EXECUTIVE ORDER 19-31

Interim Report on Florida's Career and Technical Education Audit, July 11, 2019

BACKGROUND

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

STAKEHOLDER ENGAGEMENT

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

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

STAKEHOLDERS

Business & industry
CareerSource board member
CareerSource Florida
Council of 100
Education policy experts
Enterprise Florida
Florida Chamber of Commerce
Florida College System representatives
Florida Dept. of Economic Opportunity
School district representatives
Stakeholder associations
State University System

In addition to the advisory committee, the department formed expert groups to provide perspective from three areas: business/industry, secondary CTE and postsecondary CTE. The first task of the expert groups was to make recommendations about the programs and corresponding program quality indicators (PQIs) that will be used to measure program quality. Expert groups will also weigh in on availability, strengths and limitations of data; nuances or considerations in how to measure program quality; the process to establish benchmarks/thresholds; and the methodology for identifying new programs aligned to market demands.
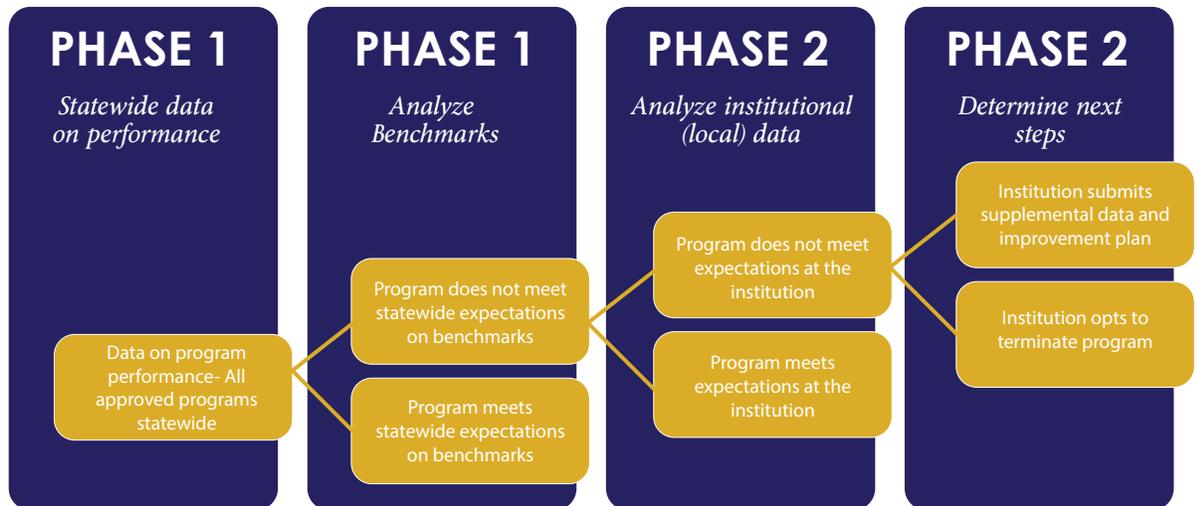
PHASES IN CTE AUDIT

The department will employ a staggered roll out of the CTE audit's three phases, with consideration given to both statewide and regional/local needs and demands.

Phase 1: Statewide review of programs

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

Phase 2: Local program review

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

PHASE 1	PHASE 1	PHASE 2	PHASE 2
Statewide data on performance	*Analyze Benchmarks*	*Analyze institutional (local) data*	*Determine next steps*

PHASE 1 — *Statewide data on performance*
- Data on program performance- All approved programs statewide

PHASE 1 — *Analyze Benchmarks*
- Program does not meet statewide expectations on benchmarks
- Program meets statewide expectations on benchmarks

PHASE 2 — *Analyze institutional (local) data*
- Program does not meet expectations at the institution
- Program meets expectations at the institution

PHASE 2 — *Determine next steps*
- Institution submits supplemental data and improvement plan
- Institution opts to terminate program

Phase 3: Share information and best practices

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

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

SECONDARY CTE COURSES/PROGRAMS

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

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

GUIDING PRINCIPLES
Secondary CTE Programs:

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

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

POSTSECONDARY CTE PROGRAMS

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

- Career certificates
- Associate in Science and Associate in Applied Science (AS/AAS) degrees
- College credit certificates (CCCs)
- Applied technology diplomas (ATDs)
- Apprenticeships
- Bachelor of Science and Bachelor of Applied degrees (BS/BAS)

FLORIDA CTE AUDIT TIMELINE: STATEWIDE REVIEW OF PROGRAMS

MAY 2019	Launch advisory committee to make recommendations about audit direction
JUNE 2019	Finalize guiding principles that measure quality of secondary and postsecondary CTE programs
JULY 2019	Convene three expert groups to provide input on draft PQIs
JULY 2019	Update draft PQIs based on expert group feedback
JULY 2019	Share PQIs external stakeholders through a public comment period
JULY 2019	Finalize PQIs informed by feedback from public comment period
AUGUST 2019	Establish PQI benchmarks with input from expert groups
AUGUST 2019	Identify baseline data on PQIs
AUGUST 2019	Present update to State Board of Education
SEPTEMBER 2019	Identify programs that met/did not meet benchmarks at state level
OCTOBER 2019	Begin "deep dive" for the programs that did not meet benchmarks

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