

**Career and Technical
Education
(CTE): Program and
Implementation
Updates**

GET THERE

Florida's Workforce Education Initiative

Tara Goodman, Vice Chancellor

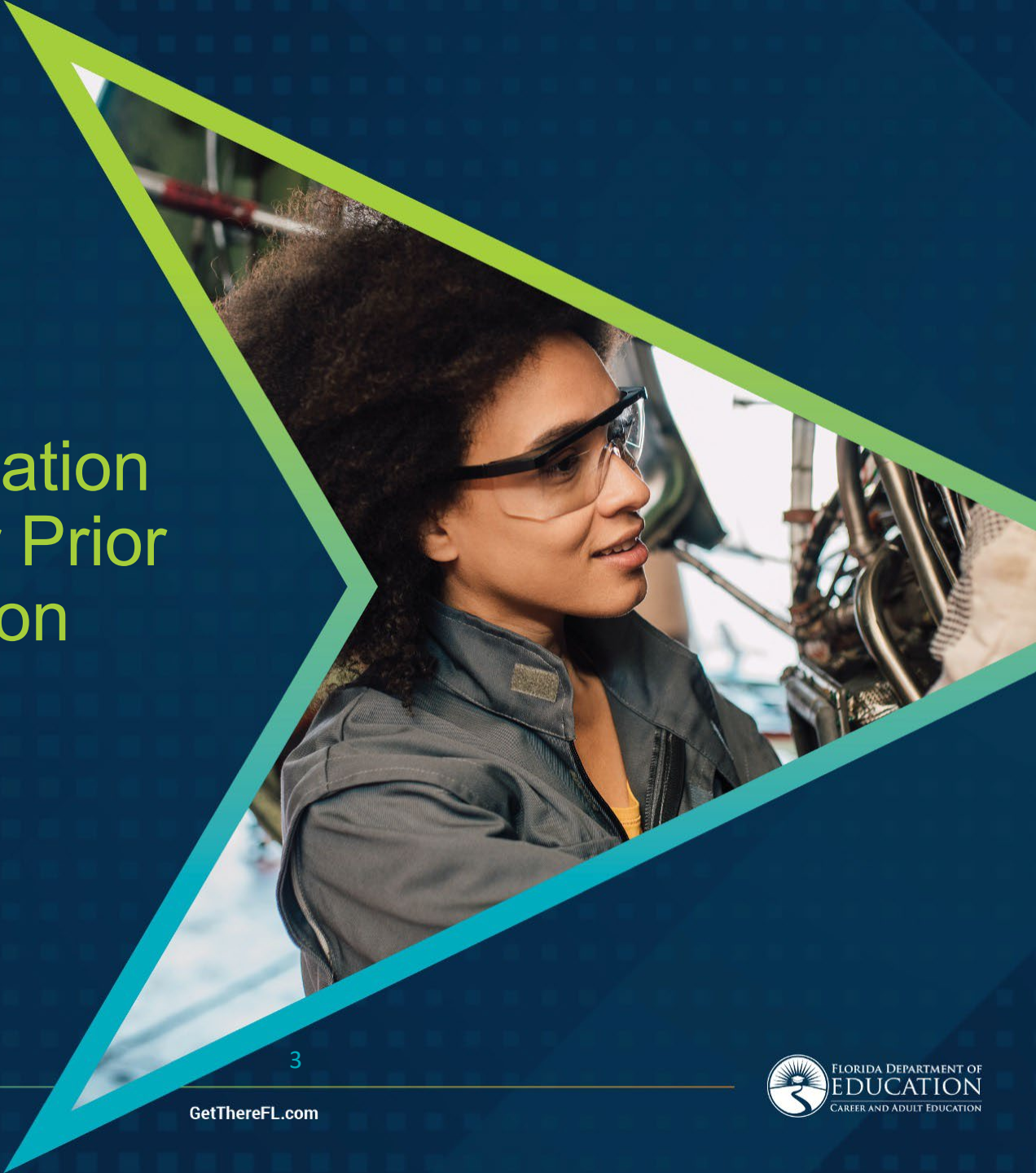
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Division of Career and Adult
Education

Agenda

- Implementation Updates for Prior Legislation
- Program Updates/Critical Reminders
 - New CAPE Rule
 - Microsoft Technology Associate Changes
 - Program/Course to Certification Linkage project
 - Last Career-Themed Course Registration Window
 - Best Practices for Data Quality/Review
 - New Artificial Intelligence Framework
- 2022 Legislation
- CTE Audit Update

Implementation Updates for Prior Legislation



HB 1507: The REACH Act (2021)

Created Section 14.36, F.S., Reimagining Education and Career Help Act.

The Reimagining Education and Career Help Act is created to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training within and equity and access to a more integrated workforce and education system for all Floridians.

Work-Based Learning

- Statute indicates a work-based learning opportunity should prioritize paid experiences such as apprenticeship and preapprenticeship programs.
- Requires SBOE to set requirements through rule regarding student eligibility, obligations of employers, and requirements of institutions that offer work-based learning opportunities.

Two New Work-Based Learning (WBL) Rules

- On March 30, 2022, the State Board of Education passed:
 - The WBL Standards Rule 6A-23.0042, F.A.C.
 - Reimbursement for Workers' Compensation Insurance Premiums: Rule 6A-6.05732, F.A.C.

Next Steps for WBL Rule Implementation

Get Educated on the Rules:

- View the webinar recording from the April 5th webinar.
- Read the WBL Standards Rule Technical Assistance doc, which includes responsibilities broken out by role.
- Read the Workers' Comp Rule Technical Assistance doc.
 - Contact your business partners to get insurance premium information using the sample application.
 - Use the district/college sample application as an example for applying for your institution's reimbursement.

To support the implementation of these Rules, we have created:

- Voluntary, editable templates:
 - WBL Training Agreement Template,
 - WBL Student Reflection,
 - WBL Employability Skill Assessment,
 - WBL Student Survey, and
 - WBL Employer Survey.
- A website to house these resources and more is forthcoming!

Credentials Review Committee

Shall establish a process for:

- Quarterly review and approval of credential applications used to develop the Master Credentials List.
- Annual review of the Master Credentials List.
- Phasing out credentials on the Master Credentials List that no longer meet the framework of quality.
- Designating performance funding eligibility under ss. 1011.80 and 1011.81, F.S., based upon the highest available certification for postsecondary students.
- Beginning with the 2022-23 school year, the CareerSource Florida State Board shall submit the Master Credentials List to the SBOE.

2022-23 Master Credentials List

- The Credentials Review Committee adopted the 2022-23 Master Credentials List in March.
 - Posted on the Credentials Review Committee site here: <https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/>
- Minor Changes
 - Update to Certifying Agency Code for the MTA certifications.
 - Removal of certifications no longer available.

2022-23 – Submission for Any New Certifications

- The Credentials Review Committee is continuing work on the framework of quality to be used for the Master Credentials list process.
- Once this work is complete, all current certifications will be reviewed using the new framework of quality and a new request submission process will be available.
- Check with website for meeting schedules and updates to their process:

<https://careersourceflorida.com/boardroom/florida-credentials-review-committee/>

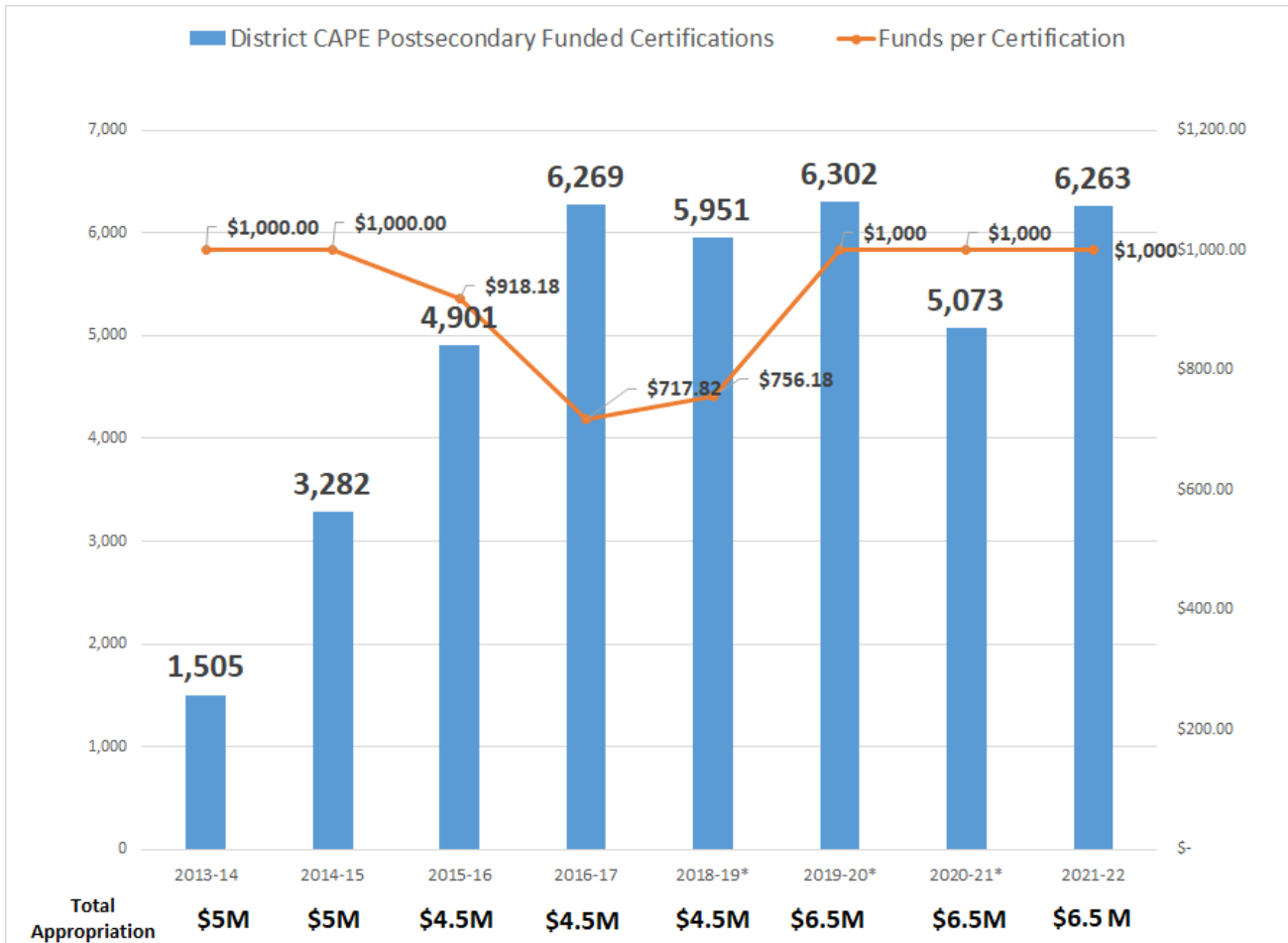
Credentials Review Committee Resources

- Administration of committee with CareerSource Florida.
- Landing page for CRC:
 - Link: <https://careersourceflorida.com/boardroom/florida-credentials-review-committee/>.
 - Members,
 - Resources, and
 - Meeting materials and recordings.

Career and Professional Education Act: Current Postsecondary Funding

- Since establishment of funding in 2013-14 for postsecondary industry certification attainment, the annual General Appropriations Act designates specific occupational areas as funding eligible for the upcoming school year for districts and Florida College System (FCS) Institutions.
- Sections 1011.80 and 1011.81, F.S., provided for \$1,000 per earned certification with pro-ration should the number of eligible certifications exceed the appropriation.

School District Performance Funding History



Returned-Value Formula

- Beginning with the 2022-23 fiscal year, the CRC must develop a funding formula to allocate school district and FCS performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations.
 - One-third of funds shall be allocated based on student job placements.
 - The remaining two-thirds shall be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations.
 - Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across school districts or the state.

Open Door Grant Program

The Open Door Grant Program (Open Door) was established for the purpose of:

- Creating and sustaining a demand-driven supply of credentialed workers for high-demand occupations by addressing and closing the gap between the skills needed by workers in the state and the skills of the available workforce in the state.
- Expanding the affordability of workforce training and credentialing.
- Increasing the interest of current and future workers in short-term, high-demand career and technical education credentialing and certificate programs.

Rule 6A-6.0575, F.A.C., Clock Hour Dual Enrollment for School and District Accountability

- 2020-21 list of programs/courses was adopted in rule for the first time.
- 2021-22 list of programs/courses will be included in a rule amendment this summary.

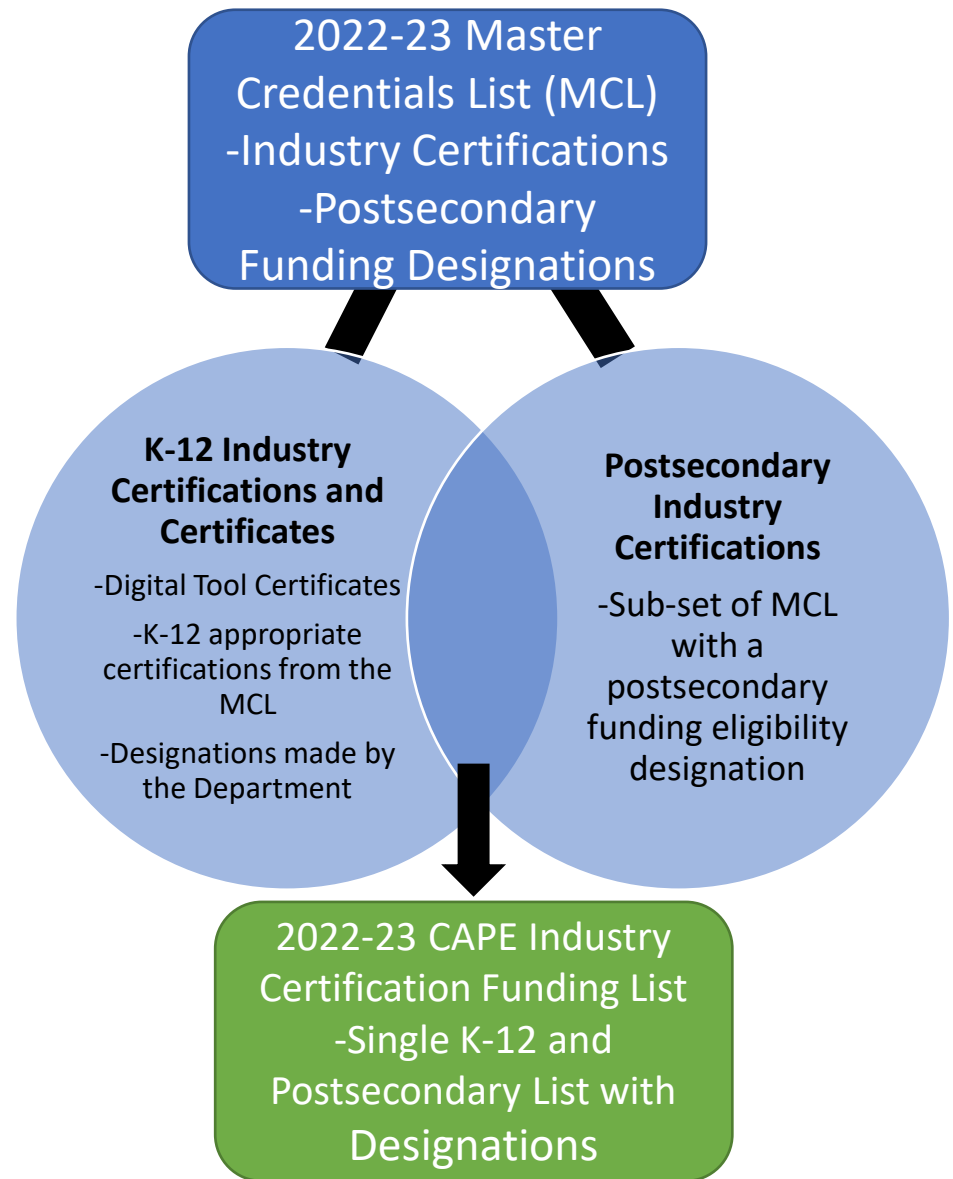
2020-21 Clock Hour Dual Enrollment Course List for School and District Accountability

- Course list is posted here:
<https://www.fldoe.org/policy/articulation/>.
- Courses earned in 2020-21 will be used for the school grade calculation.

Program Updates/Critical Reminders



Relationship between MCL and CAPE List Development



New CAPE Rule Development

- Beginning with the 2022-23 school year, House Bill 1507 requires the adoption of a single CAPE Industry Certification Funding List.
- This rule development creates a single rule for adoption of the CAPE Industry Certification Funding List.
 - Rules 6A-6.0573 and 6A-6.5074 will be repealed when the new rule is adopted.
- Rule development will be noticed soon, and we anticipate a rule development workshop announcement.
- Rule adoption is planned for August 2022.

Microsoft Technology Associate Certifications

- Effective June 30, 2022, Microsoft Corporation will retire all Microsoft Technology Associate (MTA) Certifications.
- The Information Technology Specialist (ITS) certifications issued by Certiport are an exact replacement for the MTA certifications.
- FDOE will accept the Information Technology Specialist (ITS) certifications issued by Certiport in place of the MTA certifications.

Microsoft Technology Associate

- New FDOE code has been assigned to the new certification name.
- Teachers who hold the MTA certifications will not have to take the ITS version.
- Students who have already earned MTA certifications are not allowed to retake and earn the new CERTI labeled tests. FEFP funding will not be earned for the ITS Certiport exams if a student has already earned the MTA version.
- Districts will need to adopt the ITS certification and use the CERTI codes in the 2022-23 school year.

Microsoft Technology Associate: Crosswalk to New DOE Codes

Old DOE Code	Old Certification Title	New DOE Code	New Certification Title
MICRO070	Microsoft Technology Associate (MTA) - Database Administration Fundamentals	CERTI003	Information Technology Specialist (ITS) - Databases
MICRO074	Microsoft Technology Associate (MTA) - Software Development Fundamentals	CERTI004	Information Technology Specialist (ITS) – Software Development
MICRO076	Microsoft Technology Associate (MTA) - Windows OS Fundamentals	CERTI005	Information Technology Specialist (ITS) - Device and Configuration Management
MICRO077	Microsoft Technology Associate (MTA) - Security Fundamentals	CERTI006	Information Technology Specialist (ITS) – Network Security
MICRO078	Microsoft Technology Associate (MTA) - Networking Fundamentals	CERTI007	Information Technology Specialist (ITS) - Networking
MICRO080	Microsoft Technology Associate (MTA) - HTML5 Application Developer Fundamentals	CERTI008	Information Technology Specialist (ITS) - HTML5 Application Development
MICRO102	Microsoft Technology Associate (MTA) - Mobility and Devices Fundamentals	CERTI009	Information Technology Specialist (ITS) - Device Configuration and Management

Microsoft Technology Associate: Crosswalk to New DOE Codes

Old DOE Code	Old Certification Title	New DOE Code	New Certification Title
MICRO104	Microsoft Technology Associate (MTA) - Introduction to Programming Using JavaScript	CERTI010	Information Technology Specialist (ITS) - JavaScript
MICRO105	Microsoft Technology Associate (MTA) - Introduction to Programming Using HTML and CSS	CERTI011	Information Technology Specialist (ITS) - HTML and CSS
MICRO112	Microsoft Technology Associate (MTA) - Introduction to Programming Using Python	CERTI012	Information Technology Specialist (ITS) - Python
MICRO114	Microsoft Technology Associate (MTA) - Introduction to Programming Using Java	CERTI013	Information Technology Specialist (ITS) - Java
MICRO115	Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals	CERTI014	Information Technology Specialist (ITS) - Cloud Computing

Career-Themed Course Registration

- Three registration windows:
 - October 16 through November 30
 - February through March 1
 - July 15 through August 10
- CTCs are published in Appendix FF.
- **Registration of CTC is required for funding of Industry Certifications earned!**

Career-Themed Courses

- A course, or series of courses, that leads to an industry certification on the CAPE ICFL.
- All CTE courses are eligible.
 - We are transitioning to a program-based certification alignment.
- Non-CTE courses may be requested.
- **All** certifications to be earned in the course must be registered. (max. 15)
- Course must have enrollment to be a Career-Themed Course!
- The teacher must hold **all** certifications (or a higher level) to teach the course(s).

Career-Themed Course Registration On-demand Training Webinar



<https://www.gotostage.com/channel/2f8885c0cdf149ceb0fb984561a72ed/recording/d6a9de7b49c64ab5939b15d4f814017a/watch?source=CHANNEL>

Top 6 Reasons Why Certifications Don't Get Funded

1. Industry Certification record is created locally but not sent to FDOE.
2. Industry Certification record received reject errors causing the record not to load to FDOE.
3. Industry Certification Outcome on the Industry Certification record does NOT have passing outcome.
4. Industry Certification Identifier on the Industry Certification record has an Identifier that is NOT funding eligible.
5. The Industry Certification record does NOT match the district's registered Career-Themed Course Registration (this does not apply to Digital Tool Certifications).
6. The Industry Certification Identifier was funded previously for the student.

Best Practices for Data Quality Review to Ensure Funding Eligibility

1. **Load industry certification data by July 22, 2022** (Due date for the format).
2. Run the F71415 report to validate funding eligibility of records.
3. Run the new F71535 report to see what certifications were reported but are not being funded.
4. Share reports with your CTE Director, who will be able to review and identify discrepancies with Career-themed course registration and industry certification records.
5. **From July 15 to August 10, district can update CTC registration for Appendix FF.**
6. Submit edits by Survey 5 deadline (October 31, 2022).

Artificial Intelligence Professional Development

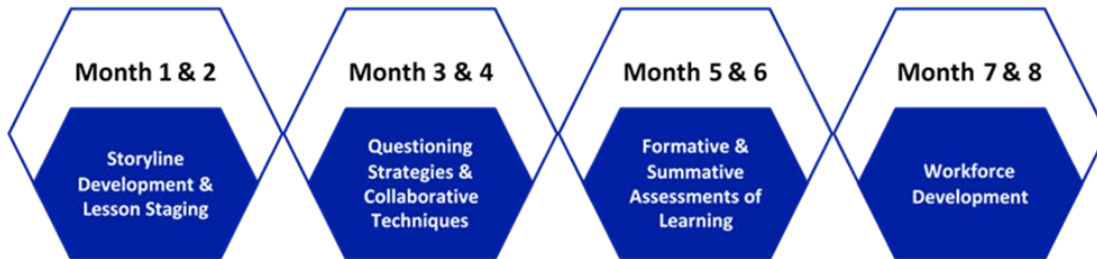
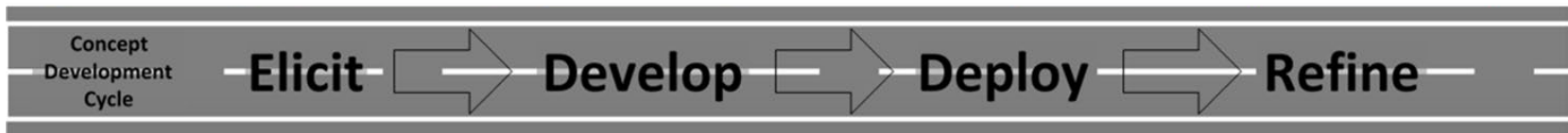
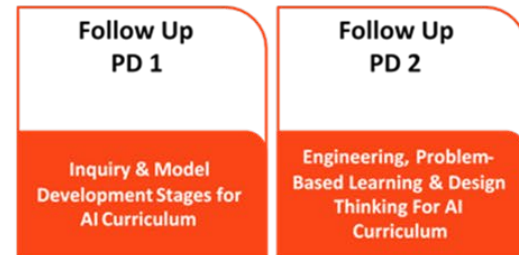
- We are pleased to announced that the Artificial Intelligence (AI) curriculum framework was approved by the SBOE during their March meeting. Making Florida the first in the nation to have completed the adoption process. Again, thank you to the team at the University of Florida (UF) and Orange County Public Schools (OCPS) for making this happen.
- The FDOE has partnered with UF to develop and provide AI professional development (PD), coaching and resources to school districts. PD will start Summer 2023 to targeted districts. The 80-hour PD will be offered synchronous and asynchronous, via boot camps, PLCs and individual coaching. School districts participating in the pilot PD are Orange County Public Schools, Miami-Dade County Public Schools, and Hillsborough County Public Schools. Training will occur annually until 2025. Each year University of Florida will train 4 new districts. For more information, please contact NiñaFe Awong, CTE Director, at Ninafe.Awong@fldoe.org.

Artificial Intelligence Professional Development – Illustration

Foundational 40-Hour Summer Bootcamp Synchronous



Follow Up PD Sessions – 8 Hours Asynchronous



2022 Legislation



SB 1054 – Financial Literacy Act

- Effective for students entering grade 9 in the 2023-24 school year and thereafter, financial literacy standards must establish specific curricular content for, at a minimum, personal financial literacy and money management, and include instruction in the areas specified in s. 1003.4282(3)(h), F.S.
- The Office of CTE will be working with the Division of Public Schools to determine if existing CTE courses (finance cluster) could satisfy this high school graduation requirement for the graduating class of 2027.

CTE Audit Update



Secondary CTE Audit Data

DCAE generated a local-level data pulls (using student record-level data) that was based on statewide CTE audit metrics. The secondary CTE Audit data is located on [Career Pathways \(fldoe.org\)](https://www.fl DOE.org/career-pathways).

Please contact Brittany.Salaam@fldoe.org with your questions, comments and/or concerns regarding your local-level CTE audit data.

Our intent is to continuously improve on the CTE audit process, transparency and data quality, in order to ensure for Florida's high-quality, in-demand CTE programs per s. 1003.491(5), F.S.

CTE Audit Secondary Methodology Documents

Forthcoming documents on the current Secondary CTE Audit Methodology:

- Technical Specifications document is useful by local-level staff who access and code secondary CTE records, to better understand how the data were pulled and aggregated in the Secondary CTE audit.
- Frequently Asked questions document is useful for staff not necessarily "in the data" to understand some of the complexities of how the data are pulled.

Contextual Data

- **Contextual Data #1**

Enrollments - The number of enrollments in the program by a school district and program during the school year of the identified column.

- **Contextual Data #2**

Industry Certifications - This is a student headcount of students enrolled in a CTE program in a given year who earned at least one industry certification in the same school year.

Performance Metric #1

- **Program concentrators rate: What percent of students were concentrators?**
- More specifically, what % of students who were Participants (1 course completed) went on to become Concentrators?

Participants

2017-18 Program Participants (DENOMINATOR)	2018-19 Program Participants (DENOMINATOR)	2019-20 Program Participants (DENOMINATOR)	Three-Year-Total Program Participants (DENOMINATOR)
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- Students who completed at least one course *up through that year*.
- Participants used to calculate "concentrator rate" in the CTE audit.
- Concentrator rate = 2019-20 concentrators / 2019-20 participants

Concentrators

2017-18 Program Concentrators (NUMERATOR)	2018-19 Program Concentrators (NUMERATOR)	2019-20 Program Concentrators (NUMERATOR)	Three-Year- Total Program Concentrators (NUMERATOR)	2017-18 Concentrator Rate (%)	2018-19 Concentrator Rate (%)	2019-20 Concentrator Rate (%)	Three-Year- Total Concentrator Rate (%)
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- Students who met the concentrator requirements ***up through that year.***
- Perkins IV thresholds
- Requirement:
 - 3 courses or more

Performance Metric #2

- **Program concentrators graduation rate: What percent of concentrator graduated?**
- What percentage of students identified in the initial four-year cohort, that met concentrator status earned a diploma?
- Concentrator Graduation Rate = $\frac{\text{Earning a standard diploma/Completers (count)}}{\text{Total}}$

2017-18	2018-19	2019-20	Three-Year- Total
Concentrator Graduation Rate (%)	Concentrator Graduation Rate (%)	Concentrator Graduation Rate (%)	Concentrator Graduation Rate (%)

Completers and Concentrators Earning A Diploma

2017-18	2018-19	2019-20
Completers	Completers	Completers
(DENOMINATOR)	(DENOMINATOR)	(DENOMINATOR)

2017-18	2018-19	2019-20	Three-Year-Total
Concentrators Earning A Diploma	Concentrators Earning A Diploma	Concentrators Earning A Diploma	Concentrators Earning A Diploma
(NUMERATOR)	(NUMERATOR)	(NUMERATOR)	(NUMERATOR)

- **Completers** requirements

- Met concentrator status
- Identified as part of the four-year graduation cohort (in that school year).

- **Concentrators earning a diploma**

Identifies the number of students in the initial four-year graduation cohort that earned a diploma.

Performance Metric #3

- **Program Performance: What percentage of students continued education or were employed post graduation?**
- What percentage of students were found the second fiscal quarter post-graduation (e.g., the fall after graduation):
 1. Enrolled in a postsecondary program; or
 2. Employed.

Completers and Continuing Education or Employed

2016-17 Completers Total Valid SSNs #	2017-18 Completers Total Valid SSNs #	2018-19 Completers Total Valid SSNs #	2016-17 Through 2018-19 Completers Total Valid SSNs #
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- **Completers Total Valid SSNs #**

- The number of students that we can track post graduation into the workforce.

2016-17 Continuing Education OR Employed (Best Wage)	2017-18 Continuing Education OR Employed (Best Wage)	2018-19 Continuing Education OR Employed (Best Wage)	2016-17 Through 2018- 19 Continuing Education Or Employed (Best Wage)
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- **Continuing Education OR Employed**

- The number of students post graduation (two fiscal quarters **ONLY**) that were either found in postsecondary education or employed.

Changes to CTE Audit Measurement

- Currently, we measure concepts like percentage of Concentrators, what percentage of Concentrators completed high school, and Concentrators outcomes post-graduation (continuing education or employed).
- We have had discussions with various districts regarding how we are measuring performance in the CTE audit.
- Current secondary CTE audit measurement could be improved.
- The current measurement creates "messiness" among students who transfer between school districts.

Changes to CTE Audit Measurement

- We are developing different business rules to measure the same concepts, but with an improved methodology.
 - Measures will be exclusive to: **Students who were in the same district for all of high school.**
 - Measures will be consistent: **All based on the graduating class of 12th graders.**
- Examples
 1. How many were Enrolled in a program at some point in high school?
 2. How many Participants tested for at least one an industry certification? Earned at least one industry cert?
 3. How many Concentrators were found continuing education or employed post-graduation, **at any point within a full year after high school graduation?**

CTE Audit Rule

- The FDOE initiated rule development for [Rule: 6A-10.0342](#), Florida Administrative Code, “Career and Technical Education Program Performance Reporting.”
- A rule workshop was conducted on Friday, January 21, 2022, via webinar from 1:00 – 2:00 p.m. EST. A recording of the webinar is located online at [CTE Program Performance Reporting Workshop Recording](#).
- The FDOE has postponed drafting and publicly sharing a proposed version of the rule for public comment because “related matters are not sufficiently resolved to enable the FDOE to address a statement by rulemaking,” per [s. 120.54, F.S.](#) As identified in [s. 1003.491\(5\), F.S.](#), related matters include the “alignment to the Framework of Quality,” under [s. 445.004\(4\), F.S.](#), and the “alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the Master Credentials List,” under [s. 445.004\(4\), F.S.](#)
- As of April 2022, the Framework of Quality (FoQ) and the Master Credentials List (MCL) are still in development by the [Credentials Review Committee](#) (CRC). Further, per [s. 445.004\(4\), F.S.](#), the CRC, “shall establish the criteria to determine value for degree programs. This criteria shall include evidence that the program meets the labor market demand as identified by the Labor Market Estimating Conference created in [s. 216.136, F.S.](#), or meets local demand as determined by the committee.”
- After the February 17, 2022, convening of the [Labor Market Estimating Conference \(LMEC\)](#), the proposed labor market supply and demand data were not adopted by the state. Therefore, the development of the CTE audit rule is also dependent on the completion of the work of the LMEC.

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Questions

