

Andy Tuck, *Chair*  
Marva Johnson, *Vice Chair*  
*Members*  
Ben Gibson  
Tom Grady  
Michael Olenick  
Ryan Petty  
Joe York

## **Chancellor Mack's Remarks to State Board of Education Perkins V State Plan Approval February 12, 2020**

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act of 2018 reauthorized the Carl D. Perkins CTE Act of 2006. It has as its primary goals the alignment of CTE programs and pathways, the engagement of students in CTE, and maximizing the ability of our students to become informed citizens and productive employees. We know, however, in order to ensure that our state's workforce and higher education system remain best in the world, we must equip students and workers with the skills necessary to fill the jobs our economy and meet the demands of the future of work – a future marked by technological disruption, innovation, automation, an increased dependency on gig employees, and a non-traditional work landscapes.

As the preeminent federal investment in CTE – with nearly 74 million dollars awarded annually to Florida – Perkins V is an opportunity to rethink how we educate for the future of work. It is an opportunity to invite deliberate conversations around entrepreneurship education, how we teach transferable skills, and encourage new work-based learning models.

It aligns rather amazingly with all other state efforts to improve both the quality and relevancy of education. For example, both Perkins V and the CTE Audit of EO 19-31, and as we just heard, EO 19-32 emphasize program quality. Together, they will provide a *complete* picture of how well our CTE programs are performing. Importantly, however, each defines quality somewhat differently (though not unrelatedly). This is by design. For example, where Perkins does not contemplate *post-completion* wage attainment, the Audit of EO 19-31 does. Where the Audit does not assess for how well a CTE program provides students opportunity for experiential or work-based learning opportunities, Perkins V does. For both Perkins V and the Audit, market demand is a principal quality indicator, however; – i.e., are there data to support the demand for the program at the statewide *and* regional levels? As is evidenced in appendix A of the Perkins V State Plan, the Comprehensive Local Needs Assessment (CLNA) is quite rigorous (at

**Henry Mack**  
Chancellor of Career and Adult Education

least as rigorous as it can get) in this regard. Unrelated to market demand, quality is also defined in terms of institutional performance, that is, student progression, completion, *and* post-completion outcomes – i.e., did the student actually get a job, and how much does that job pay?

Perkins V is also hyper focused on improving access and equity, employability skills, entrepreneurship, and how well the CTE program provides appropriate instructional support – all quality indicators not contemplated in the Audit. Over the last year, the Department worked with thousands of stakeholders – parents, students, faculty, administrators, and industry partners alike – in attempting to draft a plan that was robust, rigorous, held eligible partners accountable, and one that is remarkably student centered. Its driving questions principally, again, focused on the alignment of our state’s workforce education to market demand. It also asked how we could meet the needs of *all* students, particularly those who are economically disadvantaged. With nearly 900k children in poverty, it aims to rethink how CTE can be a mechanism for social and economic mobility. How can it uplift? How can it help dignify work in a way that matters for individual and societal transformation?

New in this plan is the requirement of the Comprehensive Local Needs Assessment (CLNA) – a mechanism that ensures for both market demand and quality. Increased emphasis on closing performance gaps, expanding funding for registered apprenticeships, and exploring how CTE can support interdisciplinary and entrepreneurial ways of thinking and acting. This latter point is important; principally because we know we cannot just technically train.

In his 1818 report for the commissioners of the new University of Virginia, Thomas Jefferson argued that “higher grade of education” was to develop certain senses of social and intellectual unity, to enlighten and enlarge the mind and to form character. It was “to harmonize and promote the interest of agriculture, manufactures, and commerce; to develop the reasoning faculties of our youth, enlarge their minds cultivate their morals, and instill into them the precepts of virtue and order; to enlighten them with math and physical sciences, which advance the arts and administer to health, and the comforts of life, and generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others and of happiness within themselves. These are the objects of education, . . . which provide for the good and ornament of [our] country” (Jefferson, 1818).

**Henry Mack**  
Chancellor of Career and Adult Education

Our areas for opportunity include new avenues for postsecondary attainment, recruiting more special populations and non-traditional students to enroll in CTE, especially women in STEM, and championing work-based learning opportunities in partnership with industry. I want to thank the Governor and the Commissioner for their leadership in elevating CTE across the state of Florida and recommend this plan for approval.

**Henry Mack**  
Chancellor of Career and Adult Education