

**Florida’s Career and Technical Education Audit:
Resources for Programs Progressing to Local Review**

Florida’s career and technical education (CTE) audit is being conducted in accordance with Executive Order 19-31 and section 1003.491(5), Florida Statutes. The purpose of this document is to provide districts/institutions with background on the CTE audit methodology as well as instructions for completing and submitting local review templates resulting from the statewide review of programs.

Visit our website at <http://www.fldoe.org/careerpathways/> for additional resources. Please email CTEAudit@fldoe.org for all questions regarding the CTE audit and completion of local review templates.

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Section 1: Resources for Completing Local Templates

Action Resulting from CTE Audit

Phase 1: Statewide Review of Programs

On January 24, 2020, the department hosted a webinar summarizing progress on the CTE audit, which included analyses of CTE secondary and postsecondary program quality based on indicators of program quality. The unit of analysis was statewide programs, where each program was counted once, regardless of how many institutions offer the program.

- [Webinar PowerPoint on Florida's CTE Audit: Statewide Review of Programs – January 24, 2020](#)
- [Webinar Recording on Florida's CTE Audit: Statewide Review of Programs – January 24, 2020](#)

As a result of the statewide review, each career preparatory, technology education and postsecondary program fell into one of four categories:

- Program met benchmarks (statewide) – no further action is required
- Program did not meet workforce benchmarks (statewide) – progressing for further review of local or industry need
- Program did not meet institutional performance benchmarks (statewide) – progressing for further review of institutional performance
- Program did not meet workforce and institutional benchmarks (statewide) – progressing for further review of local or industry need and institutional performance

Phase 2: Local Program Review

For active career preparatory, technology education and postsecondary programs that did not meet benchmarks on market demand or institutional performance, the local program reviews are designed to provide additional information about each program at each district/institution offering the program. Note: middle grades, work-based learning/capstone, and other CTE courses are being evaluated using a separate process.

On February 3, 2020, the department emailed memos and program status templates to all districts/institutions that offer programs progressing to local reviews. The following table summarizes action resulting from the state audit findings.

Action Resulting from State Audit Findings:	Requires further review of local or industry need	Requires further review of institutional performance
Statewide Audit Findings:	Did not meet workforce benchmarks	Did not meet institutional benchmarks or had insufficient data*
Templates:	Track A - If a program is being offered in the 2020-2021 year, each district and Florida College System (FCS) institution is required to complete a labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V	Program Status Template - Districts/institutions that offer programs that did not meet institutional benchmarks or did not have data sufficient for analyses must complete the Program Status Template

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Action Resulting from State Audit Findings:	Requires further review of local or industry need	Requires further review of institutional performance
	Track B - For all other programs, including baccalaureates, institutions are required to complete the Market Demand Template	
Deadlines:	Track A- Completion of the Labor Market Alignment Detailed Documentation Excel spreadsheet is sufficient to meet audit requirements for Track A Track B- June 30, 2020	June 30, 2020

**Programs for which there were not sufficient data at the state level are automatically referred for local review of institutional performance. These programs underwent a market demand review.*

Instructions for Submitting Templates

Step 1. Refer to the notification memo sent to your district/institution to determine which of your programs require local review and which template(s) must be completed.

For districts/institutions with programs that progressed for local review of market demand, each district/institution is responsible for identifying whether or not the program should be assigned to track A or track B.

[Track A-](#) if a program is being offered in the 2020-2021 year, each district/institution is required to complete a labor market alignment review as part of the comprehensive local needs assessment (CLNA) for Perkins V

[Track B-](#) For all other programs, including baccalaureates, districts/institutions are required to complete the Market Demand Template

Step 2. Refer to the tab “Programs with No Enrollments” in the Excel spreadsheet attached to the memo sent to your district/institution. While these programs are in the curriculum frameworks, the department found no enrollments; as a result, these programs do not appear affiliated with any district/institution. Districts/institutions offering or planning to offer any of these programs must complete a *Program Status Template* for our records. No action is required if your district/institution does not offer this program.

Step 3. Download the [Word templates](#) that correspond to the templates you are required to complete. Links to these templates are also available on the first page of the Market Demand Template (track B only) and Program Status Template submission links (see step 4). The purpose of the Word templates is to provide an editable format from which districts/institutions can work on drafts.

Step 4. Once you have completed the Word template(s), you are required to submit responses via the following submission links. **The Word templates cannot be uploaded**; districts/institutions must input the data and attach files, as directed.

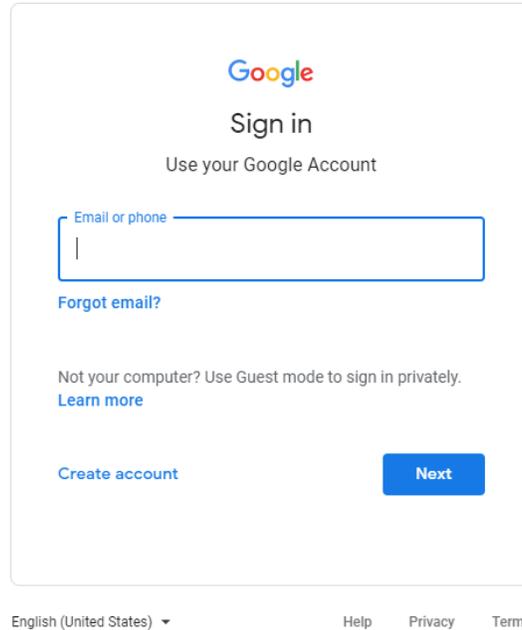
[Link to Submit Responses for the Market Demand Template \(Track B\)](#)

[Link to Submit Responses for the Program Status Template \(Secondary and Postsecondary\)](#)

Step 5. To complete the web-based form(s), you will need to use a new or existing Google account. In the form, we will ask for contact information for the program, which includes the district/college email address. We will not use the email address affiliated with the Google account in any official capacity.

Step 6. When you click on the link to submit the web-based form, if you are not already signed into a Google account, you will see the screen below:

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A screenshot of the Google Sign in page. At the top is the Google logo, followed by the text "Sign in" and "Use your Google Account". Below this is a text input field with the placeholder "Email or phone" and a vertical cursor. Underneath the input field is a link for "Forgot email?". Further down, there is a line of text: "Not your computer? Use Guest mode to sign in privately." followed by a "Learn more" link. At the bottom left is a "Create account" link, and at the bottom right is a blue "Next" button. At the very bottom of the page, there are links for "English (United States)", "Help", "Privacy", and "Terms".

Step 7. Log in with Google credentials. If you do not have a Google account, click “Create account,” and follow Google’s [instructions for creating a Google account](#).

Step 8. Once you are logged in with a Google account, you may now proceed to enter the data into the form. The content in the web-based form mirrors the content of the Word templates. Districts/institutions must copy/paste the responses from the Word template into the web-based form. Word templates will not be accepted. In completing the forms, districts/institutions should adhere to word count limits and answer all required questions.

When uploading supporting documentation, districts/institutions should adhere to the guidance provided regarding file uploads, including font size, file types, page numbers or formatting. Districts must save the documentation using the following naming convention, where x=7 digit program number: SD##.xxxxxx.FileType. FCS institutions must save the documentation using the following naming convention, where x=10 digit CIP: CC##.xxxxxxxxx.FileType.

Market Demand – Local Reviews

Track A: Market Demand Documentation from Comprehensive Local Needs Assessment, Labor Market Alignment

For all secondary and postsecondary CTE programs that did not demonstrate market demand in the statewide process, the department has aligned the CTE audit documentation and processes with the labor market alignment requirements of the Perkins V comprehensive local needs assessment (CLNA). For their Perkins V local application, each district and FCS institution is required to document the labor market alignment for all CTE programs offered in the 2020-21 year. The acceptable documentation and standards for alignment are specified in the following document: <http://fldoe.org/core/fileparse.php/18815/urlt/CLNA-LaborMarkAlignStand.docx>

For track A programs, the only action required is the completion of the Perkins V application and its sub-parts, including the Labor Market Alignment Detailed Documentation Excel spreadsheet. Districts/institutions are responsible for identifying what programs are assigned to track A and track B. Again, the department will not require districts/institutions to upload additional documentation for track A programs. Completion of the Labor Market Alignment Detailed Documentation Excel spreadsheet is sufficient to meet audit requirements for Track A.

The Labor Market Alignment Excel documents will be released with the Secondary and Postsecondary Perkins V Requests of Application (date of release is still to be determined). For planning purposes, draft templates of the labor market files are posted here: <http://fldoe.org/academics/career-adult-edu/Perkins/clna.shtml> (see CLNA Labor market templates for secondary and postsecondary under the header “Labor Market Alignment Templates and Resources.”). Submission information will be included in the Perkins RFA.

Method	Documentation
Secondary SOC Code on the Statewide Demand Occupation List	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation for the use of this alternative SOC code is maintained). This SOC code appears on the 2019-20 or 2018-19 Statewide Demand Occupation List.
Secondary SOC Code on Regional Demand Occupation List	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation for the use of this alternative SOC code is maintained). This SOC code appears on the 2019-20 or 2018-19 Regional Demand Occupation list for the CareerSource region of the agency.
Primary SOC Code on Regional Targeted Occupation List	The primary SOC code appears on the 2019-20 or 2018-19 Regional Targeted Occupation List for the CareerSource region of the agency.
Secondary SOC Code on Regional Targeted Occupation List	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation for the use of this alternative SOC code is maintained). This SOC code appears on the

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Method	Documentation
	2019-20 or 2018-19 Regional Targeted Occupation List for the CareerSource region of the agency.
Enterprise Florida Targeted Industry Sector	<p>The agency has documentation that their program aligns with one of the current Enterprise Florida Targeted Industries:</p> <ul style="list-style-type: none"> • Aviation & Aerospace • Life Sciences • Manufacturing • Defense & Homeland Security • Information Technology • Financial & Professional Services • Logistics & Distribution • Cleantech <p>The agency may document the justification for the alignment of the program to the industry sector.</p>
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	The agency has documentation that the program can be linked to an identified occupation or sector in the local CareerSource Board’s current WIOA plan.
Agriculture-related Programs	For any program identified as primarily agricultural, the agency has documentation from the Florida Department of Agriculture and Consumer Services on the evidence of current labor market demand for completers of the program.
Job Analytics Resources for the region	The agency has documentation of labor market demand from completers of the program from a resource that produces labor market demand information for the agency’s region.
Local CareerSource Board letter of support	The agency has a letter of support from the local CareerSource Florida Board which includes information on the local employment demand for completers of the program.
Economic development agency letter of support	<p>The agency has a letter of support from a local economic development agency with documentation of local demand for the program. The economic development agency must be one listed on this Enterprise Florida web page:</p> <p>https://www.enterpriseflorida.com/about-efi/stakeholders/economic-development-partners/</p>
Local Chamber of Commerce letter of support	The agency has a letter of support from the local chamber of commerce for the agency’s service area. This letter includes information on the local employment demand for completers of the program.
Other Employer or Industry Association	<p>The agency has a letter of support with information on the local employment demand for completers of the program from one of the following:</p> <ul style="list-style-type: none"> • Local employer with a documented history of hiring graduates from the program • Recent employer in an emerging occupational area

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Method	Documentation
	<ul style="list-style-type: none">• State industry associations, or• Regional industry associations
Other valid and reliable labor market information	The agency has any other valid and reliable documentation of labor market demand for the program.

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Track B: Market Demand Template

Submission Deadline

June 30, 2020

Submission Link

<https://forms.gle/wzdW8ukTrD5UvQ5s9>

Note: at the top of the submission link, districts/institutions may download an editable Word template to assist them in completing responses. Districts/institutions should use the guidance available in this template in completing the responses and requirements. The Word template is for planning purposes only. Districts/institutions must use the link above to submit their official responses.

You may confirm your submission at the following link:

https://docs.google.com/spreadsheets/d/1XuZtAmHFWthhSXpLfpPNw4jLwjUpURXT_u_J65s78zM/edit?usp=sharing

Technical Assistance

- [Frequently Asked Questions](#)
- [Webinar PowerPoint on Market Demand Template – February 4, 2020](#) (PDF)
- [Webinar Recording on Market Demand Template – February 4, 2020](#) (Link)

Institutional Performance – Local Reviews

Program Status Template (Secondary and Postsecondary)

Submission Deadline

June 30, 2020

Submission Link

<https://forms.gle/Fd5r9hC1iGX54yDE8>

Note: at the top of the submission link, districts/institutions may download an editable Word template to assist them in completing responses. Districts/institutions should use the guidance available in this template in completing the responses and requirements. The Word template is for planning purposes only. Districts/institutions must use the link above to submit their official responses.

You may confirm your submission at the following link:

https://docs.google.com/spreadsheets/d/17cpXz8s8xzmdjxP15_K1rHYx9sNXmaSRLhMIIU8n81E/edit?usp=sharing

Technical Assistance

- [Frequently Asked Questions](#)
- [Webinar PowerPoint on Institutional Performance \(Program Status\) Template – February 4, 2020 \(PDF\)](#)
- [Webinar Recording on Institutional Performance \(Program Status\) Template – February 4, 2020 \(Link\)](#)

Frequently Asked Questions

General

Question: Who received notification regarding which programs will proceed to local review?

Answer: The notification for each secondary and district postsecondary program status was distributed to superintendents and district CTE directors via an email from cteaudit@fldoe.org on February 3, 2020. The notification for Florida College System institutions was distributed to college presidents and chief academic officers via e-mail from cteaudit@fldoe.org on February 3, 2020.

Question: Many of our programs are accredited by an outside body. Why is the department conducting another review when we are already evaluated on the same data?

Answer: Not all CTE programs have specialized program accreditation, and even if they do, the department does not have access to the same data across multiple programs. Therefore, the department identified key program quality indicators under which all programs were evaluated at the state level. For programs that were identified for local review, the department requests that districts/institutions share data they collect for other purposes where similar measures are reported. The local templates provide flexibility for districts/institutions.

Question: I did not receive any information in my district audit findings on the following types of secondary CTE programs: middle grades, work-based learning, capstone, and other CTE courses that are not part of a CTE program. When and how will I receive this information?

Answer: The analysis of these programs is being conducted through a separate qualitative and quantitative review. Additional information on these courses/programs will be shared later. See [Section 2](#) for more information.

Templates and Forms

Question: Am I able to edit my response in the online form, or do I have to submit it all at once?

Answer: Because you will be required to use a Google account to log in, you will be able to edit your response. You are also able to edit your response after submission, up through the deadline of April 15.

Question: What kind of documentation can districts/institutions submit for programs that have only been in existence for three years or less?

Answer: Evidence of the operation of new programs may include school board or board of trustee minutes, program catalogs, licensing/accreditation documentation, etc. Documentation about why the program was created along with preliminary data on program inputs and outputs (e.g., enrollments, student demographics, course success rates, etc.) are acceptable. The template also requests the date of next review.

Question: Do we have to submit each program individually? What about for college credit certificates that are part of associate in science programs?

Answer: Yes. Each program must utilize and submit a separate individual template. College credit certificates should be treated as individual programs, and be submitted separately from AS degree templates. That said, we recognize the documentation of program reviews provided may group CCCs with AS programs, which is acceptable.

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Question: If we choose to provide our recommendation at a later date, what is that later date deadline?

Answer: The department will reach back out to districts/institutions in June 2020 that indicated they would like to make a recommendation at a later date.

Question: How recent do the program reviews need to be?

Answer: There is not a magic number for recency of program reviews. Since the department is asking districts/colleges to submit data and information from the most recent reviews, the department is relying on the districts/institutions to indicate the date of the most recent reviews. For example, if the program review cycle is every five years, the department would accept program review documentation from five years ago. Similarly, if the program review process takes place annually, the department would expect the documentation to be from one year ago.

Question: If multiple FCS institutions serve the same region, can documentation for market demand be the same across multiple colleges?

Answer: Yes, FCS institutions may submit the same documentation, including letters of support, that covers multiple institutions, recognizing there is overlap in service areas, MSAs, workforce regions, etc.

Question: If my program is the only or one of the only programs meeting a national or statewide demand, will that be considered?

Answer: Yes, in the local review, you may include documentation that shows your program is meeting statewide or national demand.

Program Questions

Question: I terminated a program and it has not been offered for some time. Why are these programs showing up as active programs?

Answer: The department currently does not have a mechanism to track when individual districts/institutions terminate programs locally that continue to exist in the statewide frameworks. We used enrollment data as a proxy to associate programs with districts/institutions. This resulted in the department identifying programs that may no longer be active at your district/institution.

Question: I terminated a program and it has not been offered for some time. Do I need to do anything?

Answer: If your district/institution no longer offers a program that is required to undergo local review, please complete the associated template to inform us of the program termination and effective date. Once you identify the effective date, you will "submit" the form and not be required to complete any further sections. Note: templates are not required for programs that did not get referred to local review.

Question: What do I do if I see programs on our list that are not programs we have ever offered?

Answer: Please contact CTEaudit@fldoe.org as soon as possible with the program name and number (program number for districts and CIP number for FCS institutions) of the programs in question.

Question: What if I offer a program that isn't on the list?

Answer: Please contact CTEaudit@fldoe.org as soon as possible with the program name and number (program number for districts and CIP number for FCS institutions) of the programs in question.

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Question: Are charter districts included within the sponsoring district's CTE data?

Answer: All charter schools offering CTE programs are included in the data used for the CTE audit. The analysis was conducted at the statewide level, not at the district or school level. A charter school may work with their district's CTE staff to identify information that may be needed for the response to the audit.

Question: Our institution is looking to begin a new program for 2020-21. Will we submit this type of information next year for the program?

Answer: The CTE audit will be conducted annually by the Department of Education. Programs that meet state benchmarks for market demand and institutional performance each year will not progress to local review.

Measures

Question: Where can I get access to district/institutional data to replicate the audit findings?

Answer: The CTE audit analysis was conducted at the statewide level, not at the district, school or institution level. At the district or institution level, there are issues with small cell sizes; therefore, the CTE audit PQI information is not available at that level. Institutions should use their own appropriate metrics and program analysis for the submission of the *Market Demand Template* (applicable for Track B) and/or the Institutional Performance *Program Status Template*.

Question: How can I know which individual schools offer the programs moving forward to local review?

Answer: Please email CTEaudit@fldoe.org with the program name and number, and we will identify the school name and school ID associated with that program.

Question: Regarding the benchmarks, is there a rubric or other document outlining the benchmark expectations?

Answer: See [Program Quality Indicators](#) for this information (Section 2).

Question: Are you using the Perkins metrics for retention and student success?

Answer: Technical detail is available in the documentation provided to each district/institution. While the CTE audit methodology did not mirror the Perkins metrics exactly, there are similarities in how the rates were derived.

Question: To what level are enrollment figures evaluated?

Answer: Enrollment was not one of the program quality indicators on which programs were evaluated.

Question: If new programs are not included in the scope of the audit, does that mean districts/institutions could be offering programs that the industry may not need?

Answer: All new programs underwent a market review. New programs were only excluded from the institutional performance measures; they will cycle in the institutional performance review once sufficient data are collected.

Question: If a student receives a credential, does the audit indicate if the earned credential yields a job in the industry?

Answer: Placement in field is not currently accounted for in the audit methodology.

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Audit Outcomes

Question: Are programs that are identified for termination immediately or phased out, which would allow students to complete?

Answer: Any terminations to programs would be phased out to allow for districts/institutions to teach out students who are currently enrolled in the program.

Question: Once districts/institutions submit their local information, what is the next step?

Answer: Once the department receives all local templates, the information provided will be collated and evaluated by peer reviewers. Peer reviewers will make recommendations to the department for each program: 1) continue without modification, 2) continue with modification, or 3) terminate the program. The department will use the information collected through the local reviews and the peer review process in making its recommendations to the governor.

Question: How do I become a peer reviewer?

Answer: The department will be sharing additional information regarding the peer review process. It will be open for subject matter experts from school districts, FCS institutions, and business and industry. The department will be targeting the discipline areas with the largest numbers of local reviews.

Question: If one district/institution shows acceptable institutional performance and another does not, what is the end result?

Answer: The peer review committee will review documentation for all districts/institutions offering the program, and make recommendations about the program within the statewide inventory. The CTE audit will not target programs at individual districts or institutions.

Updated 2/10/20

Section 2: CTE Audit Background

Methodology

The department developed a methodology for the annual CTE audit that measures program quality to ensure alignment between the state’s CTE programs with our established economic and workforce priorities. Given the constant changes within Florida’s economy, the annual review of programs will reaffirm existing CTE programs and identify new programs that should be offered based on the needs of tomorrow. The department is employing a staggered roll out of the CTE audit’s three phases, with consideration given to both statewide and regional/local needs and demands.

CTE Audit Phases

Phase 1: Statewide Program Review

In this phase, the department conducted an analysis of quality, using statewide data, based on PQIs identified for active CTE secondary and postsecondary programs. The unit of analysis was statewide programs where each program was counted once. For example, all Associate in Science in Nursing (ASN) programs were counted as one program.

Step 1 FDOE identified the scope of programs included in the 2019-2020 audit cycle.

Step 2 FDOE reviewed market demand data for all new and active programs, if applicable, and made a determination regarding whether or not programs were meeting market demand benchmarks (dichotomous – yes or no). Programs that did not receive a “yes” were marked for local review of local or industry need.

Step 3 a) For active-insufficient programs, FDOE grouped three years of data for each institutional indicator that did not meet the sufficiency criteria. If, after combining three years of data, the program still did not meet the sufficiency criteria, the program remained “active-insufficient,” and were marked for a local review of institutional performance.

b) For active-sufficient programs and programs that became sufficient through combining three years of data, FDOE assigned points based on the program’s performance on institutional benchmarks. Programs in the bottom quartile were marked for local review of institutional performance.

c) As part of the review of the five different types of secondary CTE courses and programs, the following categories of programs will be placed through a local review process: middle grades career exploratory; work-based learning and capstone courses; and other CTE courses. All course types have program quality indicators identified but will not be benchmarked using a points scale. These courses will undergo a comprehensive review based on the core purpose of the course. The department will develop a review matrix for all the courses in these categories, and include the following considerations:

- Is the course being used as described in the curriculum framework?
- Is the course part of a program of study pathway?

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- Does unnecessary duplication of courses need to be addressed by combining or eliminating courses?

Phase 2: Local Reviews

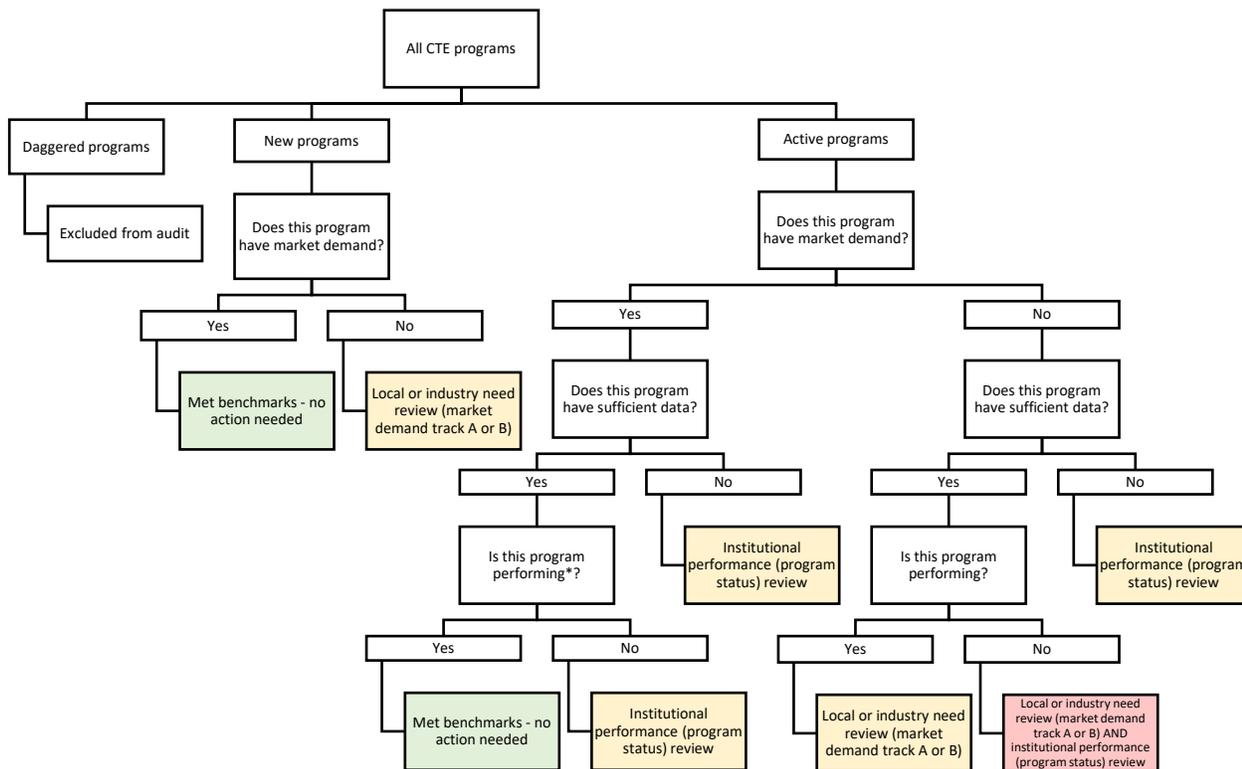
In this phase, the department will look deeper into each program at each institution for programs not meeting the statewide benchmarks.

- Step 4 FDOE will send templates to all districts/institutions that offer programs progressing to local reviews.
- Step 5 Districts/institutions with programs that progressed to local review will return completed templates to FDOE.
- Step 6 FDOE will convene a committee of peers to review secondary and postsecondary programs that went to local reviews. Committees will make recommendations to the department regarding action for programs under their respective industries.
- Step 7 Commissioner of Education will make recommendations to the governor regarding strengthening CTE programs as well as eliminating CTE programs that are not aligned to market demands.

Phase 3: Share Information and Best Practices

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

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CTE Audit Decision Tree

* 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.

Program Quality Indicators

The initial step in the CTE audit process was identifying a set of program quality indicators (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. Additionally, the department solicited feedback from the public on proposed PQIs for secondary and postsecondary CTE programs.

The final PQIs assess program quality through two lenses—first, what is the market demand for the program? These PQIs are intended to identify 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 that relate to student progression and completion, and post-completion outcomes. Market demand indicators were not used for most secondary CTE programs.

Workforce Indicators

Data for these measures were collected from the Florida Department of Economic Opportunity (DEO), Bureau of Labor Market Statistics.

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- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL)
 - This PQI is dichotomous, where “yes” indicates presence on the statewide DOL and “no” indicates absence on the statewide DOL. The statewide DOL identifies the labor market needs of Florida’s business community and encourages job training and postsecondary education based on those needs, with emphasis on jobs that are both high demand and high skill/high wage. Career preparatory and all postsecondary programs are assessed on this measure.
- Indicator of whether the program trains for an occupation on a Regional DOL
 - This PQI is dichotomous, where “yes” indicates presence on any regional DOL and “no” indicates absence on any regional DOL. Regional workforce boards develop and use their regional DOLs to identify occupations for which eligible adults and dislocated workers may receive training assistance under the Workforce Innovation and Opportunity Act. Career preparatory and all postsecondary programs are assessed on this measure.
- 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
 - This PQI is dichotomous, where “yes” indicates projected job growth from 2018 to 2026 meets one of the following: 1) 500 annual openings and annual growth rate of 1.26%; or 2) 1,200 annual opening and any positive growth rate. “No” indicates neither of these criteria were met. For each CTE program, FDOE staff examined projected trends in job openings for the program’s primary SOC code. Career preparatory and all postsecondary programs are assessed on this measure.
- Indicator of whether the program trains for an occupation with middle to high wages
 - This PQI is dichotomous, where “yes” indicates the program is aligned to an occupation leading to middle or high wages and “no” indicates the program does not lead to an occupation leading to middle or high wages. For each CTE program, FDOE staff compared completer wages to the entry and mean wages for the program’s primary SOC code. A program leads to middle wages if completers’ entry and mean wages were greater than or equal to \$12.31 and \$15.13 per hour, respectively. A program leads to high wages if completers’ entry and mean wages were greater than or equal to \$15.13 and \$23.73 per hour, respectively. Career preparatory and all postsecondary programs are assessed on this measure.
- Indicator of whether the program trains for an area identified as an Enterprise Florida Targeted Sector
 - This PQI is dichotomous, where “yes” indicates the program is aligned to an Enterprise Florida Targeted Sector and “no” indicates the program does not lead to an occupation in an Enterprise Florida Targeted Sector. The following are the targeted sectors: aviation and aerospace, life sciences, manufacturing, defense and homeland security, information technology, financial and professional services, logistics and distribution, and Cleantech. Only secondary technology education programs are assessed on this measure.

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Institutional Indicators - Secondary

Data for these measures were collected from the Florida Department of Education, PK-20 Education Reporting and Accessibility (PERA) and Florida Education Training and Placement Information Program (FETPIP) on the institutional indicators, for the most recent years where data were available.

- Percent of students with a program concentration (career preparatory and technology programs only)
 - This PQI reflects the percentage of 12th grade students exiting the K-12 system who had earned credit in multiple courses in a single CTE program (three courses in programs with three or more courses; two courses for a two-course program). FDOE staff assigned points to each program by multiplying the calculated concentration rate by 10.
- Graduation rate of students with a program concentration
 - This PQI is a four-year cohort graduation rate of students who were in program concentrators in the CTE program. Only standard diplomas are included in this measure. The indicator is calculated for career preparatory and technology education programs. FDOE staff assigned points to each program by multiplying the calculated graduation rate by 10.
- Percent of CTE concentrator graduates who transitioned into postsecondary education or employment after high school
 - This PQI reflects the percentage of concentrator graduates who are found employed or continuing their education in the year following credential completion. Job placement or continuing education rates were calculated by dividing the annual number of students found employed or continuing education by the total annual number of students with a program completion record and a valid SSN. The indicator is calculated for career preparatory and technology education programs. FDOE staff assigned points to each program by multiplying the calculated transition rate by 10.

Data on two additional indicators was collected for all secondary programs and courses. These were not included in the benchmarking process but may be used for the qualitative review.

- Percent of students who earned an industry certification or digital tool certificate in the course
 - This PQI reflects the percentage of students enrolled in middle grades CTE courses, work-based learning or capstone courses and other CTE courses/programs who earned an industry certification or digital tool certificate. Not all these courses have appropriate alignment for industry certifications. Points are not assigned for this measure in benchmarking; all courses/programs will undergo a detailed local review.
- Average entry wage of CTE concentrator graduates
 - This PQI reflects the annual earnings of CTE concentrator graduates. Average wages for those found employed in Florida after completion were provided by FETPIP as Average Annualized Wages Employed (Best Wage), which is calculated by averaging quarterly earnings using the highest quarterly wage found for an individual within the four quarters following graduation (July-September, October-December, January-March, April-June) and then annualizing it by multiplying it by four. The indicator is calculated for career preparatory and technology education programs. Points are not assigned for

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this measure in benchmarking; this information may be used during the local review process.

Institutional Indicators - Postsecondary

Data for these measures were collected from the Florida Department of Education, PERA and FETPIP. All postsecondary CTE programs were evaluated on the same PQIs, summarized below.

- Retention rate
 - This PQI reflects the percentage of students enrolled in a CTE program each year who are retained into the subsequent reporting year. For example, the number of students enrolled in 2017-2018 who are retained into 2018-2019. The initial cohort includes all enrollments in a single reporting year (e.g., 2017-2018) and is not limited to first-time-in-college students. In order to account for shorter programs, students who complete their program within the year are also counted as retained. Points are assigned to each program by multiplying the calculated retention rate by 10 for a possible score of 0 to 10 points. All postsecondary programs are assessed on this measure.
- Student success rate
 - This PQI reflects the percentage of students exiting their program of study with either a credential (degree or certificate), industry certification, or completing a terminal Occupational Completion Point (OCP). Completion rates are calculated by dividing the number of students with any completion (degree or certificate, industry certification, or terminal OCP) from a cohort of students who were found enrolled in one year (e.g., 2017-2018) and not found enrolled in the subsequent year (e.g., 2018-2019). Points are assigned by multiplying the calculated retention rate by 10 for a possible score of 0 to 10 points. All postsecondary programs are assessed on this measure.
- Job placement or continuing education rate
 - This PQI reflects the percentage of graduates who are found either employed or continuing their education in the year following program completion. The job placement or continuing education rate is calculated by dividing the annual number of students found employed or continuing education by the total annual number of students with a program completion record and a valid SSN. Points are assigned based on a continuous scale where a 50 percent rate is awarded 0 points and a 100 percent rate is awarded 10 points. All postsecondary programs are assessed on this measure.
- Average wages for those found employed in Florida after completion
 - This PQI reflects the average annualized earnings of program completers in the first year after program completion. The average earnings of program completers (based on 10-digit CIP codes) are compared to the average entry-level earnings of all Floridians employed in the occupation (based on SOC code) associated with the program. A percent difference between these two salaries is calculated. In other words, this PQI determines if program completers are earning the same, higher or lower annualized salaries than the entry-level annualized salaries of those employed in the occupation associated with the program of study. For example, if the average annualized salary of program completers is equal to the average annualized entry-level wages, there is a 0 percent difference. Points are awarded on a continuous scale such that a -40 percent

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difference is awarded 2.5 points and a +20 percent difference is awarded 10 points. Note, all programs that have less than a -40 percent difference are awarded 0 points. All programs that have higher than a +20 percent difference are awarded 10 points. All postsecondary programs are assessed on this measure.

During the process of gaining stakeholder feedback, there were several PQIs identified for which the department could not readily collect data. As a result of limitations with data collection, these indicators were tabled for the 2019-2020 audit. At the postsecondary level, they include: 1) passage rates for licensure exams; 2) number of industry certifications earned in the program; and 3) return on investment. Recognizing the importance of these measures, FDOE staff will work to include them in future audits.

Benchmarking

Secondary

The secondary CTE programs underwent a two-step process to evaluate program quality. In the first step, each program was assessed for market demand. Market demand for career preparatory programs was met with the following indicators:

- the program trains for an occupation on the Statewide Demand Occupation List (DOL);
- the program trains for an occupation on regional DOLs;
- the occupation is expected to grow over the next eight years; or
- the program trains for an occupation with middle to high wages.

For technology education programs, the program frameworks do not include SOC codes for analysis. Technology education programs are not career preparatory in nature but rather provide broad foundational knowledge and skills in fields that generally require a baccalaureate degree such as engineering. As such, they do not contain SOC codes. Therefore, the programs were evaluated for their linkage to an Enterprise Florida Targeted Industry.

Programs that did not meet any of the workforce PQIs did not demonstrate market demand using statewide indicators; these programs require further review of local market demand.

Second, each program was assessed for performance. In determining performance on institutional PQIs, each program had the opportunity to receive 30 points, where each institutional measure had a value of 10 points.

Districts that had total points greater than 20.03 demonstrated program performance. Programs with total points at or below 20.03 did not demonstrate performance using statewide indicators; these programs require further review of institutional performance (via the program status template).

Postsecondary

The postsecondary CTE programs underwent a two-step process to evaluate program quality. First, each program was assessed for market demand. Districts/institutions that were found to have market demand met at least one of the four workforce PQIs:

- the program trains for an occupation on the Statewide Demand Occupation List (DOL);
- the program trains for an occupation on at least one regional DOL;

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- the program trains for an occupation that is projected to have high annual growth over the next eight years; or
- the program trains for an occupation with middle to high wages.

Programs that did not meet any of the workforce PQIs did not demonstrate market demand using statewide indicators; these programs require further review of local market demand.

Second, each program was assessed for performance. In determining performance on institutional PQIs, each program had the opportunity to receive 40 points, where each of the four institutional PQI measures had a maximum value of 10 points. Districts/institutions that had total points of 25.31 or higher demonstrated program performance. Programs with total points below 25.31 did not demonstrate performance using statewide indicators; these programs require further review of institutional performance. Programs that had insufficient data were automatically referred for review of institutional performance (via the program status template).

In total, the department began with 1,191 CTE programs. From the original 1,191 programs, 490 programs underwent statewide benchmarking. Seven-hundred and one (701) programs did not undergo statewide benchmarking:

- Career preparatory, technology education and postsecondary
 - 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, will automatically go to a local review.
- Middle grades, work-based learning/capstone and other CTE courses
 - 159 programs are being evaluated using a separate process. This figure includes 133 active and new courses/programs as well as 26 daggered courses/programs.

While these programs did not undergo the benchmarking process, they will still be measured in the 2019-2020 audit cycle. New programs will undergo a review of market demand. Active programs with insufficient data will undergo a review of market demand and complete a template on institutional performance. Lastly, middle grades, work-based learning/capstone and other CTE courses will be evaluated using a separate process.