

## Phase 2 Methodology to Review Local Market Demand and Local Institutional Program Performance

### Assessing Local Reviews of Market Demand – Track A and Track B

For all secondary and postsecondary CTE (Career and Technical Education) programs that did not demonstrate Market Demand in the statewide process (Phase 1), the department requested additional Market Demand information. In Phase 2, there were two track options (Track A and Track B) to demonstrate local Market Demand in the CTE audit.

In **Track A**, programs were evaluated for local Market Demand using districts'/institutions' Labor Market Alignment (LMA) documentation from their Comprehensive Local Needs Assessment (CLNA) as part of their 2020 Perkins V application package. This accounted for the majority of programs that were sent for a local review of Market Demand in the CTE audit. Programs in Track A were submitted through the standard Perkins V process.

For **Track B**, to demonstrate local Market Demand for the CTE audit, the districts/ institutions were required to submit an online form (separate from Perkins V) if their program was not reported on their 2020 Perkins V CLNA LMA. Track B was a template created by the CTE Audit team to capture similar information found in the Perkins V CLNA LMA. This form requested similar types of evidence of local Market Demand that would have appeared on Track A submissions. Programs that did not meet Track A requirements were required to submit responses through the Track B Google Form: <https://forms.gle/wzdW8ukTrD5UvQ5s9>. The Track B Market Demand template submission deadline was June 30, 2020.

#### **Track A: Local Market Demand Documentation from Perkins V LMA CLNA**

Districts and institutions that completed their Perkins V local application and provided supporting documents for all CTE programs offered in the 2020-2021 year were on Track A.

Track A requirements:

- Perkins V application completed.
- Labor Market Alignment Detailed Documentation excel spreadsheet.
- Supporting documentation.

The acceptable documentation and standards for alignment were specified in the following document: <http://fldoe.org/core/fileparse.php/18815/urlt/CLNA-LaborMarkAlignStand.docx>

For the local reviews in Track A, Market Demand for the CTE audit was demonstrated if the program of study was aligned with an occupation that met one of the following primary source criteria:

- the 2019-20 or 2018-19 Statewide Demand Occupation List (DOL);
- the 2019-20 or 2018-19 Regional Demand Occupation List (DOL);
- the 2019-20 or 2018-19 Regional Targeted Occupation List (TOL);
- an Enterprise Florida Targeted Industry Sector;
- a targeted occupation or sector identified by the local workforce board in a current local WIOA plan; or
- Agriculture-related programs.

Alternatively, in Track A, Market Demand for the CTE audit could be demonstrated using any two of the following Secondary Source criteria:

- Job Analytics Resources for the region;
- Local CareerSource Board letter of support;
- Economic development agency letter of support;
- Local Chamber of Commerce letter of support and
- Other Employer or Industry Association letter of support.

**Table 1. Additional details on Perkins V CLNA LMA methods to demonstrate local market demand adopted for the CTE audit.**

Method	Documentation
Primary or Secondary SOC Code on the Statewide Demand OccupationList	(If secondary SOC code) The agency has identified another SOC included in the program framework for which students in their program are placed for employment (documentation for usage of this alternative SOC code is maintained). This SOC code appears on the 2019-20 or 2018-19 Statewide Demand Occupation List.
Primary or Secondary SOC Code on Regional Demand OccupationList	(If secondary SOC code) 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 primacy SOC code appears on the 2019-20 or 2018-19 Regional Targeted Occupation List for the CareerSource region of the agency.
Primary or Secondary SOC Code on Regional Targeted OccupationList	(If secondary SOC code) 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 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"> <li>• Aviation &amp; Aerospace</li> <li>• Life Sciences</li> <li>• Manufacturing</li> <li>• Defense &amp; Homeland Security</li> <li>• Information Technology</li> <li>• Financial &amp; Professional Services</li> <li>• Logistics &amp; Distribution</li> <li>• Cleantech</li> </ul> <p>The agency may document the justification for the alignment of the program to the industry sector.</p>

Method	Documentation
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	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: <a href="https://www.enterpriseflorida.com/about-efi/stakeholders/economic-development-partners/">https://www.enterpriseflorida.com/about-efi/stakeholders/economic-development-partners/</a>
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	The agency has a letter of support with information on the local employment demand for completers of the program from one of the following: <ul style="list-style-type: none"> <li>• Local employer with a documented history of hiring graduates from the program</li> <li>• Recent employer in an emerging occupational area</li> <li>• State industry associations, or</li> <li>• Regional industry associations</li> </ul>
Other valid and reliable labor market information	The agency has any other valid and reliable documentation of labor market demand for the program.

### Track B: CTE Audit Supplemental Market Demand Template

Secondary programs and postsecondary programs that did not complete the Perkins V application and its sub-parts, including the Labor Market Alignment Detailed Documentation Excel spreadsheet, were subjected to Track B. The department created a supplemental template that held similar metrics to those of the Perkins V application requirements. This track, identified as Track B, requested (programs not meeting Track A requirements) to provide a brief narrative justifying Market Demand for programs that were not being terminated. Track B programs were required to submit supporting documentation as evidence with a corresponding narrative defining LMA and clarifying their supporting documentation for each program. The department identified four acceptable types of supporting documentation.

The four types of supporting documentation were:

- Letters of support
- Employer survey results
- Labor market demand data
- Other

Completion and submission for programs were to be submitted by **June 30, 2020**, to complete the Track B Market Demand Template and submit supporting documentation.

Submission Link: <https://forms.gle/wzdW8ukTrD5UvQ5s9>

## Assessing Local Institutional Program Performance

Programs at the secondary and postsecondary level that did not meet Institutional Program Performance benchmarks at the statewide review level (Phase 1) or were not reviewed in Phase 1 due to insufficient data were required to complete a local review of Institutional Program Performance. Each program submitted its most recent program review for each of these programs at the department's request. The local submitted reviews included supporting data that demonstrated program activity trends.

Common program review metrics used in local reviews of Institutional Program Performance included:

- Student demographics (age, race, ethnicity)
- Program enrollment
- Retention rate
- Course performance
- Class sizes
- Graduate outcomes
- Industry partnership
- Alignment of industry-recognized certifications

More than one member of the CTE audit review team evaluated every submitted local Institutional Program Performance review. The CTE audit team rated each program and provided findings accordingly. The vast majority of the local program reviews demonstrated either adequate or high-quality local Institutional Program Performance.

## Appendix: Frequently Asked Questions During the Phase 2 Local Submission Process

### 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](mailto:CTEaudit@fldoe.org) on February 3, 2020. The notification for Florida College System institutions was distributed to college presidents and chief academic officers via email from [CTEaudit@fldoe.org](mailto: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.

### 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 a 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 the following 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.

**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](mailto: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](mailto: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: 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 to respond 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](mailto:CTEaudit@fldoe.org) with the program name and number, and we will identify the school name and school ID associated with that program.

**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 the field is not currently accounted for in the audit methodology.