit local review templates for each program requiring action.</td>
</tr>
<tr>
<td>March - April</td>
<td>FDOE compiles the results from the local template submissions.</td>
</tr>
<tr>
<td>April</td>
<td>FDOE convenes peer reviewers to recommend action for programs under their respective disciplines.</td>
</tr>
<tr>
<td>May</td>
<td>FDOE submits recommendations to governor.</td>
</tr>
</tbody>
</table>
District/Institutional Notification

By February 3, each district/institution will receive a memo and spreadsheet detailing required required action.

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Audit Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Name</td>
<td>Program Name</td>
</tr>
<tr>
<td>Program Number</td>
<td>10 Digit CIP</td>
</tr>
<tr>
<td>Award Level</td>
<td>Program Status (FDOE Designation for Audit Purposes)</td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Primary SOC (Name/Number)</td>
</tr>
<tr>
<td></td>
<td>Audit Findings</td>
</tr>
<tr>
<td></td>
<td>Institutional Action Resulting from State Audit Findings</td>
</tr>
</tbody>
</table>

Audit Findings

- Insufficient data to conduct analysis (statewide)
- Met benchmarks (statewide)
- Did not meet workforce benchmarks (statewide)
- Did not meet institutional benchmarks (statewide)
- Did not meet workforce and institutional benchmarks (statewide)

Next Steps

- Institutional performance template
- No action
- Market demand template
- Institutional performance template
- Market demand and institutional performance templates

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Institutional notifications will include statewide results for each program (sample postsecondary above). Because the unit of analysis was programs at the state level, we did not calculate institutional performance. Institutions will provide data on student outcomes via a template.

Institutions have variation in naming conventions for programs. We will use the naming convention provided in the State Board-adopted curriculum framework. We encourage your institution to review CIP/program numbers carefully.

There is no mechanism for FDOE to track when individual institutions terminate programs; therefore, your institution may no longer offer programs that are on the list. For those programs, you will need to notify FDOE the program is terminated via a short template. A full template will not need to be completed for these programs.
Technical Assistance Webinars

Market Demand Template
Tuesday, February 4, 2020
10:00 – 11:00 am EDT
Registration
URL: https://attendee.gotowebinar.com/register/6932755468936652555
Webinar ID: 713-511-003

Institutional Performance Template
Tuesday, February 4, 2020
1:00 – 2:30 pm EDT
Registration
URL: https://attendee.gotowebinar.com/register/810080989200927243
Webinar ID: 493-347-355
Local Reviews (Career Prep, Tech Ed and Postsecondary)

Template 1 - Market Demand

Template 1- career prep, tech ed and all postsecondary
- Template is a blend of short answer, long answer and file uploads.
- Institutions will provide data and documentation that substantiate labor market alignment.

Template 2 - Institutional Performance

Template 2a- career prep & tech ed
Template 2b- postsecondary
- Template is primarily long answer with ability to upload files to show data and trends over time.
- Institutions will report their performance on institutional PQIs and provide narrative reflecting on their performance.

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**Peer Review**

Under separate cover, we will provide additional information regarding the peer review timeline and application process.

### Market Demand Peer Committees

- Representatives from business/industry
  - FDOE will work with CTE audit advisory committee to identify members who represent the related fields/industries.

### Institutional Performance Peer Committees

- Secondary and postsecondary CTE experts
  - FDOE will have an application process for secondary and postsecondary experts who are credentialed in the discipline.

- Secondary and postsecondary CTE experts
  - FDOE will have an application process for secondary and postsecondary experts who are credentialed in the discipline.
Peer Review

• We anticipate there will be multiple peer committees organized by industry. The work of the peer committees will take place from mid-March through late April.

• Peer reviewers will offer consultative information intended to contribute to the improvement of a program in the areas identified in the local program review templates.

• Peer reviewers will be asked to make recommendations to the department about each program and the department will consider the peer review committee’s recommendations in its recommendations to the governor.
Q&A
Contact

Please direct any questions to CTEAudit@fldoe.org or visit our website at fldoe.org/careerpathways/