



Setting Florida's Expectations and Standards for Quality Career and Technical Education Programs

Perkins V Public Meetings

October 29 – November 12, 2019



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Welcome

Henry Mack

Chancellor, Division of Career and Adult Education

Public Meeting Agenda

- Welcome and Opening Remarks
- Introduction and Overview
- Draft State Plan Policies for Quality CTE Programs and Programs of Study
- State Plan Accountability Policies
- State Plan Policies for Labor Market Alignment
- State Plan Policies for Access and Equity
- State Plan Policies for Fiscal Responsibility
- Public Comment

The Uniqueness of This Moment

- Interest in CTE is at an all-time high, thanks to Governor Ron DeSantis making it a statewide priority with Executive Order 19-31.
- 12 years elapsed between the passing of Perkins IV and V (July 2006 to July 2018). It could be another decade before Perkins VI and the opportunity to impact the future of CTE.
- This is our collective opportunity to make Florida #1 in the nation for workforce education.

How Do We Get There?

- Building upon the vision for CTE from Congress in Perkins V and Governor DeSantis in Executive Order 19-31, we have set a clear vision of what we want for Florida's students, and we are now in the process of developing a plan to get us there.

Governor DeSantis' Vision for CTE

- Florida as the top state in the nation in workforce education by 2030 and every Florida student prepared for jobs of the future.
- Secondary and postsecondary programs and credentials that are aligned with the needs of high-growth, high-demand, and high-wage careers.
- Authentic collaboration between CTE stakeholders at the state and local levels.
- SAIL to 60 – an increase in college degree or certificate attainment to 60 percent of Florida adults by 2030.
- Strengthened registered apprenticeship pathways.
- A workforce education system that provides economic opportunities for *every* Florida resident and supports further diversification of Florida's economy.

The Vision for CTE in Perkins V

- **Strategic Use of Funds**

- Expanded permissible use of funds, including in middle grades and for registered apprenticeship and pre-apprenticeship related instruction
- Greater financial flexibility at the state and local levels

- **Clarity on Quality**

- Development of more rigorous standards to benefit students
- Greater focus on and operationalization of work-based learning and programs of study
- Increased focus on identifying and closing performance gaps

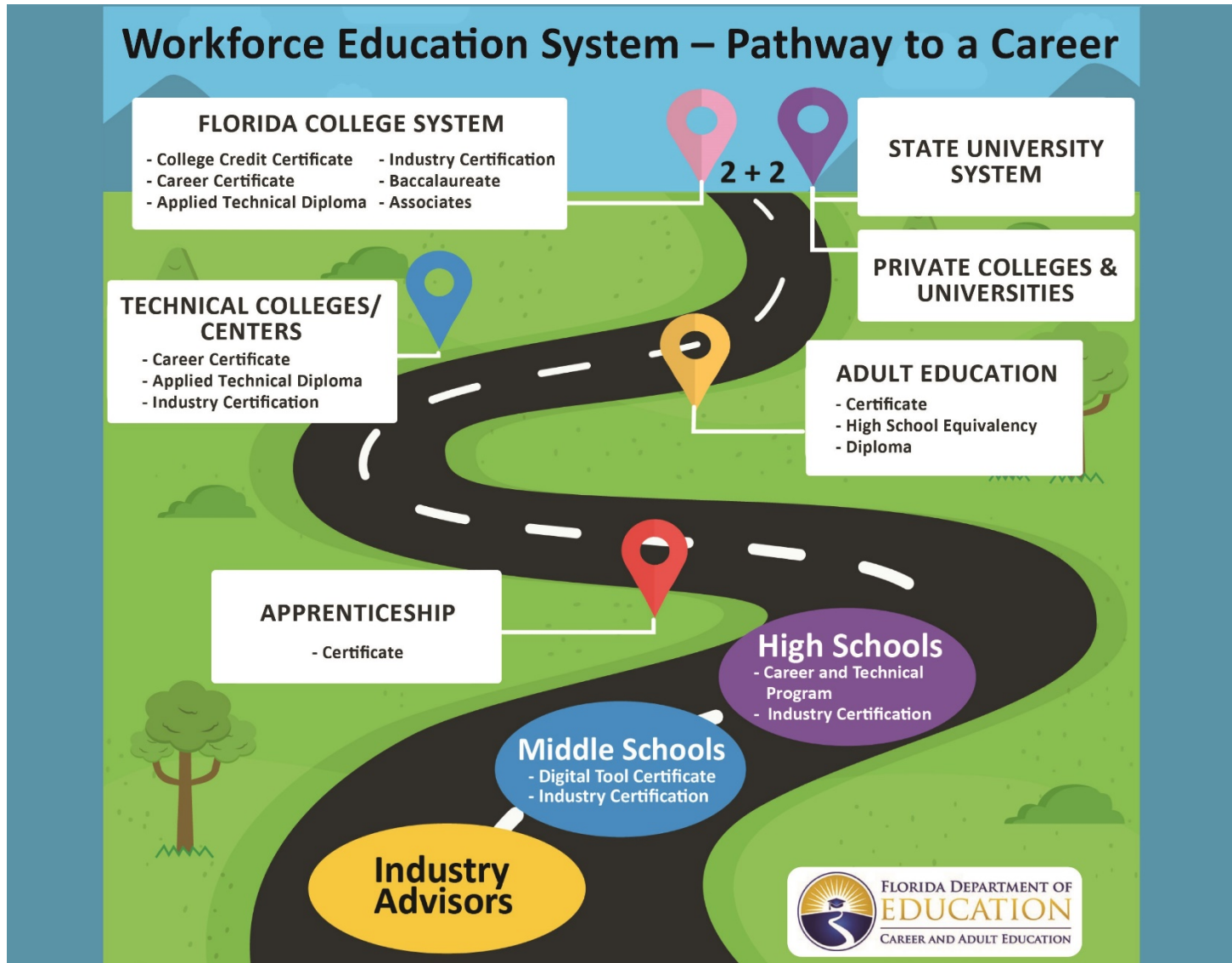
- **Informed Local Decisions**

- The Comprehensive Local Needs Assessment (CLNA) mandates the use of data and stakeholder input to ensure funding is directed to programs with documented need in alignment with local workforce demand
- The CLNAs will supplement the State's annual CTE audit, which will impact program offerings

- **Alignment**

- Increased alignment between ESSA, WIOA, and Perkins

Workforce Education System – Pathway to a Career



Goals Guiding the Perkins V State Plan Development

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support, and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

Perkins V State Plan Formation Overview

- **Committee Work** (January – June 2019)
 - Diverse secondary and postsecondary CTE representatives as well as FDOE staff formulated recommendations regarding a comprehensive set of policy and initiative topics
- **Stakeholder Consultation** (Ongoing)
 - Focus groups, surveys, and targeted engagement with state agencies, CTE stakeholders, access and equity stakeholders, and business/industry representatives are providing valuable State Plan input
- **Draft State Plan** (August-September 2019)
- **Public Comment** (October-November 2019)
 - FDOE is providing in-person and virtual opportunities for stakeholders to submit input on the draft State Plan and CTE performance targets
- **Finalize State Plan** (Spring 2020)
 - Upon approval by Commissioner Corcoran, the State Board of Education and Governor DeSantis, the State Plan will be submitted to the US Department of Education

Perkins V State Plan Development

ORGANIZATIONAL COMMITTEE CHART FOR PERKINS V STATE PLAN DEVELOPMENT

STEERING COMMITTEE

Members:

- Commissioner of Education
- Chancellor for Innovation
- Chancellor, Division of Career and Adult Education
- Chancellor, Division of Public Schools
- Chancellor, Division of Florida Colleges

POLICY ADVISORY COMMITTEE

Members:

- Secondary CTE Director
- District Postsecondary CTE Representative
- Florida College System Institution Representative
- Division of Career and Adult Education Leadership
- Division of Florida College Leadership
- Division of Public Schools Leadership

WORKING COMMITTEES

Comprised of district and FCS institutional representatives. Other stakeholders will be invited to provide subject matter expertise and advice to the committees.

PROGRAM INNOVATION

Quality Programs
Programs of Study
Local Needs Assessment
Teacher Recruitment, Retention & Training

ACCOUNTABILITY & DATA-DRIVEN DECISION MAKING

Accountability Measures
Data-Driven Formulas
Labor Market Alignment

FISCAL POLICY

Local Needs Assessment Budget linkage
Grant Application design
Compliance

EQUITY & ACCESS FOR SPECIAL POPULATIONS

Access and Recruitment
Performance and Evaluation

Perkins V State Plan Development



Your Vision

- What is your vision for CTE in Florida?
- Where would you like to see Florida CTE at the end of the four-year State Plan period in 2023-24?
- You are a key stakeholder in this effort, and we value your comments!
- Stay informed on the State Plan process by regularly visiting www.fldoe.org/perkins.



Stakeholder Engagement

WEBSITE

www.fldoe.org/perkins

EMAIL

perkins@fldoe.org

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GROUPS**

SURVEYS

**SOCIAL
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EMAILS

**NATIONAL AND
STATE EXPERTS**

**CONSULTATION
WITH SPECIAL
POPULATIONS**

**PUBLIC
MEETINGS**



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Perkins V State Plan Policies for Quality CTE Programs and Programs of Study

Kathleen Taylor, Bureau Chief for Standards,
Benchmarks and Frameworks

Perkins V State Plan Eligible Program Levels

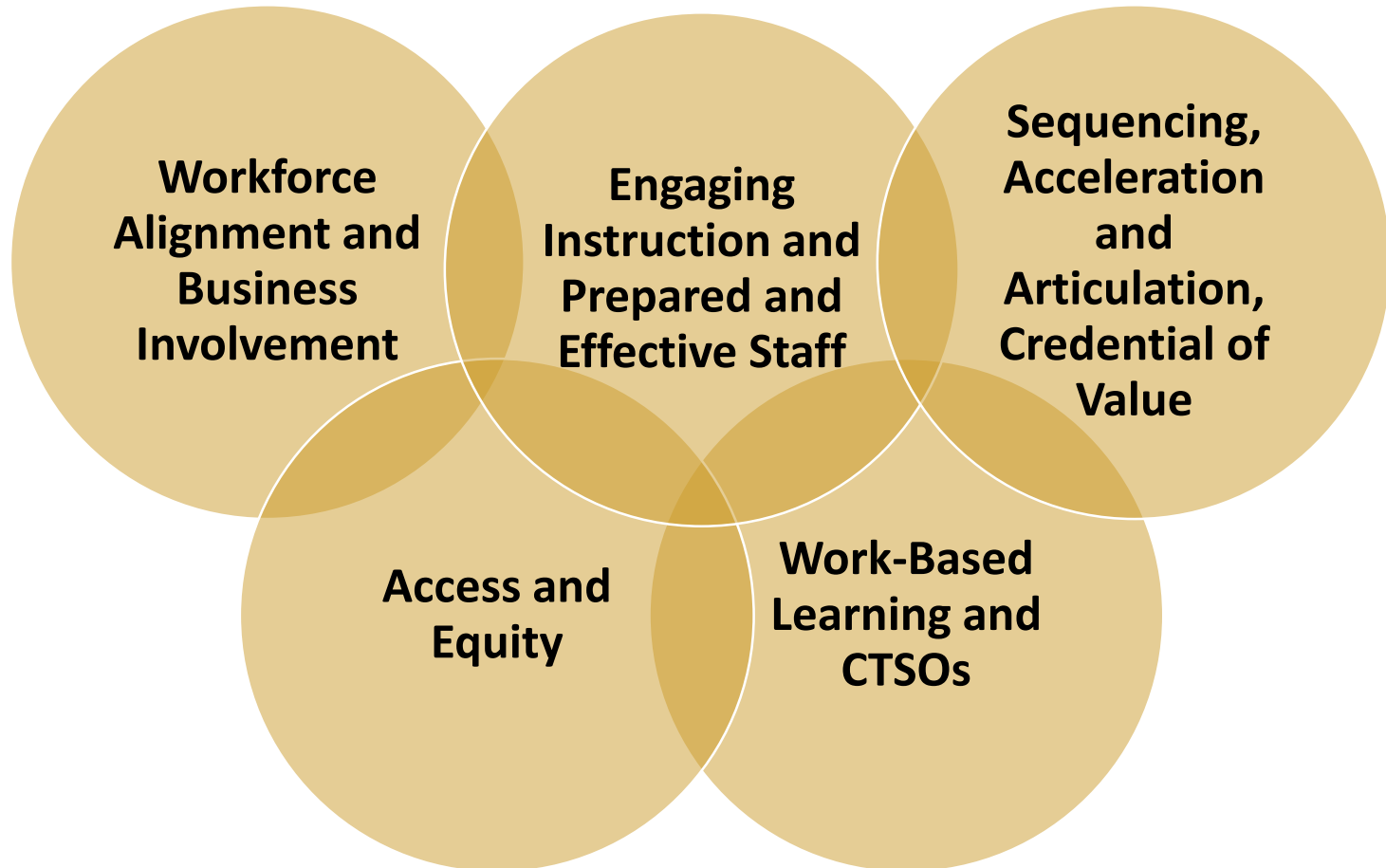
Secondary

- Grades 6-8 Middle School and Career Exploratory (as determined by FDOE)
- Grades 9-12 Career Preparatory
- Grades 9-12 Technology Education
- Grades 9-12 Work-based Learning and Capstone Courses
- Grades 6-12 Special Needs Programs

Postsecondary

- Career Certificate (clock hour)
- Applied Technology Diploma (clock hour and college credit)
- Registered Apprenticeship Programs (related instruction)
- College Credit Certificate
- Associate in Science and Associate in Applied Science

Perkins V Quality Components of CTE Programs



Florida's Standards for Size, Scope and Quality

Key Takeaways from Perkins V:

- Secondary and postsecondary eligible recipients will be required to use the state definition of size, scope, and quality to develop their local plan, a four-year local application (2020-2024), which includes conducting a CLNA.
- Local Perkins funds must be used to support programs that have been identified as meeting the state definition of size, scope, and quality and substantiated by the results of the CLNA.
- CTE programs that do not meet the size, scope, and quality requirements cannot be supported with federal Perkins funds.

How Do We Get There for Secondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following **size** requirements:
 - Provide middle grades exploratory CTE courses (as identified by the Department) that introduce students to CTE programs available at the high school level (grades 9-12) in the school district.
 - Provide an opportunity for middle school students who earn CTE high school credit to take at least 2 additional CTE courses in high school in the CTE program started in middle school (or 1 additional course in programs with only 2 courses).
 - Provide an opportunity for students to take 3 CTE courses in a single CTE program.*

**If program is only two courses, both courses must be offered.*

How Do We Get There for Secondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following **scope** requirements:
 - Provide high school students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.
 - Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the CLNA.

How Do We Get There for Secondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following **quality** requirements:
 - Provide an opportunity for students to earn a recognized credential of value (industry certification, license, career certificate, college credit certificate).
 - Provide instruction that integrates academic, technical, and employability knowledge and skills.
 - Provide instruction that incorporates relevant equipment, technology, and materials to support learning.
 - Provide CTE instructors who are given support to:
 1. maintain up-to-date knowledge and skills across all aspects of industry, and
 2. maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
 - Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.

How Do We Get There for Postsecondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following requirements:

For Size:

- Provide an opportunity for students to become full program completers.

For Scope:

- Provide postsecondary students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students in learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the CLNA.

How Do We Get There for Postsecondary CTE Programs?

- Each program utilizing Perkins V funds must meet the following requirements:

For Quality:

- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical, and employability knowledge and skills.
- Provide instruction that incorporates relevant equipment, technology, and materials to support learning.
- Provide CTE instructors who are given support to:
 1. maintain up-to-date knowledge and skills across all aspects of industry, and
 2. maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.

Perkins V Program of Study Requirements

Definition: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging state **academic standards**;
- addresses both **academic and technical** knowledge and skills, including **employability skills** (expanded);
- is **aligned with needs of industries** in the local, regional and/or state economy (new);
- **progresses in specificity** (new);
- has **multiple entry and exit points** that incorporate credentialing (more explicit); and
- culminates in the attainment of a **recognized postsecondary credential**.

How Do We Get There?

Each Program of Study Must:

Be comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant CTE curriculum frameworks;
- Meet all of the Perkins V size, scope, and quality criteria;
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity; and
- Offer at least one opportunity within the program of study for accelerated credit through:
 - Dual enrollment;
 - Local or statewide articulation agreement; and
 - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school.

How Do We Get There?

Each Program of Study Must:

Be comprised of secondary and postsecondary programs that:

- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry; and
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

How Do We Get There?

Move Beyond the "One-and-Done" Mindset!

- | | |
|------------------|---|
| 2020-2021 | <ul style="list-style-type: none">• The first program year serves as a baseline year for all secondary eligible recipients to study existing/operational Perkins IV programs of study during the CLNA and determine if they meet the core components established for Perkins V.• Secondary eligible recipients will be required to:<ul style="list-style-type: none">○ have one fully implemented program of study in place;○ to estimate the percent of total CTE enrollment engaged in active programs of study; and○ to undertake the necessary steps to then identify, adopt, or develop additional programs of study in order to increase this percent. |
| 2021-2022 | <ul style="list-style-type: none">• Eligible recipients will be required to have 25 percent of total secondary CTE enrollment served by operational programs of study. |
| 2022-2023 | <ul style="list-style-type: none">• Eligible recipients will be required to have 50 percent of total local CTE enrollment. |
| 2023-2024 | <ul style="list-style-type: none">• Eligible recipients will be required to have 75 percent of total local CTE enrollment. |

Additional CTE Program Quality Enhancements

1. Eligible secondary and postsecondary recipients of Perkins V funds will have local discretion to use such funds to support registered pre-apprenticeship and apprenticeship classroom-related instruction if the program meets the state standards for size, scope and quality and are substantiated by the CLNA.
2. FDOE will cease the practice of identifying Occupational Completion Points (OCPs) in high school CTE curriculum frameworks, effective for the 2020-2021 school year.



Perkins V State Plan Policies for Accountability

Tara Goodman, Bureau Chief for Budget, Accountability
and Assessment

Simplified Accountability, Focused on Core Areas of Performance

- Secondary
 - **Graduation rate** (ESSA four-year)
 - **Academic proficiency** (math, English, and science)
 - **Placement** (two quarters after exit)
 - **CTE Program Quality**
 - % of concentrators graduating with a recognized postsecondary credential
 - **Non-traditional concentrators**
- Postsecondary
 - **Placement and Retention**
 - **Postsecondary credential attainment**
 - **Non-traditional concentrators**

New Definitions of Concentrators Used for Accountability Measures

- **Secondary**

- A student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study

- **Postsecondary**

- CTE students who:
 - earned at least 12 credits within a CTE program, or
 - completed a program if the program is less than 12 credits total or the equivalent in total.

Timeline for Accountability Reporting

2018-19 Year July 1, 2018 to June 30, 2019	2019-20 Year July 1, 2019 to June 30, 2020	2020-21 Year July 1, 2020 to June 30, 2021
CAR Submission: 12/31/19 Enrollment Data for the last year of Perkins IV	CAR Submission: 12/31/20 Enrollment Data for Perkins V	CAR Submission: 12/31/21 Enrollment Data for Perkins V Performance Data for Perkins V

*CAR = Consolidated Annual Report

User Guides

- FDOE will be producing:
 - Non-technical User Guides for Accountability Measures
 - Technical Business Rules
 - Method of transmitting detailed reports to agencies on accountability performance, including information on student demographics and special populations served

Baseline Calculations and Proposed Accountability Targets

- Will be used for setting the proposed targets for the State Plan
- Separate public comment period will be provided upon completion of baseline calculations



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State Plan Policies for Workforce Alignment

Tara Goodman, Bureau Chief for Budget, Accountability and Assessment

Ensuring Program Alignment with Labor Market

- Agencies must describe and provide documentation of the labor market alignment for their CTE programs, which shall substantiate the funds being spent “to develop, coordinate, implement, or improve” programs.

Required Methods

- Labor Market Alignment can be documented as follows:
 - 1 Primary Source OR
 - 2 Secondary Sources
- If an agency can document demand with one primary source, this will be considered sufficient for the labor market alignment of the program.
- If a primary source cannot be used, the agency must document labor market demand with at least two secondary sources.



Primary Sources

- Statewide Demand Occupation List
- Regional Demand Occupation List for the service area of the agency (including any programs added to the local targeted occupations list for the region)
- Statewide Enterprise Florida Targeted Sector (with specific documentation)
- Targeted Sector identified by local CareerSource Board in current local WIOA Plan for the service area of the agency (with specific documentation)
- For Agriculture programs only, written confirmation from the Florida Department of Agriculture and Consumer Services of the labor market alignment for the program

Secondary Sources

- Analysis provided by Job Analytics Resources
- Local CareerSource Board letter of support with documentation of local demand for the program
- Economic development agency letter of support with documentation of local demand for the program
- Local Chamber of Commerce letter of support with documentation of local demand for the program
- One from any of the following: local employer with a documented history of hiring graduates from the program, recent employer in an emerging occupational area, state industry associations, or regional industry associations



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State Plan Policies for Access and Equity

Tara Goodman, Bureau Chief for Budget, Accountability
and Assessment

Identification of Special Populations

- Perkins V identifies nine special populations in addition to subpopulations identified by race/ethnicity and gender
- Alignment with ESSA and WIOA
- Focus on equity, access, and closing achievement gaps

Equity and Access

- CLNAs must address issues with equity and access for special populations
- **Equity Definition**
 - Utilizing resource distribution to ensure that students have access to high-quality instruction, services, and support resources based on the diverse needs of their students, with the aim of ensuring that *all* students are able to be successful.
- **Access Definition**
 - Implementing strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school. This can include the removal of barriers, both intentional and unintentional, that prevent some students from equitable participation in programs.

Achievement Gap

- **Definition**

- Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators

- **Agencies must demonstrate how they are making meaningful progress in closing gaps**

- Similar to ESSA, focus should be given to all gaps with the greatest progress being made on the largest gaps
- Agencies must also focus on addressing issues of equity and access with a goal of increasing the special populations served

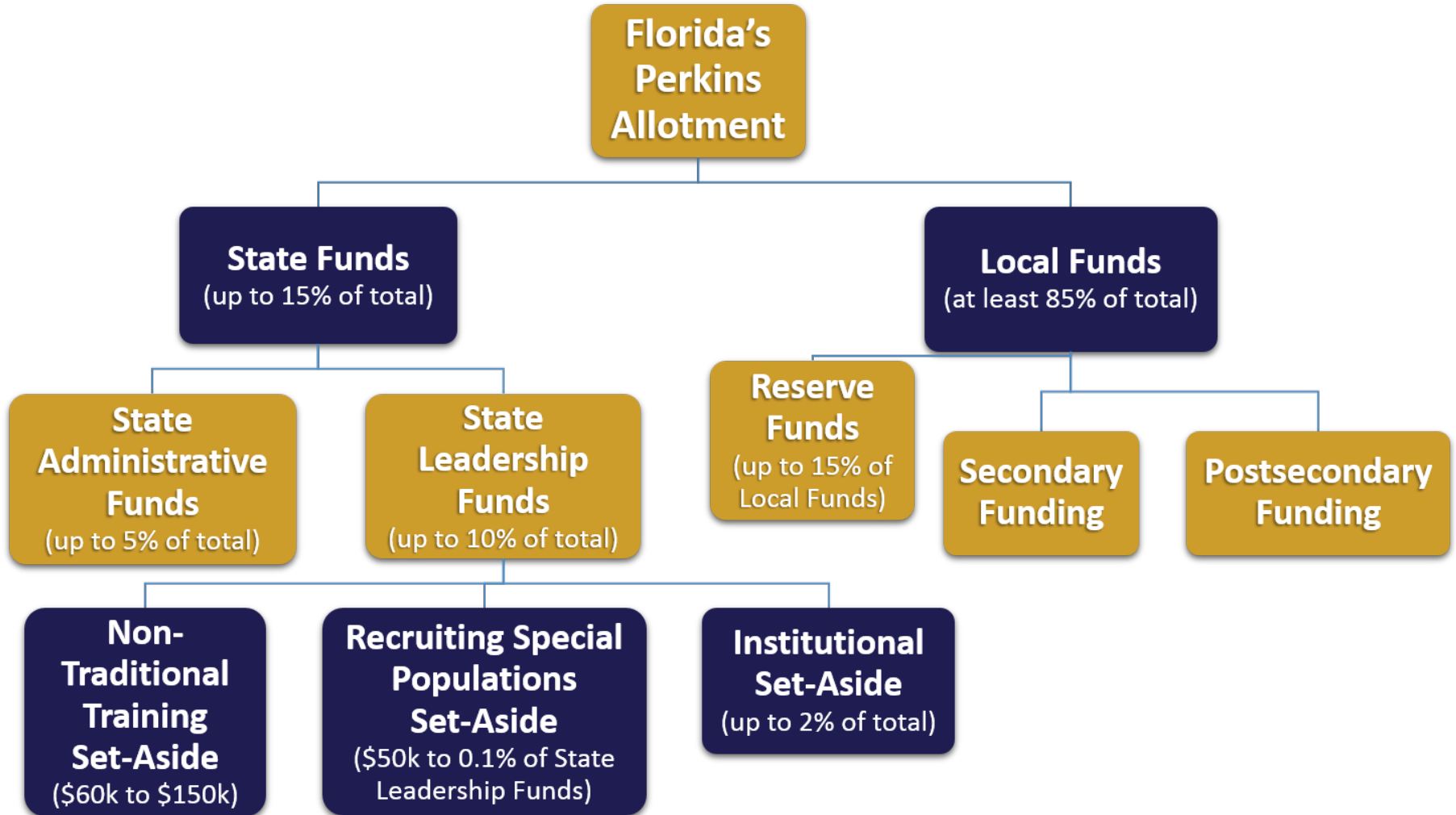


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State Plan Policies for Fiscal Responsibility

Gloria Spradley-Brown, Bureau Chief for Grants
Administration and Compliance Monitoring

Perkins Funding Distribution



Florida's Perkins Allocations

Sector Split Between Secondary and Postsecondary

State Decision:
Formula based on 3-year average of
Secondary and Postsecondary FTE

Secondary Allocations to Florida Public School Districts

Funds must be allocated to
districts based on:

- Proportion of individuals aged 5 through 17 who reside in the district (30%)
- Proportion of individuals aged 5 through 17 who reside in the district AND are from families below the poverty line (70%)
- Prescribed in Perkins V, Section 131

Postsecondary Allocations to Districts and FCS Institutions

Funds must be allocated to
postsecondary based on:

- Proportion of the number of economically disadvantaged students enrolled in CTE programs
- Alternative formula adopted by Florida for defining economically disadvantaged

Policy on Allocation of Funds between Secondary and Postsecondary Sectors

- No change recommended to current formula
- Current Formula is based on a three-year average of most recent FTE in certain CTE programs
 - Courses and programs that do not meet Perkins size, scope, and quality requirements as determined at the state level may be excluded from the calculation (Example: 8500300, Parenting Skills).

Secondary FTE in Formula

- Grades 9-12 Career Education FTE (program 300)
- Grades 7-8 Career Education FTE (identified by course)
- Grades 9-12 ESE FTE reported (identified by course)
- Dual Enrollment FTE reported in CTE college credit and clock hour programs (identified by Dual Enrollment Indicator – values B and C)

Postsecondary FTE in Formula

- School District
 - Career Certificate (aka PSAV)
 - Applied Technology Diploma (ATD)
- Florida College System (FCS) Institutions
 - College Certificate and Degree FTE, Postsecondary Vocational (PSV) FTE
 - Career Certificate (PSAV) FTE

Postsecondary Sector: Allocations to Eligible Recipients

- Must be based on students enrolled in postsecondary CTE who are economically disadvantaged.
- FDOE submits an updated alternative allocation formula for distribution of postsecondary CTE programs to the Secretary of the U.S. Department of Education.
- A waiver was received under the prior Perkins Act. This proposal is a modified version of the previously approved alternative formula.

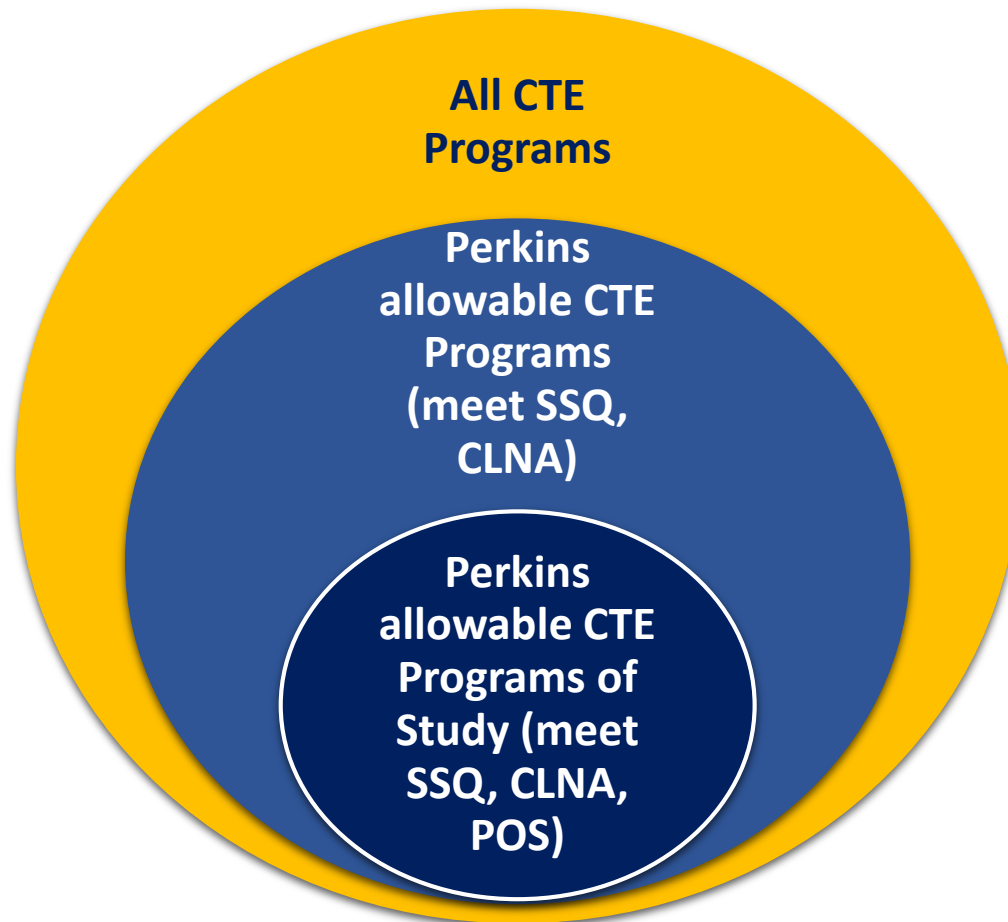
State Plan includes the following amendments to the Postsecondary Allocation:




- Add homeless student status as an indicator of economic disadvantage
- Postsecondary CTE students will be identified based upon declared programs of study in Perkins eligible postsecondary CTE programs.
 - For students with a postsecondary CTE program goal who have not yet been enrolled in a CTE program, only students taking coursework associated with a postsecondary CTE program may be classified as such for this formula. Postsecondary CTE students will be matched to the economically disadvantaged factors listed above to identify the student population used for the postsecondary allocation.

Use of the Reserve: Rural Innovation Grant

- Proposal to maintain support of rural counties with the reserve funds with the following modifications:
 - Base amount included in the allocation formula for the county allocation increased from \$25,000 to \$50,000; remaining funds based on proportionate share of labor force
- The grant criteria should be updated to include the following:
 - Local agreement on use of the rural and sparsely populated grant funds must include the school district, the FCS institution serving the county, and any district postsecondary institution serving the county
 - The fiscal arrangement for funds must include documentation that the students served with the funds are from the rural county.
 - If all eligible recipients cannot reach an agreement on the use of funds, FDOE will select the fiscal agency and make allocation decisions based upon the number of students served in the county with the proposed use of funds.

Criteria for Perkins Funding of CTE Programs



-  **Least Requirements**
-  **More Requirements –**
Programs meet SSQ and CLNA
-  **Most Requirements –**
Programs of Study meet SSQ, CLNA and POS elements

SSQ = Size, Scope and Quality criteria
POS = Program of Study components
CLNA = Comprehensive Local Needs Assessment results

CLNA: Incredible Opportunity

- Direct resources towards programs and programs of study that lead to high-skill, high-wage and high-demand occupations and activities that address equity and opportunity gaps.
- Streamlining existing program review and school improvement processes to bring focus to strategic decisions to improve CTE programs.
- Structured way to engage key stakeholders around quality and impact of local CTE programs and systems.

Local Application

- Local application is extremely important to ensure recipients meet the requirements of the law.
- Each eligible recipient must submit a local application to be eligible for funding.
- The local application will cover the same time period as the State Plan (four years).
- Funds are dependent on approval of a local application and all of the following:
 - reflects the findings of the CLNA (sec. 134(c)),
 - includes each of the required components (sec.134), and
 - includes each of the required uses of funds(sec 135).

Budget Alignment to the CLNA

- Local Application: Budget Narrative Section
 - DOE101 Perkins V Form
 - Recommended **new** data elements
 - Function
 - Object
 - **CLNA Identified Need (by number)**
 - **Required Uses of Funds (by number)**
 - **SSQ Program**
 - **CTE Program Number**
 - Account Title and Narrative
 - FTE Position (if applicable)
 - Amount

Local Application Approval Process

- Submit Local application to FDOE.
- An approval checklist will be provided to local eligible recipients that identifies all required components.
- Technical assistance and webinars will be available to assist with completing the local application.
- Eligible recipients will have an opportunity to make changes and/or provide additional information to meet the requirements.



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Closing and Public Comments

Henry Mack

Chancellor, Career and Adult Education

What Happens Next?

- Draft State-Determined Performance Levels will be published for 60 days for comment.
- State Board of Education will consider State Plan in January 2020.
- State Plan will be sent to Governor DeSantis for approval in February 2020.
- Submit State Plan to the U.S. Department of Education in April 2020.

We want to hear from you today!

1 Fill out a comment card

2 Come to microphones when name is called

3 Pay attention to timer lights

4 Adhere to two-minute cap

We Want to Hear From You After the Hearing

- Leave your comment cards with us
- Visit www.fldoe.org/perkins to review the State Plan and follow the links to submit comments and feedback electronically
- The State Plan public comment period ends on December 2, 2019

Thank you for your input!