

Introduction to Program Inventory and Program Approval

Florida Department of Education
December 15, 2021



Webinar Logistics

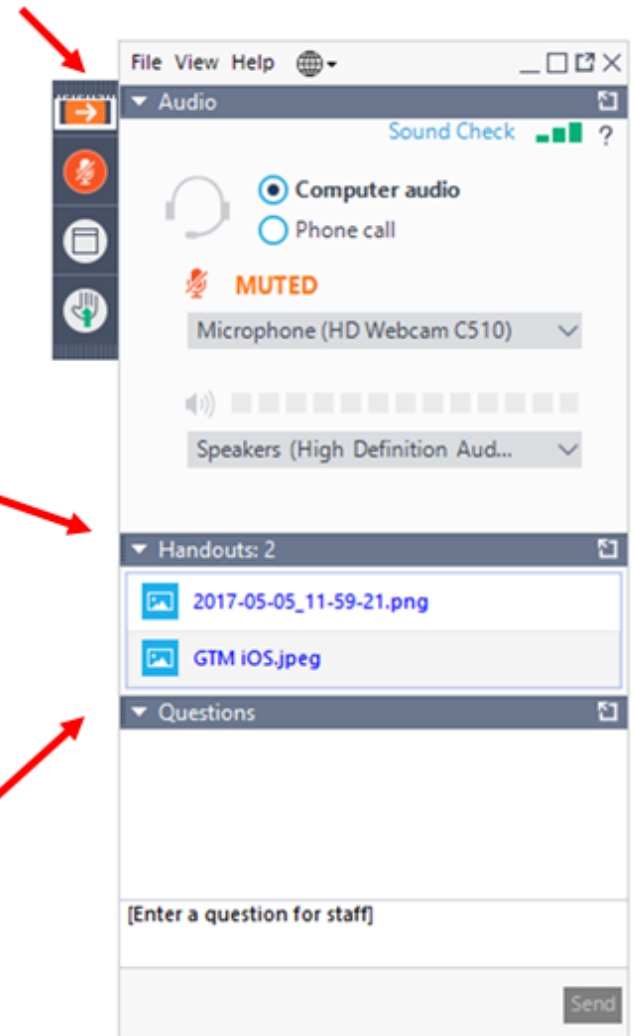
Participants will be on mute for the duration of the webinar.

Material from today's webinar:

In the handouts area you will find a copy of today's presentation.

How to submit questions:

To submit questions during the webinar, please utilize the Questions function. During the Q&A portion of the webinar, questions will be addressed.



Agenda

- House Bill 1507 & Section 35
 - Basic Tenets
 - Program Approval
 - Program Inventory
- Connection to Education Meets Opportunity Platform
- Next Steps
- Q&A



FLORIDA DEPARTMENT OF
EDUCATION
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House Bill 1507 & Section 35

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Operation of Workforce Education Programs

1011.80(2) Upon approval by the State Board of Education, any workforce education program may be conducted by a Florida College System institution or a school district, except that college credit in an Associate in Applied Science or an Associate in Science degree may be awarded only by a Florida College System institution.

Operation of Workforce Education Programs (Continued)

- 1011.80(2)(a) The State Board of Education shall establish criteria, based on the framework of quality established by the [Credentials Review Committee](#) under s. [445.004](#)(4), for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.
- 1011.80(2)(b) A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed, through an expedited review process, and approved by the State Board of Education.

Implementation Notes

1011.80(2)(a) The State Board of Education shall establish criteria, **based on the framework of quality established by the Credentials Review Committee under s. 445.004(4)**, for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.

Current Policy/Practice

- Not applicable.

Future Policy/Practice

- The anticipated timeline for the Credentials Review Committee to establish the framework of quality is spring 2022.

Implementation Notes

1011.80(2)(a) The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. [445.004](#)(4), **for review and approval of new workforce education programs** by a Florida College System institution or a school district **that are not included in the statewide curriculum framework.**

Current Policy/Practice

- The department maintains curriculum frameworks for career certificates, Associate in Science/Applied Science degrees, college credit certificates and applied technology diplomas.
- When an institution wants to add a new program to the frameworks, they complete a request for consideration.
- If approved internally, it is sent to SBE approval. The SBE approves new curriculum frameworks at the state level.
- Once the framework is approved, any institution may begin offering the program. (School districts are limited to career certificates and ATDs)

Future Policy/Practice

- The department will continue to maintain curriculum frameworks for existing program types.
- When an institution wants to add a new program to the frameworks, they will continue to complete a request form. The future forms will align to the framework of quality.
- The SBE will continue to approve new curriculum frameworks at the state level.
- Once the framework is approved, any institution may begin offering the program. However, institutions must receive SBE expedited approval to be eligible for performance funding.

Implementation Notes

1011.80(2)(a) The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. [445.004](#)(4), **for review and approval of new workforce education programs** by a Florida College System institution or a school district **that are not included in the statewide curriculum framework.**

Current Policy/Practice

- The department currently does not produce minimum frameworks for other program types, including CWE and apprenticeship/pre-apprenticeship, at a detailed level. It does maintain reporting codes for state fundable program types to report instructional activity.
- The SBE approves a single curriculum framework at the state level for all CWE programs.
- Data collection on these program types is limited.

Future Policy/Practice

- The department will establish minimum frameworks organized by career cluster for SBE approval, with input from the field.
- Once the framework is approved, any institution may begin offering the program. However, institutions must receive SBE expedited approval to be eligible for performance funding.
- Institutions seeking to offer a new program that does not have an approved minimum framework will have to complete a new program application.
- More data collection is expected.

Implementation Notes

1011.80(2)(b) A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework **may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed**, through an expedited review process **and approved by the State Board of Education**.

Current Policy/Practice

- Except for baccalaureate degrees, the SBE does not approve individual institutions to offer programs.
- No programs are excluded from performance funding/add-on FTE calculations unless specified in statute/proviso/rule.

Future Policy/Practice

- Institutions must receive SBE expedited approval to be eligible for performance funding and add on-FTE associated with workforce education programs.
- If an institution does not have SBE approval for a program, that program will be excluded from performance funding calculations.
 - These programs are subject to the annual CTE audit and their performance will be reported on the workforce development metrics dashboard.

Planning for Implementation

- The implementation of HB 1507 Section 35 requires:
 - The Florida Department of Education (FDOE) to collect an inventory of all workforce education programs active in the 2021-22 year (anticipated January - April 2022).
 - The Credential Review Committee to adopt a framework of quality (anticipated spring 2022).
 - FDOE to amend forms related to new program approval requests to align to the framework of quality (spring 2022), effective for new programs in 2022-23 and thereafter.
 - FDOE to create expedited review forms that incorporate the six statutory criteria (anticipated spring 2022) effective for performance funding consideration in 2022-23 and thereafter.
 - FDOE to use the information collected through the inventory to create minimum frameworks for non-credit programs (anticipated fall 2022).

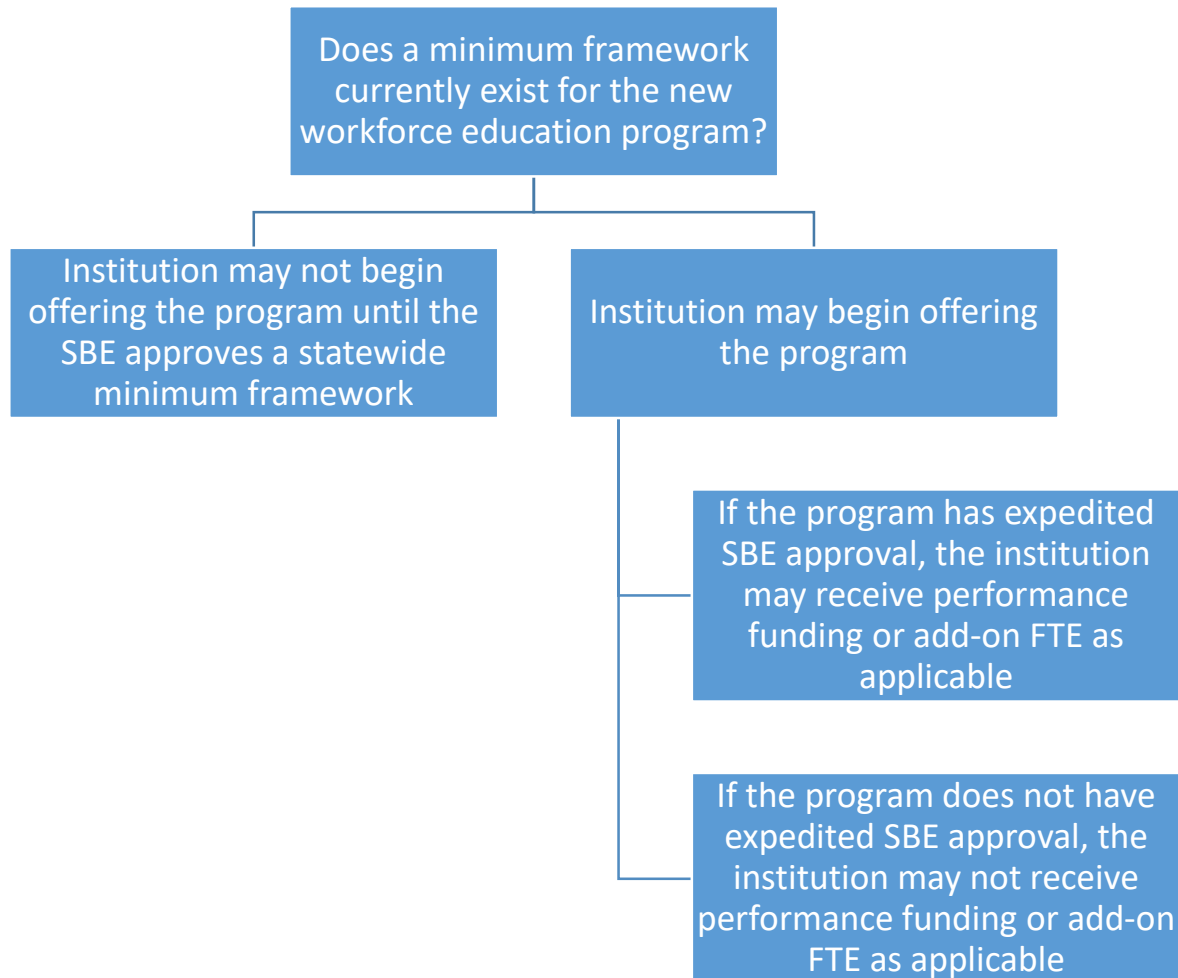
Criteria for SBE Expedited Review

1. A description of the new workforce education program that includes all of the following:
 - a) An analysis of workforce demand and unmet need for graduates of the program on a district, regional or statewide basis, as appropriate, including evidence from entities independent of the technical center or institution.
 - b) The geographic region to be served.
2. Documentation of collaboration among technical centers and institutions serving the same students in a geographical or service area that enhances program offerings and prevents program duplication that exceeds workforce need.
Unnecessary duplication of programs offered by public and private institutions must be avoided.

Criteria for SBE Expedited Review

3. Beginning with the 2022-2023 academic year, alignment of program offerings with credentials or degree programs identified on the Master Credentials List under s. [445.004](#)(4).
4. Articulation agreements between technical centers and Florida College System institutions for the enrollment of graduates in related workforce education programs.
5. Documentation of alignment between the exit requirements of a technical center and the admissions requirements of a Florida College System institution into which students typically transfer.
6. Performance and compliance indicators that will be used in determining the program's success.

New Programs in 2022-23 and Thereafter



New Program Approval Process for 2022-23

New Program Request for the Statewide Curriculum Framework Inventory (Form 1)

- The current forms will be aligned to the anticipated framework of quality. Separate forms (forms 1a, 1b, 1c, etc.) will be maintained for each award type (career certificate, college credit certificate, A.S., etc.)
- It is anticipated that the forms will be presented to the SBE at a spring 2022 meeting
- New program requests will continue to be accepted according to the following schedule:
 - November 1 – for the fall semester of the following academic year (i.e., November 1, 2021, submissions are for the fall 2022 semester and beyond).
 - June 1 – for the spring semester (i.e., June 1, 2021, submissions are for spring 2022 semester and beyond).

Please note that fall 2022 submission window closed on November 1 and those submissions are currently being reviewed internally.

New Program Approval Process for 2022-23

Program Performance Funding Request Form (aka Expedited Review Form 2)

- FDOE to create expedited review forms that incorporate the six criteria (anticipated early spring 2022) effective for performance funding consideration in 2022-23 and thereafter.
- It is anticipated that the forms will be presented to the SBE at a spring 2022 meeting.
- The proposed expedited review form submission window follows a similar schedule as the new program request form:
 - June 1 - with anticipated consideration by SBE at the following September or October meeting.
 - November 1 – with anticipated consideration by SBE at the following February or March meeting.

Program Inventory

- Programs that are active in 2021-22 will not be required to undergo an expedited review process to be considered for performance funding or add-on FTE. Therefore, it is imperative we have an updated inventory of all workforce education programs being offered at district career centers and FCS institutions.
 - This inventory includes credit and clock programs. Because institutions may begin offering programs already approved in curriculum frameworks without approval, FDOE does not have an active program inventory.
 - This inventory also includes CWE and apprenticeship/pre-apprenticeship programs. In addition to establishing a baseline of what programs are being offered by which institutions, this data collection will also inform the development of minimum frameworks.

Program Inventory

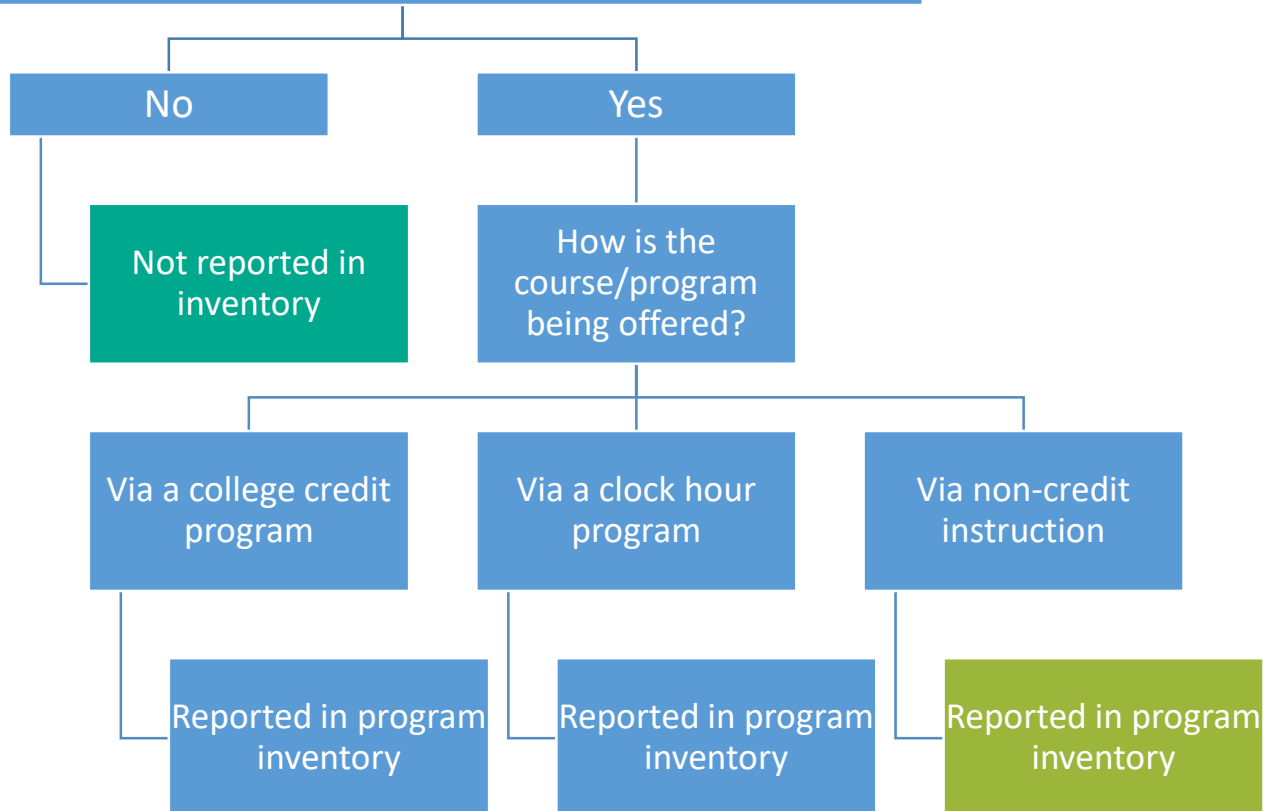
- In January 2022, FDOE will send each institution an Excel file for review.
 - Clock and credit programs
 - FDOE is going to pre-populate rows for each institution based on headcount enrollment in 2020-21 and summer/fall 2021 beginning of term data submissions using 2021-22 allowable CIPs. Institutions will then add/remove programs based on inventory and complete required fields.

Program Inventory

- In January 2022, FDOE will send each institution an Excel file for review.
 - Non-credit programs (FCS only)
 - FDOE staff conducted website scans to pre-populate rows for each institution based on institutional catalogs and webpages. Institutions will then add/remove programs based on inventory and complete required fields.
 - Non-credit programs (school district career centers) will be asked populate the survey with all non-credit activity (non-state fundable activity) as there is limited information available to pre-populate the survey.

Program Inventory: What is Non-Credit

Does the course/program result in the participant earning a credential necessary for employment in or retention/advancement of employment in a specific occupation?



Program Inventory: What is Non-Credit (Continued)

Examples of “Non-Credit” that Should NOT be Reported

- Martial Arts
- Retirement Planning
- Drawing for Beginners
- Conversational Italian for Tourists
- Creative Writing

Examples of “Non-Credit” that Should be Reported

- Recertification Training
- Lean Six Sigma Green Belt
- Certified Nursing Assistant
- Hybrid/Electric Vehicle Servicing and Repair Customized Training

Program Inventory

- In addition to identifying information about each active program (e.g., name, CIP, length), the following information will be required:
 - Brief Description
 - Limited Access (Y/N)
 - Delivery Method (Online or physical location)
 - Webpage
 - Estimated Duration
- Additional optional categories will be available for institutions interested in publishing more information about their programs.

Program Inventory

- There are multiple uses for the program inventory.
 - 1) To identify current programs for purposes of implementation of section 35 to be considered for performance funding or add-on FTE.
 - 2) To populate FloridaShines.
 - All FCS institutions and several technical colleges currently upload their active programs to the FloridaShines website. To reduce duplication of effort, the program inventory provided through this process will be used in part to populate the content for FloridaShines. We are actively working with FLVC staff on these efforts.

Program Inventory

- There are multiple uses for the program inventory.
 - 3) To implement the provision in HB 1507 requires a workforce development dashboard that measures the state's investments in workforce development.
 - 4) To populate the Credential Registry, which is powering the Education Meets Opportunity Platform. Credential Engine, the organization that maintains the registry, will be leading the program inventory data collection process.

Webinar to Review Program Inventory Instrument

January 13, 2022

2:30 PM ET

Register

at <https://attendee.gotowebinar.com/register/4235107003361706256>



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Connection to Education Meets Opportunity Platform

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To address parts of HB1507, the DOE, along with a multi-agency coalition, is creating the Education Meets Opportunity Platform (EMOP)



The platform will provide FL agencies consistent data on all Florida credentialing programs (e.g., school districts, technical colleges, FCS institutions) and WIOA providers, as well as the degree to which they are serving Florida's labor market, so they can make wise policy and resourcing decisions

Three main project components

Data integration

- **Build data-layer components**, typically APIs, of currently existing state-agency sources of data (e.g., DOE, DEO)
- **Standardize data collection** activities (e.g., Perkins V local needs assessment, CTE program audit)

Data rationalization and analytics

- **Define data to be combined**
- **Store data in a single place**
- **Standardize data into an agreed upon format** (e.g., rationalizing Burning Glass job posting data with Florida's ETPL into CTDL)

Data utilization (decision-making)

- **Visualize data** in dashboards for use by state agency team members
- **Create ad hoc reporting capability**

EMOP will support decision-making with data-driven, up-to-date information across three main topics...

Labor supply & demand

Enables professionals to identify gaps in supply of in-demand credentials at the local level. Tracks production of quality credentials below an associate's degree and aligns production with real time, localized quantitative labor market information.

Program ROI

Enables professionals to search for programs that match in-demand jobs, occupations of interest or any other search criteria (e.g., salary level, education type); identify cost of certificate or degree; and calculate income and ROI over 10 years.

Program quality

Enables professionals to understand outcomes (e.g., wage and employment) for various programs by comparing program enrollees to similar unenrolled workers.

... helping the state focus investment in programs that are the most aligned with employer needs.

We chose a vendor coalition with expertise in data management and analytics, research, credentials and change leadership



Prime contractor, central point of contact, project and change management, design, application, and dashboard development, partner coordination



Common credential description schema (CTDL) and open Registry for all credentials and providers in Florida



Data integrator, data warehouse designer / manager, dashboard developer, Managed Analytics Services provider



ROI measurement science, data lake and analytics consulting/design



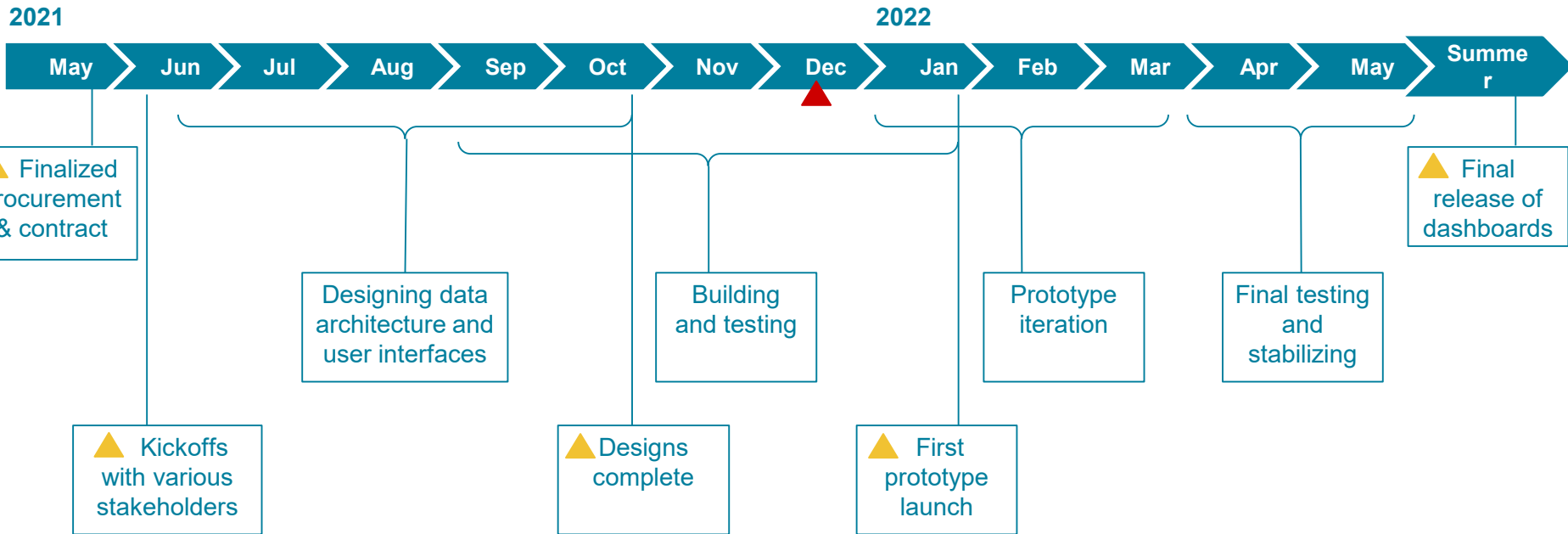
CIP* to SOC** mapping

* Classification of Instructional Programs

** Standard Occupational Classification

We kicked off in May and will launch in Summer of 2022

- ▲ Key milestone
- ▲ We are here



The state will use this more complete and accurate talent pipeline data to:

- Better align funding with employer staffing needs
- Focus programs on the most relevant skills
- Identify and invest in programs that consistently develop successful graduates
- Attract more aligned businesses to Florida
- Direct students to internships/apprenticeships to better develop hiring pipelines for employers (especially when we integrate this data with career and work-based learning tools)

When well applied to policy and funding decisions, this data will lift people out of reliance on government support and better prepare them for success.



Credential
Engine™

**will lead the credentials portion
of the EMOP project**

Location

Headquarters
in Washington
D.C., but
remote first
company



Project role

Provide the **credential registry** for all
credentials including degrees, non-credit
and credit certificates, apprenticeships,
licenses, and all other credentials offered
in Florida.

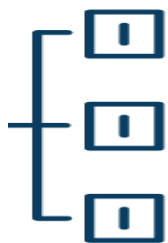
Mission

Map the credential landscape with clear and
consistent information, fueling the creation of
resources that empower people to find the
pathways that are best for them.

Credential Engine is solving three main challenges

- The credential ecosystem is large, complex, and confusing
 - 967,734+ Unique Credentials in the U.S. alone;
 - Thousands of competency frameworks and models;
 - Close to \$2t spend on education and training in the U.S. annually;
 - Well over 50,000 providers of credentials;
 - Various and unclear quality assurance entities and frameworks, and public awareness
- Before Credential Engine, no common language to describe or compare credentials and competencies. Now the Credential Transparency Description Language (CTDL) is recognized as the standard language to make credentials understandable, comparable and discoverable.
- Without widespread adoption of this standard common language, people will continue to get lost and lose out on opportunities

Credential Engine offers four open technologies



Credential Transparency Description Language
Common language that describes key features of credentials/qualifications.



Publishing Tools
After creating a user account, organizations use the API or any of the Publishing System tools to convert information to CTDL and publish to the Registry.



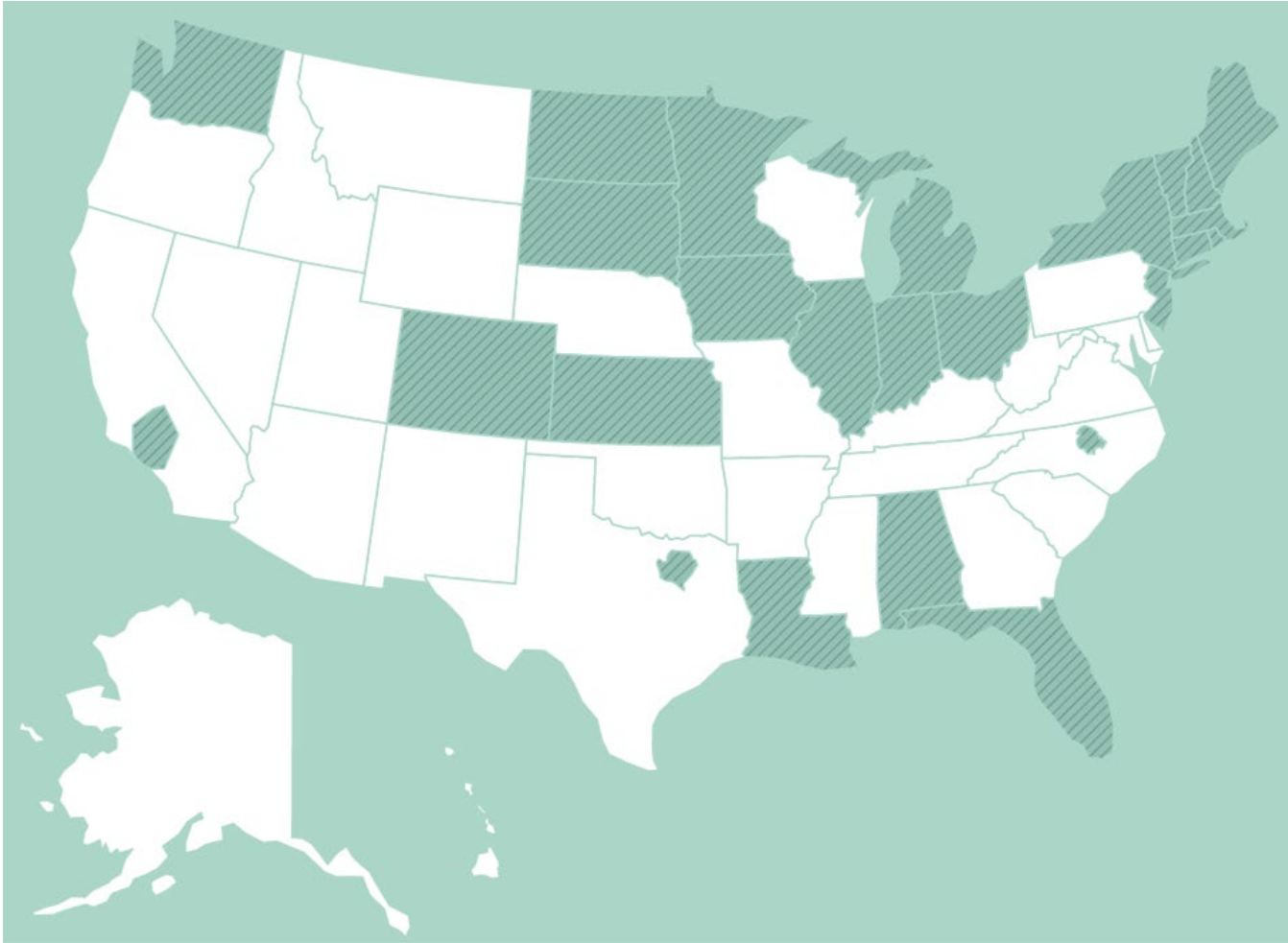
Credential Registry
More than a database, the Registry collects and connects credential data described with CTDL and supports an open applications marketplace.



Linked Open Data & Consuming Tools
Powers an open applications marketplace for data use.

Credential Transparency Uses Technology to Help:

- **Learners and workers** understand the availability, costs, time, and value of the different credentials available to them. Transparency lets learners and workers see how best to get where we're going.
- **Credential providers** more clearly describe the credentials they offer, their quality and value, and how they meet the needs of individuals, businesses and the community.
- **Employers** discover and hire people who have the skills and competencies needed for the jobs of today while effectively planning for and signaling the needs of tomorrow.
- **Policymakers and thought leaders** better understand the credentials available, which are high quality, and can better support and inform people to meet talent and economic needs.



The work is already underway in **27 states and regions**

[www.credentialengine.org/
state-partnerships](http://www.credentialengine.org/state-partnerships)

State example: Alabama using linked open data to accomplish multiple goals

Problem Alabama Was Trying to Solve

They did not have consistent, rich data about all credentials in the state to implement these goals:

- Identifying and signaling credentials of value
- Developing navigable education and career pathways
- Building a “digital backpack” so residents can collect information about their earned credentials

Partnership with Credential Engine

- Utilize CTDL to standardize the way credentials are described
- Developed a publishing workflow and minimum data policy tailored to state needs
- Make data available in Registry as linked open data

Outcomes

- Have a consistent way to collect and connect data about credentials in the state
- Can more easily connect Registry data to other data sources
- Have up-to-date data to make real-time decisions about what programs to fund
- Can connect to and learn from what other states are doing

Q&A

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